

COURSE REPORT

Course code: INTH360 Course title: Global Nutrition	Semester: Spring 2019	Department: Centre for international health, Department of global public health and primary care
Course coordinator: Ingunn M. S. Engebretsen	Approved in: Programutvalg for global helse	

INTRODUCTION

- Follow-up from previous evaluations:

On completion of the course the student should have the following learning outcomes defined in terms of knowledge, skills and general competence:

Knowledge

The student:

- has broad knowledge of the nutritional challenges globally in our world today, and regional trends in nutritional indicators.
- has an in-depth understanding of the interdisciplinary nature of nutritional problems in low-income countries from agro sciences, economic and policy sciences, human, social and health sciences
- is familiar with the concept of food as a human right and food in relation to international policy and institutions.
- has a good understanding of the interaction between nutrition and health, especially in low-resource settings.
- has a good understanding of constraints in food production and trading globally and in low-resource settings.
- is familiar with the commonest food crops in the world, smallholder's production systems, subsistence farmers' strategies and livestock.

Skills

The student:

- can analyse a subject matter in global nutrition in light of relevant policy and research.
- is able to plan an assessment of national implementation strategies of SDG 1,2,3 and food as a human right.

General competence

The student:

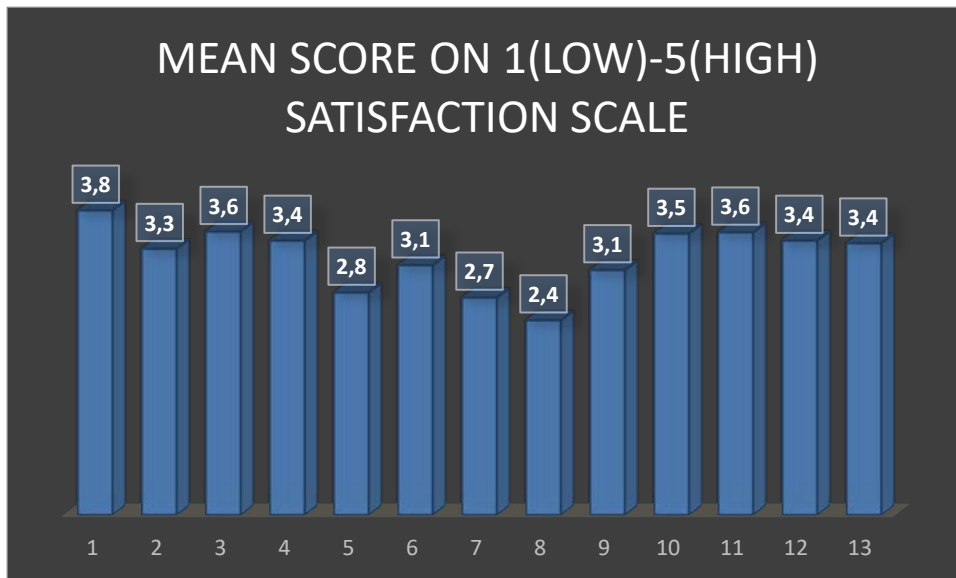
- is able to read, write and present a global health problem in English which is the course language.
- can read and understand a policy document and depict the implications for implementation priorities.
- can interpret global nutrition research literature.

General impression

12 Questions were asked related on their satisfaction with the course and they could answer on a 5-point scale from poor (1) to excellent (5). The questions were as follows listed from 1 to 13 below with the mean value displayed in the figure:

1. Relevance of the course (all in all)
2. Coherence of the course
3. Quality of the teaching (all in all)
4. Quality of lectures
5. The balance between lecture and other activities
6. How did you find the group assignments?

7. How did you find the individual assignment?
8. How did you find the exam? (Wasn't done on the time of the answers)
9. How was the recommended literature?
10. How would you rate the usefulness of MittUiB?
11. Course management/administration
12. How well did the course fulfil your expectations?
13. Your overall evaluation of the course



Qualitative answers to numerous questions were asked and the main responses are given below to the various questions:

14. How can we improve the relevance of the course?

The students were generally satisfied with the relevance and content matters of the course -it spans wide from policy to agriculture. However there were concerns on the following:

- mentioning the broad coverage of topics hampers the depth within each sub-topic and that it is congested within a relatively short time period
- suggestions to shorten the slide presentations and give more reading time
- wish for a course book
- some overlap of topics from the master in global health

15. How can we improve the teaching?

General impression was that most liked the 'level' and content of the course and some found it too advanced and complex:

Specific improvements the students suggested were:

Suggestions about being **stricter on time keeping and shorten the content and duration of each session**, complaints about duration of teaching days.

