

Comments from an outsider

Herman van Rossum, 11-9-09

1. The project
2. Student mobility
3. The questionnaire

The project

You **cannot** change the original aims and goals halfway

You can **specify** your original aims and goals and make it more concrete, so you can produce results !!

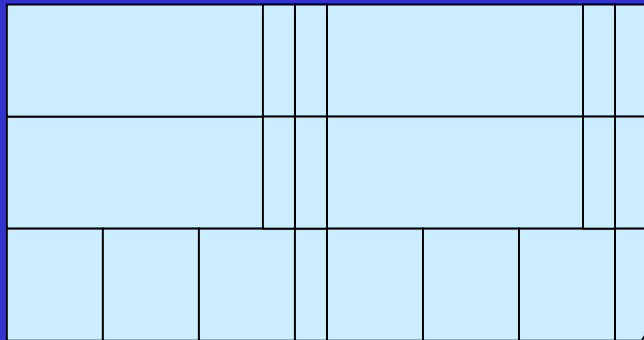
So add '*student mobility*' as the concrete target of the global aims

- it is in the line with your original aim
- it is in the line with the Bologna movement
- it is practical
- you have the quantitative data already (just clarify)

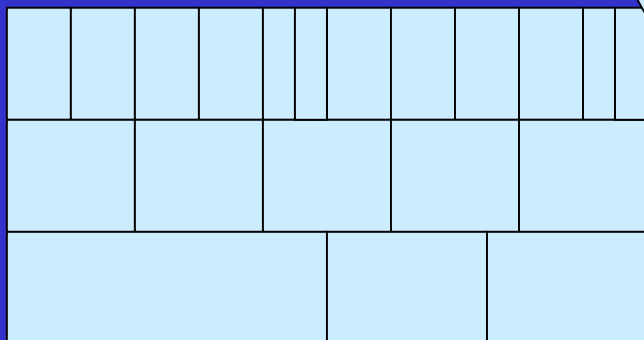
Position of the student in exchange

sem 1: 20 w

sem 2: 20 w



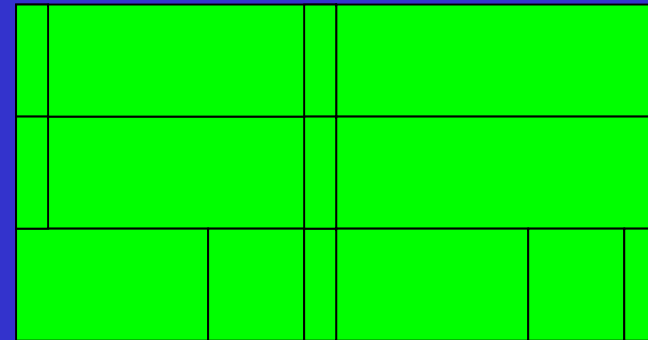
bachelor



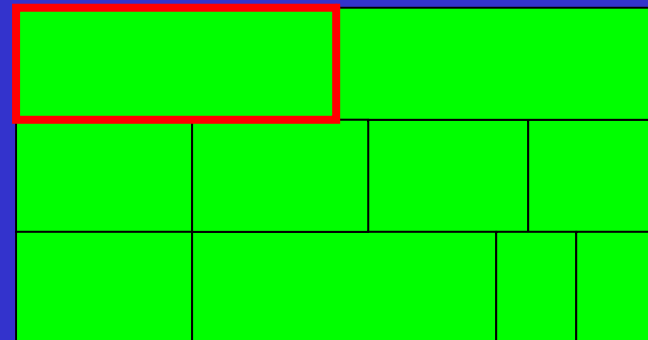
Master / MD

sem 1: 20 w

sem 2: 20 w



bachelor



Master / MD

Position of the student in exchange

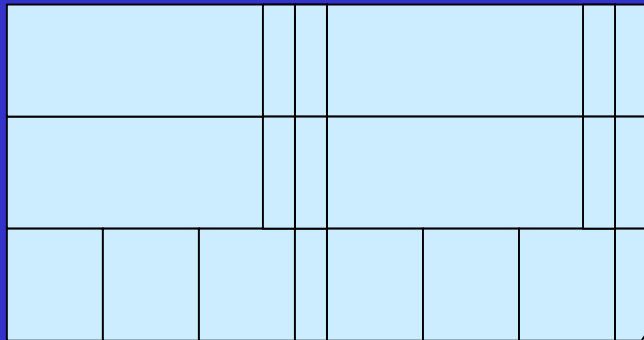
