

THEORIES OF CHG GLOBAL HEALTH (2019-2020 Spring)

Term: **2019-2020 Spring**

Subject: **INTLPOL**

Catalog & Section: **291 1**

Course Title: **THEORIES OF CHG GLOBAL HEALTH**

Instructor: **Luby, Stephen**

Enrollment: **12**

Responses Incl Declines: **6**

Declines: **0**

Learning Goals

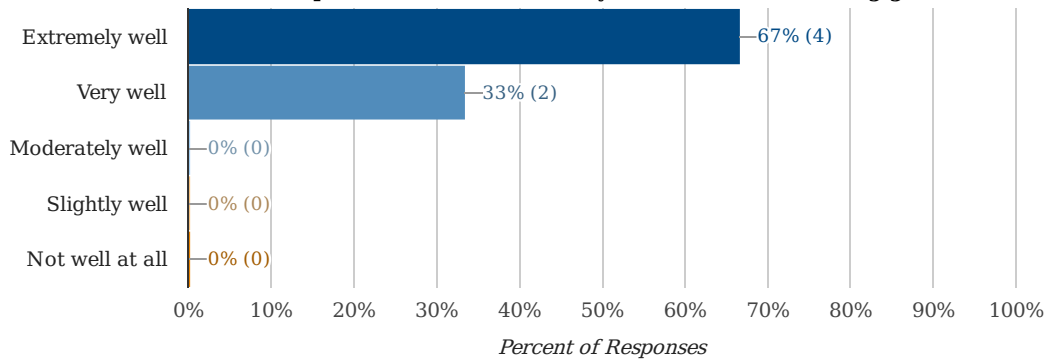
We want your feedback about your experience using the course evaluation system and reporting. To provide your feedback, please click [HERE \(https://stanforduniversity.qualtrics.com/jfe/form/SV_cOSKtrVV0G7PTNj\)](https://stanforduniversity.qualtrics.com/jfe/form/SV_cOSKtrVV0G7PTNj) to answer one question.

Students are most likely to say their learning goals have been met when

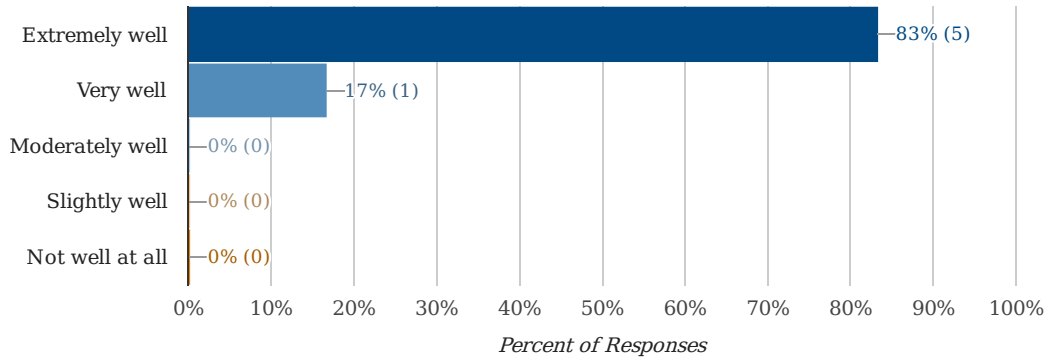
- The goals are clearly articulated in the syllabus and/or directly to students
- There's a clear connection between the goals and the exams, quizzes, and/or assignments in the class
- Students have adequate practice doing work that is relevant to the goals

For information on writing effective learning goals, please see [Writing Learning Goals \(https://evals.stanford.edu/end-term-feedback/how-write-learning-goals\)](https://evals.stanford.edu/end-term-feedback/how-write-learning-goals).

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 t...



2) Given a proposed approach in a particular circumstance to improve public health, articulate the underlying theory of change, and critically assess the strengths and weaknesses of using this approach compared...

