

Teaching Evaluation Summary (2015-2016 Spring)

Instructor: Luby, Stephen
 Subject: SOMGEN
 Catalog & Section: 207, 1

Course Title: THEORIES OF CHG GLOBAL HEALTH
 Enrollment: 7 Responses Incl Declines: 4
 (Declined: 0)

Evaluator 1 of 4

A great deal A lot A moderate amount A little Nothing

How much did you learn from this course?

Extremely organized Very organized Moderately organized Slightly organized Not organized at all

How organized was the course?

What would you like to say about this course to a student who is considering taking it in the future?

Would you like to provide any other comments about this course?

What skills or knowledge did you learn or improve?
 Critical thinking, peer feedback, scientific writing

Learning Goals

Extremely well Very well Moderately well Slightly well Not well at all

1) Given a specific problem in global public health articulate how different academic disciplines would frame the problem and pathway towards improvement. How well did you achieve this learning goal in this course?

2) Given a proposed approach to improve global public health, articulate the underlying theory of change, and critically assess the strengths and weaknesses of using this approach compared to alternatives in this circumstance to bring change. How well did you achieve this learning goal in this course?

Excellent Good Fair Poor Very poor

Overall, how would you describe the quality of the instruction in this course?

Course Attendance Information

Course Elements

Extremely useful Very useful Moderately useful Slightly useful Not useful at all

How useful to you were the in-class discussions?

Course Elements

Extremely useful Very useful Moderately useful Slightly useful Not useful at all

How useful to you were the oral presentations?

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How useful to you were the readings?

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How useful to you were the writing assignments?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Close-Ended Questions

	Yes	No
Should an additional learning objective be added to the course syllabus specifying strengthening skills of critical review of original scientific literature?	<input checked="" type="radio"/>	<input type="radio"/>

Close-Ended Questions

	A Great Deal	A Lot	A Moderate amount	A Little	Nothing
How much did the Professor Luby's travel undermine the learning experience of the class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Close-Ended Questions

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How much do you expect that addressing the issues in this class will impact your career?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Open-Ended Questions

How would you describe this course to prospective students?

This was my favorite course of my undergraduate career at Stanford. The format is conducive to critical thinking, as the reading and distribution of questions ahead of time lets you prepare by comparing and contrasting the articles on your own before hearing your classmates' views.

How would you recommend the course be improved?

More integration between weeks/theories of change, with questions such as "what would Lynn Freedman think of this article?". These really made me think and helped me synthesize the material over the scope of the course. I wish I had taken more time to think about these things myself, and integrating it into the course more would have practical applications as well in working with people who may have different theories of change.

Any other comments?

When I said that Professor Luby's travel undermined the course "a little", I didn't want to say that it had no effect, because we did miss having his feedback and thinking. However, having Kathy lead the sessions he missed worked out fine, and I would encourage him to continue teaching the class even if he has to miss a couple sessions for travel.

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Evaluator 2 of 4

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How much did you learn from this course?

Extremely organized Very organized Moderately organized Slightly organized Not organized at all

How organized was the course?

What would you like to say about this course to a student who is considering taking it in the future?
Spread out the readings over a few days so you can think about them thoroughly and let them soak in. Take good notes. Apply your analysis of the theories to other global health issues you've hear of.

Would you like to provide any other comments about this course?

"Theory" is often used different than it is used in the phrase "theory of change" and this can be confusing. Discussing this difference in the first class could be helpful.

What skills or knowledge did you learn or improve?

After taking this course, I can more systematically analyze the advantages and limitations of different theories of change in particular contexts.

Learning Goals

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Close-Ended Questions

Yes No

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Close-Ended Questions

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How much did the Professor Luby's travel undermine the learning experience of the class?

Close-Ended Questions

A Great Deal A Lot A Moderate amount A Little Nothing

How much do you expect that addressing the issues in this class will impact your career?

Open-Ended Questions

How would you describe this course to prospective students?

In this class, you'll learn about different approaches that can be taken to address global health problems. We discuss the advantages and limitations of numerous intervention approaches, such as behavior change campaigns, global advocacy, and health system strengthening.

How would you recommend the course be improved?

The style that the writing assignments should take was not clear to me, particularly as the initial assignment asked for my person reason for taking interest in the global health challenge I focused on. Asking students to write about approaches that we could personally be involved in limited the potential theories of change I felt I could discuss. For example, I may have felt that global advocacy was a more fitting solution than research, but since I have been trained as an academic and don't have the influence required to spur advocacy, I didn't write about advocacy. I would also suggest slightly more required writing - perhaps answers to the last two of the general questions ("Think of where this approach would work/wouldn't work").

Any other comments?

The content of the final presentation was very unclear and resulted in some presentations that were directly linked to course content and some that incorporated very little of what we studied in class. The way students would be evaluated (unfortunately, very important to some students) was also unclear. I wish that Steve and Kathy had incorporated more of their own experiences as lessons for us to learn from. I appreciated how Steve explained why he chose the papers he chose.

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How much did you learn from this course?

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How organized was the course?

What would you like to say about this course to a student who is considering taking it in the future?

Take it. But, only if you are prepared to dedicate a lot of time the readings and go to every class prepared. This class has a lot to offer, but only if you put a lot of effort into it. This course requires you to set professional biases aside. Be prepared to do that.

Would you like to provide any other comments about this course?

I think this course should be offered again and again and again. I also believe a course like this could be a wonderful addition to many other departments like international relations, public policy, etc.

What skills or knowledge did you learn or improve?

I improved my critical thinking skills when it came to evaluating theories of change and effectiveness of global health solutions in a number of different contexts. I also learned about how to evaluate scientific literature. The teaching staff and other students who had conducted research previously supported me in learning about the research process and why certain decisions may have been made in papers discussed in this course.

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Open-Ended Questions

How would you describe this course to prospective students?

This is a course that requires complete commitment to "diving in" to many complex global health-related issues. If you do make that commitment, it is very likely that you will arrive at the end of the class feeling that you have challenged and even changed a number of pre-conceived notions about global health. While the class will definitely challenge any notion that global health work is easy, it will also equip you with a fair amount of knowledge and critical thinking skills to deal with complex issues. What you put into this class, you get out. This goes for every class. The closer you pay attention to the readings, the more you will get out of them in class discussion.

How would you recommend the course be improved?

There are few things that I would improve, as this has been my favorite class at Stanford. I would consider making the class longer, though that can make it difficult to fit into students' schedules. I would also consider limiting the enrollment for the course. I really enjoyed the small class size and I felt that it allowed for a lot of trust to build between students.

Any other comments?

A really wonderful class. It has definitely given me much to think about in regards to future work/careers.

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How organized was the course?

What would you like to say about this course to a student who is considering taking it in the future?
 If you want to learn so much about global health, go for it!

Would you like to provide any other comments about this course?

Thank you. I loved the feedback through email to continuously improve the sessions.

What skills or knowledge did you learn or improve?

-Knowledge of research in global health -Teaching methods for active learning -Critical thinking

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Open-Ended Questions

How would you describe this course to prospective students?

Awesome class to discover in depth and in breath issues related to global health. Always a pleasure to come to this class!

How would you recommend the course be improved?

I think that towards the end a lot of issues with some theories of change had already been addressed in previous sessions. I think that two theories of change could be deleted and instead have a discussion about more practical experience in the field, like what to be careful about in the implementation, would be very interesting. I think in that/these session(s) you could share your thoughts and it would be very interesting! I think the size of the group was perfect, I don't know how it would work if more people sign up. Maybe if more people sign up laptops should be put away.

Any other comments?

THANK YOU!!! This class really was awesome.