Create a **window** of (half) a year for electives in all curricula to be filled in by the student with elements from **an international pool of curriculum elements.**

Let faculty staff approve the choice of the student.

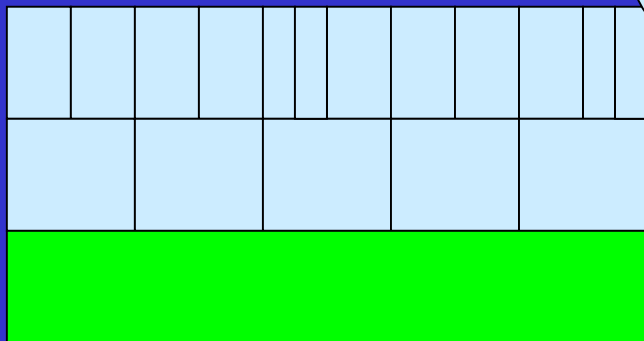
Position of the student in exchange

sem 1: 20 w

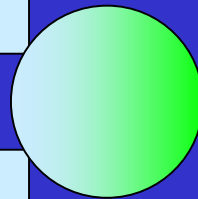
sem 2: 20 w



bachelor

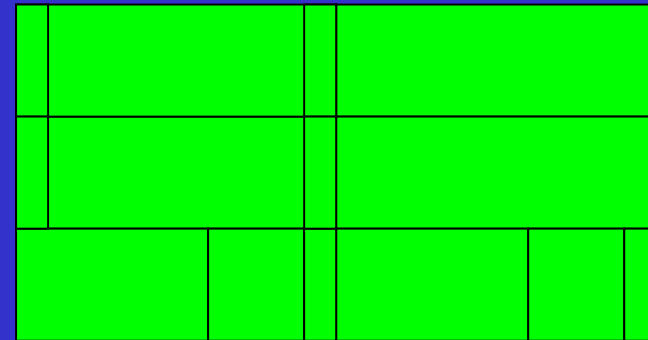


Master / MD

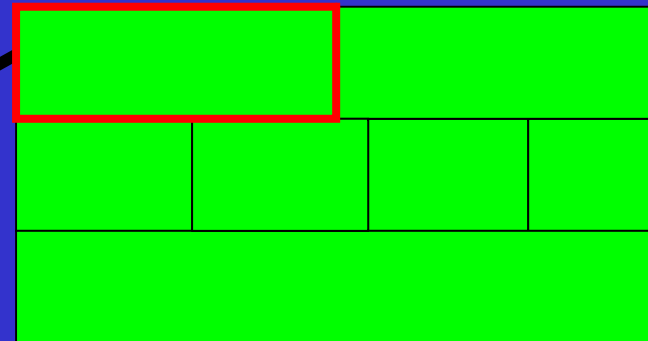


sem 1: 20 w

sem 2: 20 w



bachelor



Master / MD

Student mobility

Define key indicators

- QUANTITATIVE *from the data you have already, but ... affirmed*
 - how many students
 - how long periods
 - how many ECTS points
 - how much teacher effort
- QUALITATIVE *from narratives of students*
 - motivation
 - positive and negative factors
 - satisfaction
 - secondary personal gains (language, culture, personal network, cv)

Student mobility

Describe the context

Curriculum maps in **colours**

Curriculum **assessment** system (use Miller)