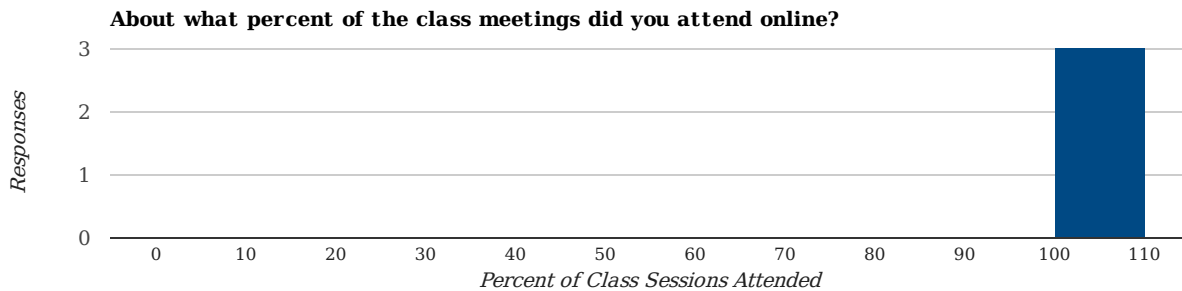
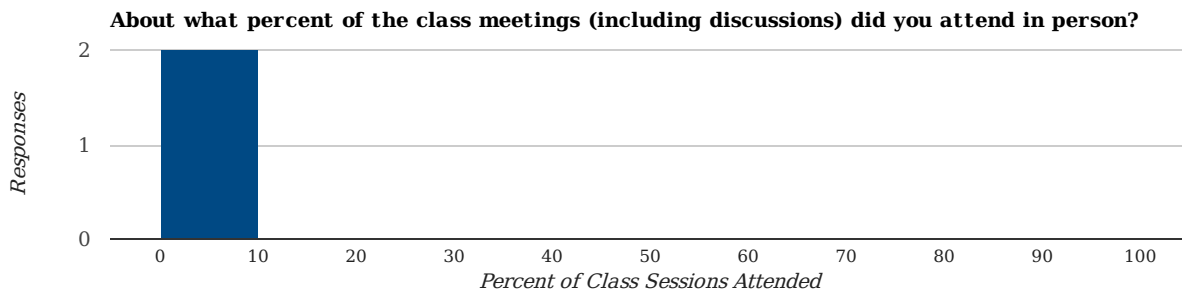


Question	Number of Responses	Response Rate	Course Mean	Course Median	STDEV	5	4	3	2	1
1) Given a specific problem in global public health articulate how different academic disciplines would frame the problem and pathway towards improvement. How well did you achieve this learning goal in this course?	6	50%	4.7	5	0.5	67%	33%	0%	0%	0%
2) Given a proposed approach in a particular circumstance to improve public health, articulate the underlying theory of change, and critically assess the strengths and weaknesses of using this approach compared to alternatives. How well did you achieve this learning goal in this course?	6	50%	4.8	5	0.4	83%	17%	0%	0%	0%

Note: 5:Extremely well; 4:Very well; 3:Moderately well; 2:Slightly well; 1:Not well at all;

FEEDBACK ON RESPONSES

Attendance and Engagement



Student Learning

For information on factors that contribute to students' learning, please see Interpreting Your Course Evaluation Report (<https://evals.stanford.edu/results/respond-feedback>).

If you are viewing a report from the 2019-2020 Winter term, quantitative responses to the *How much did you learn from this course?* question in this section have been removed in response to changes in instruction at the end of the term due to the COVID-19 pandemic.

The COVID-19 Academic Continuity Group and school deans have authorized the release of the removed results from Winter 2019-2020 evaluations to individual instructors for their own course(s) upon request. If you would like these results for your course(s), please submit this request form (https://stanforduniversity.qualtrics.com/jfe/form/SV_cwmTY20SiRWXuAd).

No Data.

(5 comments)

Q: What skills or knowledge did you learn or improve?

- 1 Learned so many new theories of change that I can apply throughout my career.
- 2 Critical reading and analysis, writing, oral presentation
- 3 I learned how to approach research and solving challenges in global health
- 4 Critical reading of journal articles and critical analysis of global health interventions
- 5 critical assessment and debating different topics in global health

Instruction and Organization

For information about effective teaching in a variety of contexts, please see Teaching Strategies (<https://teachingcommons.stanford.edu/resources/teaching-resources/teaching-strategies>).

