

ACTIVITY COMPLETION REPORT¹ (ACR)

| ACTIVITY FACTS | | |
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| Name of Platform | Platform for Human Health | |
| South Partner Institution | State University of Zanzibar (SUZA) and Zanzibar College of Health Sciences (ZCHS) | |
| Activity number (from LFA) | 1.3 (The activity is not specifically mentioned in the LFA?) | |
| Activity name (from LFA) | Development of capacity for Environmental Health – staff training on Problem Based Learning (PBL) (not specifically mentioned in the LFA?) | |
| Main responsible resource person(s) for activity from Danish university and South partner institution² | Mona Lisa Dahms, UNESCO Chair in Problem Based Learning, Aalborg University (AAU) Fatma Saleh, State University of Zanzibar (SUZA) | |
| Start and end of implementation (dd/mm/yy) | 06/12/12 – 03/06/13 | |
| BUDGET DETAILS | | |
| Original Budget (DKK) | Dkk 29.156 salary + one travel to Zanzibar (as stated in the contract). | |
| Actual expenses (DKK)³ | Time spent on PBL task: 136,5 hours, incl. travel time Time account attached with this ACR. Co-financing: 34,5 hours in form of key note on 09/04/13: “Problem Based Learning (PBL) and its role in Technology Transfer, STIPRO, DSM. Invitation and programme attached with this ACR. Travel expenses: Dkk. 12.003,45 for one travel to Zanzibar (please see Travel Account submitted previously to BSU-PHH). | |
| ACTIVITY DESCRIPTION | | |
| Brief description of planned activity⁴ | Purpose | To enable participants to develop/modify the existing curriculum for BSc-Environmental Health at SUZA. |
| | Content | 1) Problemoriented projects; Why PBL in Africa? What is PBL? 2) Curriculum development, incl. |

¹ Must be filled and submitted to Platform Secretariat (and other designated staff as outlined in agreement to the assignment) no later than 2 weeks upon completion of activity.

² All responsible parties must sign Activity Completion Report before submission.

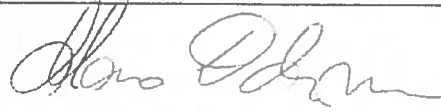

³ If actual expenses (per budget line) deviate from original budget, this must be thoroughly explained and approval from Platform Secretariat attached to the Activity Completion Report.

⁴ Use LFA (and/or Monitoring Matrix) as a point of departure, where relevant

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| | | <p>formulation of learning outcomes; design of assessment methods; identification of learning needs; design of teaching activities.</p> <p>3) On-line consultancy to staff at SUZA in the process of continued curriculum development.</p> |
| | Contribution to research capacity building | Staff capacity for educational curriculum development in general and specifically on development of a problem based curriculum is strengthened. |
| | Indicators | Elements of PBL included in revised curricula for BSc-Environmental Health and other programmes at SUZA and ZCHS. |
| | Other relevant details/comments | <p>My initial perception of the task was based on the ToR: “The specific PBL task is to give 20 teachers an introduction and initial training in PBL curriculum development, enabling them to develop a Problem Based Learning curriculum for Year 1 of the Environmental Health program” (ToR). I was only informed about the fact that staff from SUZA had already been working on developing a BSc-EH curriculum for more than a year with the assistance of staff from Copenhagen University, after the first workshop had taken place in December 2012.</p> |
| Number of participants | Target | 20 |
| | Result | Between 19 and 27, time collision with exam tasks |
| Describe/explain deviations from planned activity (timing, number of participants, content of activity, etc.) | <p>The PBL workshop was moved from the originally agreed dates (25-27/02-2013) to 23-25/02-2013)</p> <p>A total of 27 participants took part in the workshop, although approximate 6 – 8 participants were absent on Monday morning, due to examination obligations elsewhere. The workshop started late every day by 15 to 25 minutes and even then not all participants were in. Similarly, all breaks tended to last longer than stipulated by 10 – 20 minutes, thus reducing the actual time spent in the workshop. Therefore, there was not enough time to cover the last topic on the planned list of contents, i.e. Design of teaching activities.</p> <p>The possibility for on-line consultancy has not been used to the extent I had anticipated – only twice have I been asked for assistance in connection with the workshop contents and a couple of times for other info, not related to the PBL workshop.</p> | |
| Main lessons learned (list 3-5 | <ul style="list-style-type: none"> • “Things take time – and things take more time in Africa” | |

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| | <p>in TZ) – or in other words: Cut down the level of ambition about what can realistically be achieved in a short time</p> <ul style="list-style-type: none"> • The interest for PBL is there but the level of awareness of what it takes to implement PBL is low – and structural hindrances are presented as barriers • Workshops in and by themselves do not make any change – thus all such training activities should be followed by an impact assessment after some time to find out whether change has been achieved • Please also see Preliminary Report written shortly after the workshop in February 2013. |
| Suggestions for follow up activities | <p>Curriculum development is the first step in educational change. The next step is staff development: The change of role from being a lecturer to becoming a facilitator of learning. This role change is accompanied by a role change for students, from passive listeners to active do'ers – and this change needs to be supported as well. Therefore, suggested follow-up activities are as follows:</p> <ul style="list-style-type: none"> • A second face-to-face workshop focusing on staff development • A third face-to-face workshop focusing on student development, incl. assistance and consultancy to both staff and students in the developed PBL curriculum. |

Activity Completion Report submitted by:

| NAME | CONTACT DETAILS ⁵ | SIGNATURE |
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| MONA LISA DAHMS | <u>MONA@PLAN.AAU.DK;</u> +45 2369 3537 +45 9940 8337 |  |
| FATMA SALEH | <u>FATMAHAMID@YAHOO.COM</u> +255 774 406 620 |  |

Where relevant please enclose:

- List of participants/attendance register
- List of materials (Means of Verification)⁶

⁵ Minimum e-mail address and phone number for all signatories.

⁶ (Scanned) copy of all written output (e.g. Power Point presentations, course materials, list of reading materials, course curriculum, etc.)