Role of academic staff

Role of supportive staff

Role of money

Competition of other exchange programs

The questionnaire

1. *Prioritize* the parts you want to focus on
 1. make reliable data
 2. have background stories from the partners
 3. eg: exams, bridging courses
2. Data of demographics: check (gather) from other reliable sources
3. do not pay much time to
 1. quality assurance
 2. learning objectives

The 2nd part of the questionnaire

1. make surveys
2. try to find windows
3. make the **assessment system** visible according to Miller
 1. knowledge
 2. applying knowledge
 3. skills
 4. behaviour in practice

Conclusions from an outsider

Interesting project

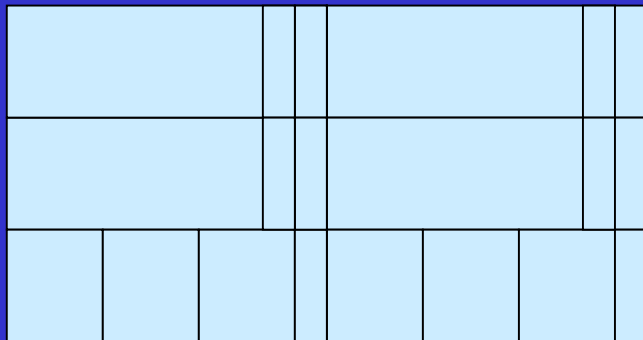
Keep it concrete and simple

Present results in good VISUALS

Structure and content of the new curriculum

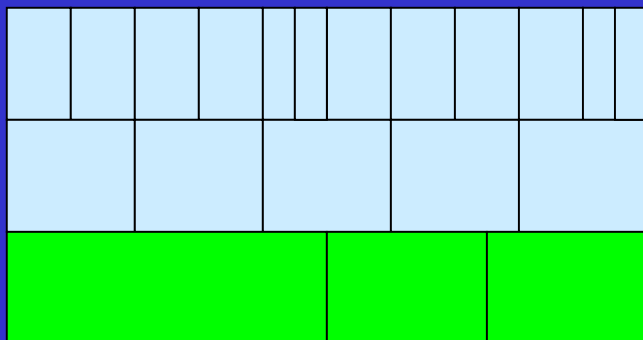
sem 1: 20 w

sem 2: 20 w



1. grown-ups: similarities and differences
2. development of humans: man and wife
3. mechanisms of deseases

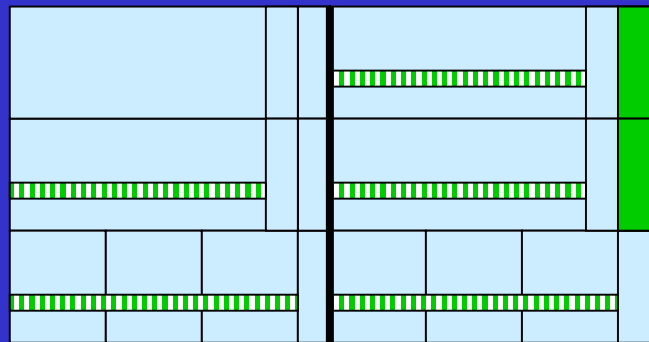
bachelor



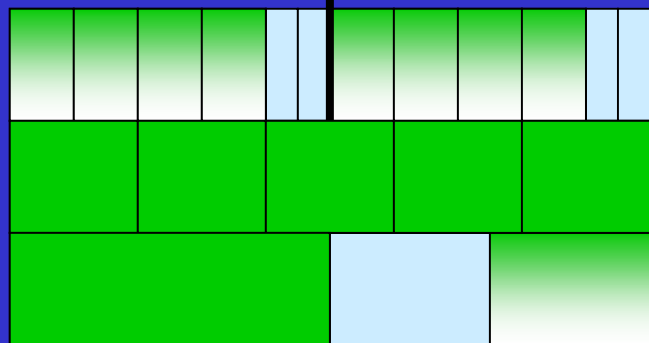
4. basic doctors skills
5. health care settings as working environment
6. **choices in health care and in research**