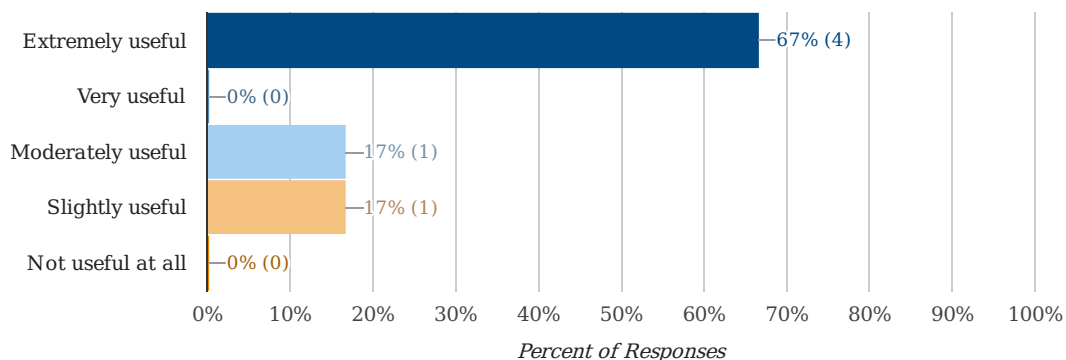
If you are viewing a report from the 2019-2020 Winter term, quantitative responses to the *Overall, how would you describe the quality of the instruction in this course?* and *How organized was the course?* questions in this section have been removed in response to changes in instruction at the end of the term due to the COVID-19 pandemic.

The COVID-19 Academic Continuity Group and school deans have authorized the release of the removed results from Winter 2019-2020 evaluations to individual instructors for their own course(s) upon request. If you would like these results for your course(s), please submit this request form (https://stanforduniversity.qualtrics.com/jfe/form/SV_cwmTY20SIRWXuAd).

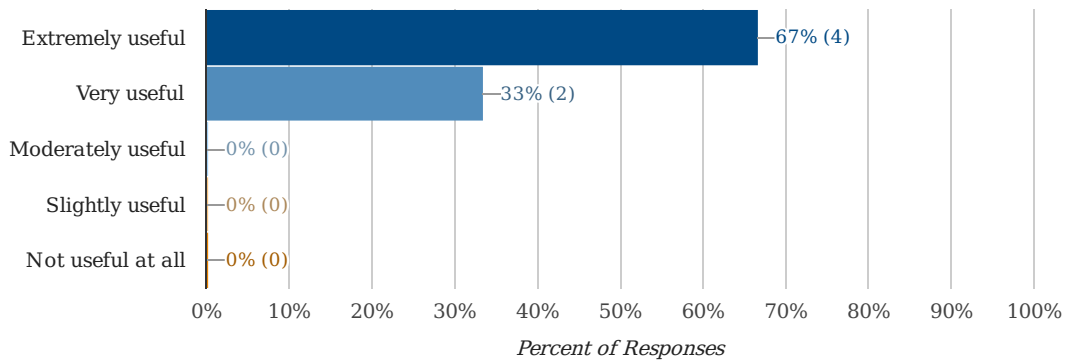
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Course Elements

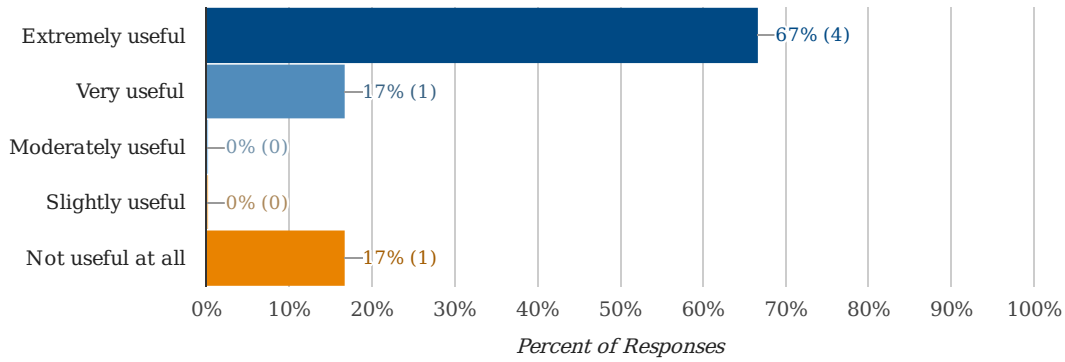
How useful to you were the in-class breakout groups?



