

Action Plan Health

Date 16.04.2019

Program: Change and Knowledge Management in Health Systems

Module Coordinator: ?

Lecturer: Poul Ernst Rasmussen

Response rate: 69% of students

Overall comments to the students evaluation:

For the 7 tested statements between 63% and 79% of students answering the questions do express a positive “Strongly Agree” or “Agree” to each individual question/criteria. Neutral (neither nor) answers varies from 5% to 21% and critical answers (“Disagree” or “Strongly Disagree”) varies from 5% to 21%. Additional critique and appreciations can be found in the comments given by students suggesting also some areas to potentially improve. Based on these comments and my own observations 3 important issues pops up – please see below:

Topic 1: Suitable class room.

Explanation: Too many changes of class room involving (for more or less every change) a classroom that clearly was not suited for group work and discussions among students (for example unflexible table placing with locking wires between tables etc).

Follow up: Redesign class room allocated to the module and preferably stick to same class room for every lecture in the module.

Timing ?????? Responsible ??????

Topic 2: Sequence of program elements

Explanation: It would be an advantage to start the module with introduction to the theory of Change and Knowledge Management (models and approaches) in order to secure that the basic theories are in place among students prior to case based group work and prior to applying these models on Health Care issues and certainly prior to the start up of assignment work. Earlier and also this year the course program has the lecturing on change and knowledge management theories in the latter part of the program, which is a big challenge to students.

Follow up: Rearrange the program accordingly.

Timing: Before the next course start up February 2020. Responsible: Next years lecturer

Topic 3: Involving students in more dialogue and activities

Explanation: The critique as to “one way” communication from teacher to students relates to a number of issues:

- 1) Involvement of students in such activity requires in most cases that students a priori are just a little bit prepared and last but not least interested in contributing to the discussion and are willing to participate. Too few students are meeting these requirements leaving most "joint" activities to be dominated by some few students leaving the in-active rest in the "dark". Part of this problem is also due to the rather big difference in background of students in class.
- 2) The availability of class rooms that are group work friendly.
- 3) Relevant cases and problem areas that invite group work and student activity.
- 4) Rearrange the sequence of program elements as described in Topic 2

Follow up: Rearrange classroom, Increase motivation for students to prepare for group work and discussions, allocate more time in the course program for group work/discussions especially in the second half of the module and as now based on selected cases, videos and presentations from external relevant parties.

Timing; Before next course start up February 2020

Responsible (excl class room rearrangements): Next years lecturer

Poul Ernst Rasmussen

External Lecturer