

SINGHEALTH DUKE-NUS EDUCATION CONFERENCE 2019 27 & 28 SEP | ACADEMIA

Interdisciplinarity and multi-modal assessment in a public health course

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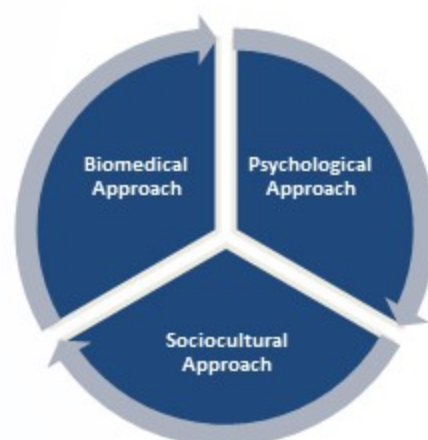
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1 SOCIAL DETERMINANTS OF HEALTH

Course Objectives

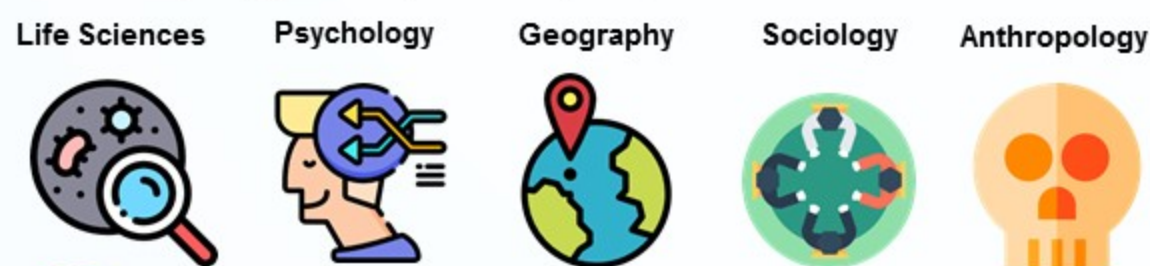
- Explain the different social, cultural and economic determinants of health across countries, populations and communities
- Examine how the different dimensions of social life are implicated in the understandings of health issues and their management
- Discuss the dialogic relationships between health and societies at the local, national, regional and global scales
- Construct and defend well-reasoned arguments in relation to contemporary debates and developments in health and healthcare

MULTI-DIMENSIONAL PERSPECTIVES ON 'HEALTH'



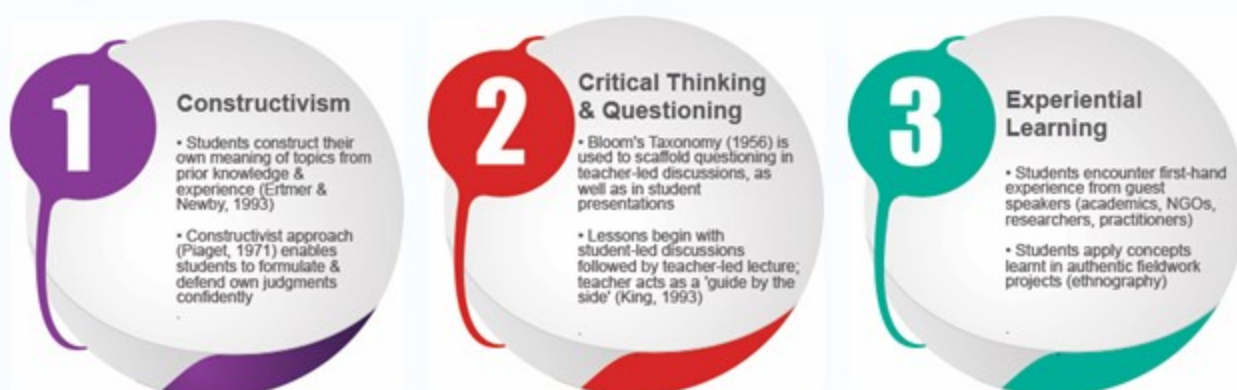
2 DRAWING FROM DIFFERENT DISCIPLINES

- An inter-disciplinary approach helps to nurture the unity and synthesis of knowledge from various fields (Klein, 1990).
- Teaching methods make explicit the bases of thinking, and encourage the solving of real-world interdisciplinary problems (Franks et al, 2007).



3 PEDAGOGICAL APPROACHES

- The design of this course is centred on pedagogical approaches that are meant to be transdisciplinary and develop competencies both in content and in skills.
- Teaching and learning are both centred around critical thinking and questioning (Tsui, 2002).



4 ASSESSMENT FRAMEWORK

Multi-modal assessment leverages on individual and group strengths, and promotes critical and creative thinking.

Individual Assessment

- Class Participation
- Op-Ed essay on a chosen topic
- Reflective essay

Group Assessment

- Student-led seminar presentation on a chosen topic
- Fieldwork Project "Health in the community" applying concepts to real-world communities



5 REFLECTIONS ON COURSE EFFECTIVENESS

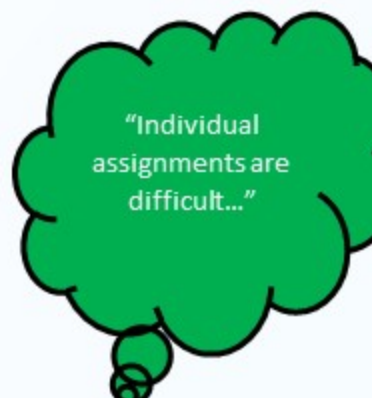
Successes

- Opportunities for creative thinking via assessment methods were favorable
- Real-world application of content helped to sharpen knowledge, skills, values
- Flexibility in assessment and choice of topics engaged students more



Areas for Improvement

- More explicit references to each discipline could have been made, due to the inter-disciplinary nature of module
- Could have emphasized more 'scientific' and evidenced-based theories in each topic
- More scaffolding could have been provided to build foundational skills for all assignments



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