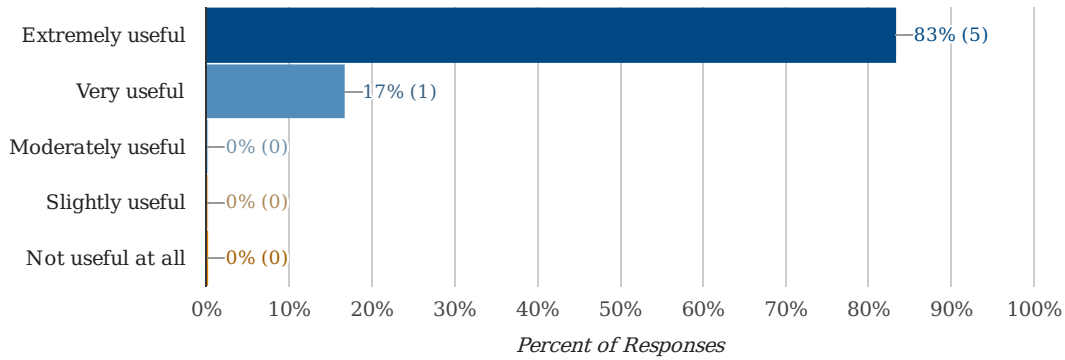
How useful to you were the readings?



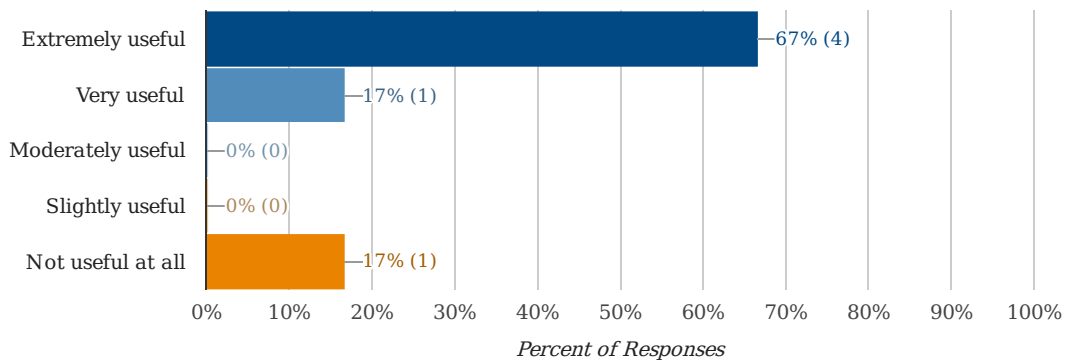
How useful to you were the writing assignments?

