

Wolffy's Responses to the Thirteen Big Questions found in the book, **What the Best College Teachers Do** by Ken Bain, Harvard University Press, 2004

1. What big questions will my course help students to answer? What skills and abilities will it help them develop? How will I encourage my students?

- I would like to give students the skills and confidence to be able to conceptualize and develop a public health intervention to improve the health of mothers or children in a developing country. For example, you show up for your first day on the job and your new employer asks the question "what should we do to improve the health of children in X district". And you, the new employee, my former student, thinks, "Wow, I know exactly how to go about answering that question".
- In the first meeting- lay out the scenario about how we get to this point over the semester.

2. What reasoning abilities must students have or develop to answer the questions that the course raises?

- Students need to be able to understand the implications of developing a public health intervention in a developing country. What are the differences in resources, people, attitudes, behaviors that will affect what can be done?
- Students need to understand the range of evidenced based interventions that are available to improve the health of mothers and children and be able to adapt these to a particular context.

3. What mental models are students likely to bring with them that I will want them to challenge? How can I help them construct that intellectual challenge?

- The mental model that most students will bring about improving health for mothers and children will be based on their own experience. They will often imagine that program development and implementation will follow a sequence that they are familiar with within their own countries.
- The main challenge for most students will be to understand that knowledge of context is necessary to develop and deliver an intervention.
- The situations in this course that will help students develop an appreciation of the context of the developing world are:
 - Working in Pandora and developing an understanding of the resources and constraints in a developing country
 - The movie Yesterday that depicts life in a SA township and reveals some of the powerful underlying social issues that affect healthcare and health.
 - Case studies for each of the technical topics we cover that place interventions in the developing country context.

4. What information will my students need to understand in order to answer the important questions of the course and challenge their assumptions? How will they best obtain this information? What can I do to help students learn "outside" the class?

- Students will need to learn how to find and analyze basic country data on MCH and develop an assessment of the situation. They will then need to be able analyze the data to determine the types of programs that would benefit the population they are interested in.
- They will need technical skills for conceptualizing and preparing an MCH intervention.

- Students will take responsibility for developing their own expertise in a technical area.
- Students will get skills for proposal development by actually developing a proposal.
- Students will be challenged to be creative through the development and use of new media.

5. How will I help students who have difficulty understanding questions and using evidence and reason to answer them?

- With group exercises students can reason together and challenge each other.
- I can meet with small groups of students for questions and guidance in preparing the technical area and class material.

6. How will I confront my students with conflicting problems and encourage them to grapple with the issues?

7. How will I find out what they already know and what they expect from the course, and how will I reconcile any differences between my expectations and theirs?

- Pre-course assessment of interests
- Ice breaker on experiences and interest
- Stimulating students to take charge of their own education- through assignments requiring textbook editing, preparation of a class, and formal presentation of a proposal.

8. How will I help students learn to learn, to examine and assess their own learning and thinking and to read more effectively, analytically, and actively?

9. How can I find out how students are learning before assessing them, and how will I provide feedback before and separate from any assessment of them?

10. How will I communicate with students in a way that will keep them thinking?

11. How will I spell out the intellectual and professional standards I will be using in assessing students work and why do I use those standards. How will I help students learn to assess their own work using those standards?

12. How will the students and I understand the nature, progress, and quality of their learning?

13. How will I create a natural critical learning environment in which I embed the skills and information I wish to teach in assignments (questions and tasks) that student will find fascinating—authentic tasks that will arouse curiosity, challenge students to rethink their assumptions and examine their mental models of reality. How will I create a safe environment in which students can try, fail, receive feedback, and try again.