MD

Health care settings in new curriculum

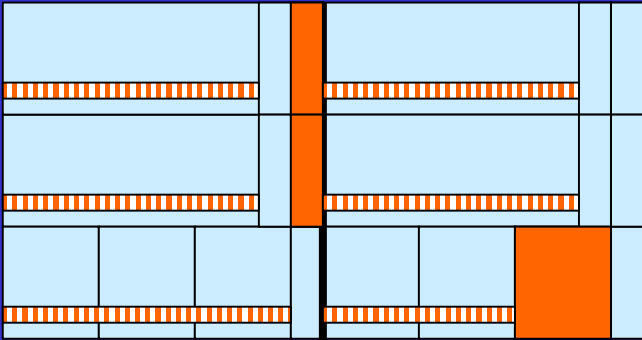


bachelor

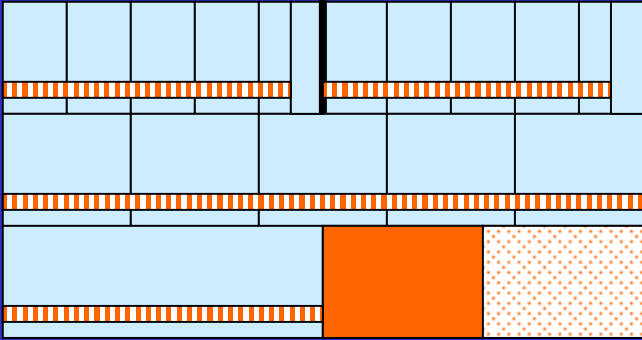


MD

Science in new curriculum

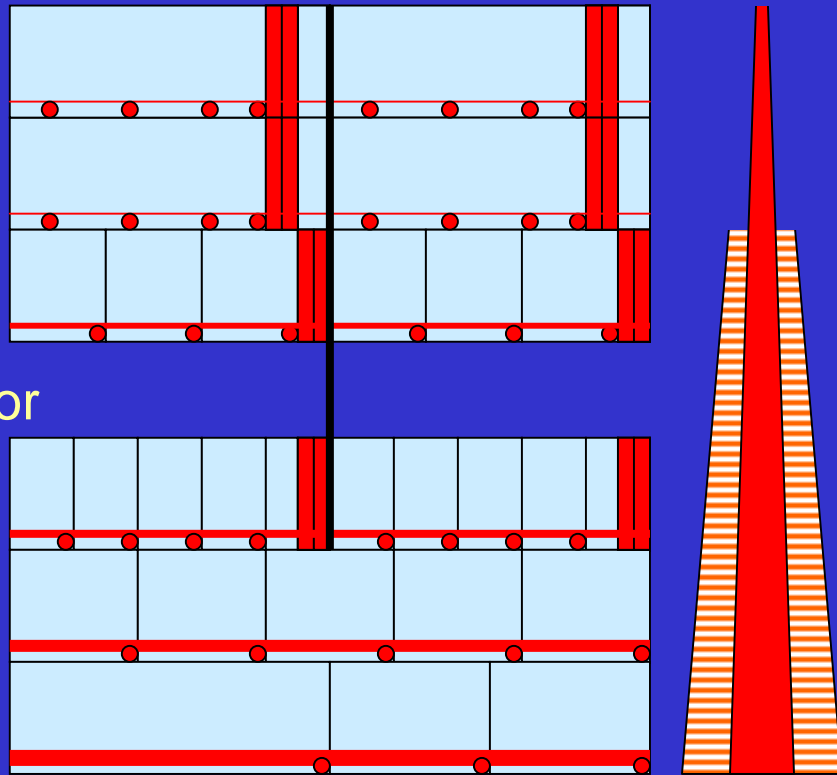


bachelor



MD

Assessment in new curriculum



bachelor

MD