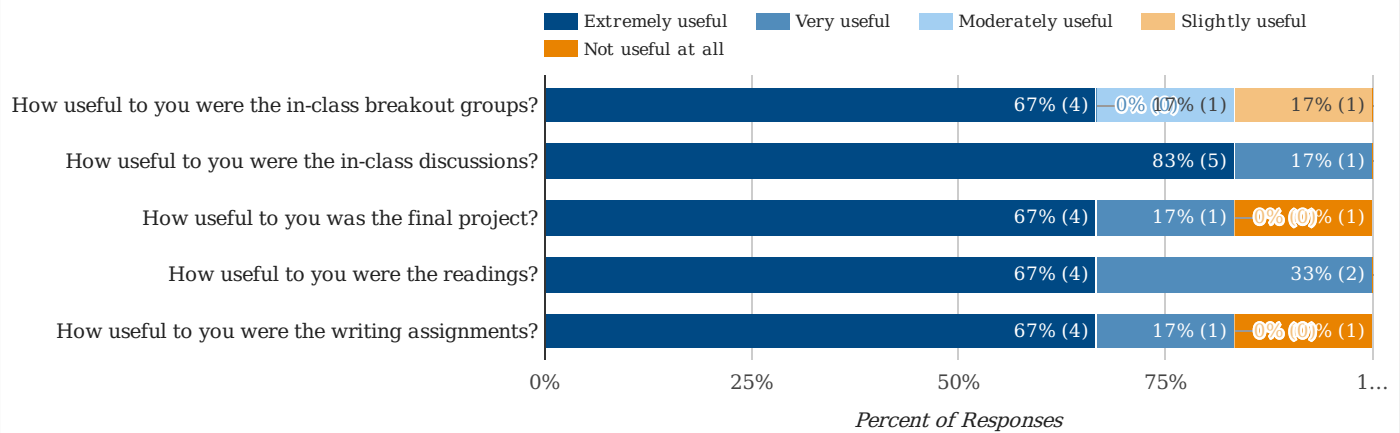


How useful to you were the in-class discussions?



How useful to you was the final project?





Question	Number of Responses	Response Rate	Course Mean	Course Median	STDEV	5	4	3	2	1
How useful to you were the in-class breakout groups?	6	50%	4.2	5	1.2	67%	0%	17%	17%	0%
How useful to you were the in-class discussions?	6	50%	4.8	5	0.4	83%	17%	0%	0%	0%
How useful to you was the final project?	6	50%	4.2	5	1.5	67%	17%	0%	0%	17%
How useful to you were the readings?	6	50%	4.7	5	0.5	67%	33%	0%	0%	0%
How useful to you were the writing assignments?	6	50%	4.2	5	1.5	67%	17%	0%	0%	17%

Note: 5:Extremely useful; 4:Very useful; 3:Moderately useful; 2:Slightly useful; 1:Not useful at all;

Additional Student Comments

Answers to this question will be viewable by the Stanford student community four weeks after the release of reports to instructors. If you have a question about a comment, please review the guidelines under "Questions or concerns?" at <http://evals.stanford.edu/results/respond-feedback> (<http://evals.stanford.edu/results/respond-feedback>) and write to [VPTevaluations@stanford.edu](mailto:vptevaluations@stanford.edu) (<mailto:vptevaluations@stanford.edu>).

(5 comments)

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

- 1 This is a must take class at Stanford -- it's worth every moment of the work you will put in. Go for it!
- 2 DEFINITELY TAKE THIS COURSE!!
- 3 Read every article and consider the questions carefully
- 4 Professor Luby is the best! He has tons of personal experience with global health but he lets students lead the class with their discussions and interests. The reading is very consuming, but classes are fun and engaging.
- 5 great Professor, great student discussions, extremely engaging

(2 comments)

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

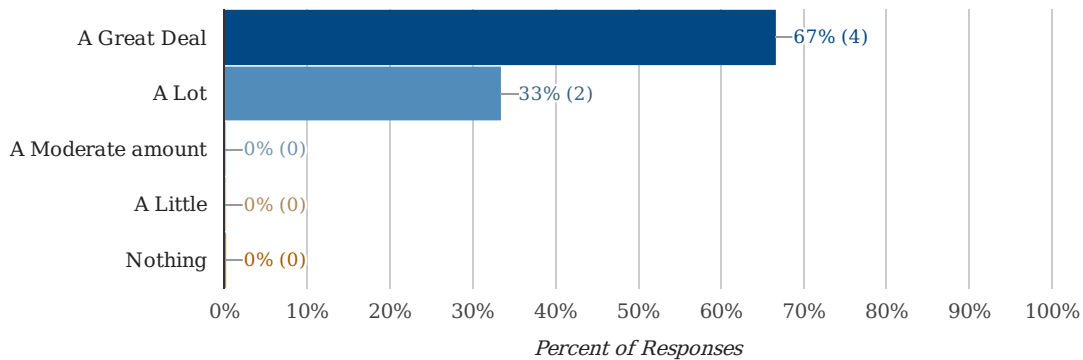
- 1 No except thanking Professor Luby for a great quarter!