Suggestions on **better cooperation between lecturers**, some things overlap and sometimes completely different perspectives.

Suggestions for more **interactivity**.

Increase the **confidence and security of the teachers**, regarding teaching and speech.

16. How can we improve the administration?

General it was a high satisfaction with the administration in the responses, particularly with the student contact.

Some complaints about the announcements, delays in some of the teaching material, MittUiB could have been more tidy (wrong days?, file names, etc)

The general feedback to the overall administration is the following:

“-The course starts in a very late part of the semester, making it clash with other assignments and exams. It is a very intensive course that requires a lot of reading and the three evaluation forms. For students who only have this subject this is fine, but for us others who have several other assignments and exams, this course becomes really heavy.”

This was also expressed verbally to the coordinator and the coordinator should bring this up in the two Mastersystems.

17. How can we improve the overall learning experience?

The group responded very varied from extreme satisfaction to confusion/being overwhelmed and boredom. Generally, the complaints are related to work amount within given time period.

There were suggestions on submitting individual tasks after the exam or removing it.

Also satisfaction with the tasks, group work and overall content, but wish to go deeper on each topic.

To conclude:

The rest of the remarks mentioned again a high satisfaction with the course and frustration with the work amount and some untidiness. Constructive suggestions varied from discussing the overall placement of the course within the semester schedule, the duration of the course, the credits of the course and the work amount of the course.

STATISTICS:

Number of students: 34		Number of students completing the course: 33				
Grade distribution ->	A: 10	B: 21	C: 1	D: 1	E:	F:
Or ->	Pass:			Fail:		

SUMMARY OF THE STUDENT EVALUATION (main points):

- Practical implementation: Praise on content and relevance, and critique on magnitude and work amount of the course.
Critique on some mess in MittUiB and the work amount.
- Students’ evaluations and feedback: The students are very satisfied with Melf and Thorkild. The coordinator got feedback on too lengthy lectures – and some praise of the overall course.
A general wish for more interactivity and shortened duration of the course and specific lectures.
- Comments from teachers: Generally the teachers found the class less interactive than before.

COURSE COORDINATORS EVALUATION:

- Teaching and assessment methods: The students think that the work amount was too much and suggested delayed hand in of the essay or skipping it all together.
- Curriculum: The course would have benefitted from an updated book opportunity. To my knowledge this is missing and as the subject behaves like “a moving target” – it relies heavily on papers and manuscripts. Also, many

teachers have put their main points into their slide presentations, thus the students complain about the lengthy presentations. This could be clarified even better.

- Information and documentation:

Mitt-UiB is a challenging platform if the students starts to cross-check with old file storage information etc and there are some minor or major errors made in the modules or pages used. Improved clarity should be provided from the teacher.

- Grade distribution:

Generally the learning outcomes stated for the course is achieved to a high extent for most of the students and we have vivid and relevant discussions at the end of the course period. The exam also illustrated a high knowledge level and the essay and group work a high lever of maturity. Of course all that learning in a 3-week period feels intensive for the students, and most of the complaints are related to the intensity and work amount. Those who performed slightly less than the majority had less presence or attendance during the course.

- Localities/equipment:

We were in OD 4th floor. It worked relatively well for the teachers, but it's important to use the sound system. This is not so easy for group work and discussions and classroom discussions which means lot's of running around with the microphone. We were often around 40+ people in the room.

The coordinator should manage better the opportunities existing with the group rooms at OD and plan group activities for that purpose.

- Field trip (if relevant): Not relevant, but cooking experience

- Changes done during the course: -> Even if there is generally high satisfaction with the course, there is a need to take the complaints about the work amount seriously. Either we have to reduce on the content, or we have to shift this to a more credit-rewarding course and maybe also discuss placement of the course within the semester, this latter I believe is a contributing factor to the fatigue expressed.

GOALS AND OBJECTIVES FOR NEXT EVALUATION PERIOD – IMPROVEMENTS TO BE MADE:

- > To be continued: MK and TT high satisfaction with their teaching
- > High learning outcomes from group work
- Delay hand in of essay
- IE: Go through entire course and consider what can be taken out from overall course including own presentations
- IE: Go through entire course and tidy up MittUiB even better every time.
-

Generally: Be careful with placing the course immediately after Easter or that there are clashes for the students with other activities, must facilitate an early dialogue with both Pus.

The course suffers from often clashing with 1 May, 17 May Ascendence or Pentecost and that results in more public holidays and squeezed teaching periods.