2 amazing class

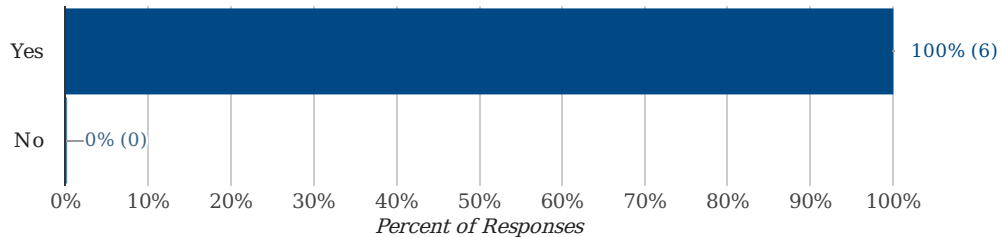
Instructor Added Questions

Close-Ended Questions

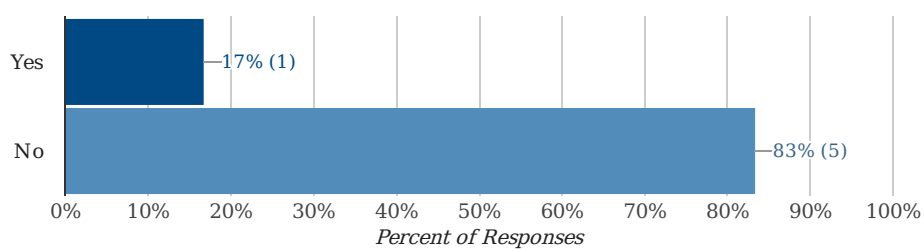
How much do you expect that addressing the issues in this class will impact your career?



Would you have signed up for this class if we were not restricted to virtual classes?



Did you look to sign up for this class last academic year?



Open-Ended Questions (15 comments)

Q: How did you find out about this course?

- 1 Through the GSB Center for Social Innovation.
- 2 Stanford Explore Courses
- 3 Through taking Dr. Luby's class last year
- 4 I knew the professor from another class I took with him.
The class is also included in the MS in epidemiology classes when you look for global health related classes
- 5 Explore Courses
- 6 in the Stanford courses bulletin

Q: How would you recommend the course be improved?

- 1 I cannot think of anything substantive -- it's a great course!
- 2 More time focused on discussing the "conditions under which" piece. This was frequently the last question, and I felt like it was often rushed. Acknowledging that different pieces of this question get touched on throughout the class discussion, it would still be helpful to call out the specific conditions and really stress-test their validity.
- 3 the course was greatly adapted to the virtual environment. One suggestion would be to maybe work on the final project in groups

Q: How would you describe this course to prospective students?

- 1 This is a must take class at Stanford -- it's worth every moment of the work you will put in. Go for it!
- 2 A thought-provoking class that dissects the dominant theories of change in public health, with an enhanced focus on why they work and when they work.
- 3 A class that would change your world view and how you approach solving problems in the world
- 4 In this course you will learn about different interventions applied in different settings around the world.
You will share your analysis and thoughts with your class.
This will enrich your knowledge
You will learn about theories of change that's were successful or failed in different settings
- 5 A different style of learning than many courses at Stanford - learning comes form individual engagement with the readings and reading questions, as well as discussion with peers. Can be work-intensive due to the volume of reading but it is definitely worth it! I learned a ton and never lost interest throughout the quarter.
- 6 amazing class, great discussions

Interpreting these results and deciding what changes you might want to make in your course can benefit greatly from a conversation with a colleague and/or a teaching consultant. To discuss your course evaluation feedback with a consultant in the Office of the Vice Provost for Teaching and Learning, please click here: [Course Evaluation Consultation Request Form](https://stanforduniversity.qualtrics.com/jfe/form/SV_eEcR99HdhguiH0d)
(https://stanforduniversity.qualtrics.com/jfe/form/SV_eEcR99HdhguiH0d)