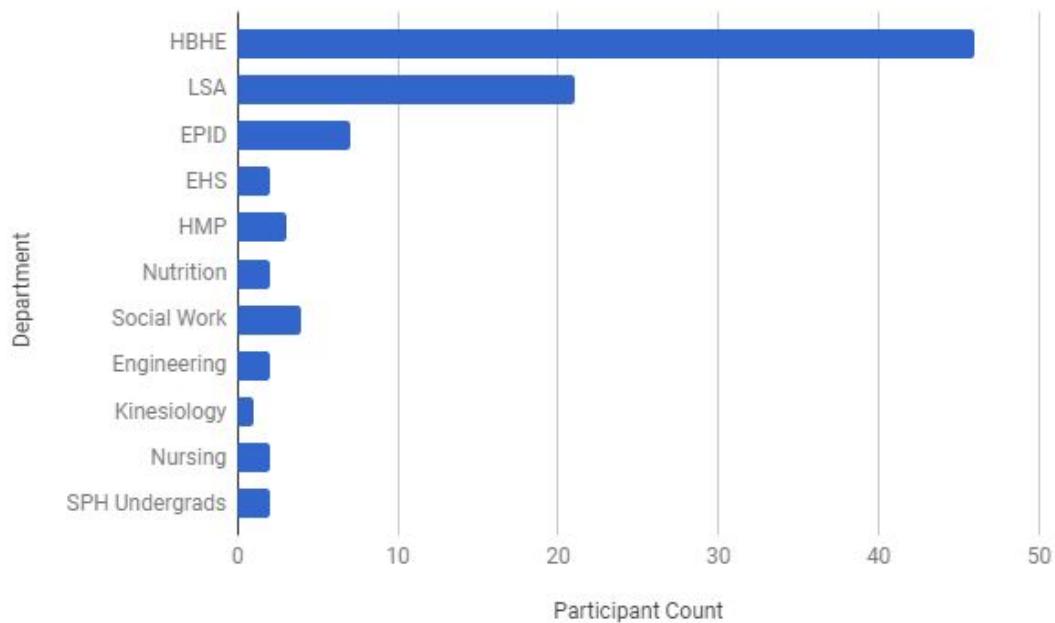


Decolonizing Public Health Teach-In

EVALUATION

Participants were sent a Qualtrics survey to evaluate the effectiveness and efficiency of the individual sessions and event overall. Ninety-four participants signed in, and ninety-one people received the survey. Sixty-six people completed the survey to achieve a 73% response rate. The team believes some participants did not sign in and the estimate of actual participants is above 100.



I. Overview

82% of participants strongly agree that overall, the event was well organized.

92% of participants strongly or somewhat agree that overall, the student facilitators were knowledgeable about the topics they presented on.

95% of participants strongly or somewhat agree that they learned a lot from attending the teach-in.

88.33% of participants strongly agree that they would attend another teach-in like Decolonizing Public Health in the future.

87% of participants strongly or somewhat agree that after attending the teach-In, they feel that they have a better understanding of what Decolonizing Public Health means.

Decolonizing Public Health Teach-In

II. Learning

Below are some general takeaways from participants from the Teach-In. The team chose not to share feedback about individual sessions, but this data was shared with facilitators.

"I think the event prompted me to think more about the aggregation of experiences (and data) through a social justice lens. The facilitated sessions paid attention to histories, experiences, and realities that are often left out of pedagogy. I left with a greater sense of what isn't being taught or talked about in many university spaces."

"I learned that the act of decolonizing public health doesn't only happen at the policy level, but is very important to begin at the community level as well. Advances in public are impossible if there are unequal distributions of health advances among different ethnicities."

"I really appreciated the student teaching. It was very innovative, I felt, to be taught in-depth by School of Public Health students about topics that you typically would not learn about in a classroom setting."

"We need to leverage student experiences and expertise more in our curriculum, in ways that empower students."

"I learned what it means to truly take an interdisciplinary approach. I also learned that as a student I have the capacity to make the change that I would like to see within the organization."

III. Continuing the Conversation

Many participants believe this Teach-In is the start of an ongoing dialogue within the University of Michigan Community.

"Continue supporting student led events to have the conversations people want to have"

"Allow the oppressed + marginalized an opportunity...to speak on issues that School of Public Health ignores."

"More convos like this, but IN THE CLASSROOM/CURRICULUM"

"These topics are an essential part of our education"

Decolonizing Public Health Teach-In

IV. Future Teach-Ins

Survey respondents also requested similar events in the future. If students choose to hold another Teach-In, here is some constructive feedback the team received from participants.

1. Hold event on the weekend, evening, or a different day other than Friday so more people can attend. Also, some believe the event should be held earlier in the semester.
2. Consider making the Teach-In multiple parts (e.g. including days of community action) to create different ways of learning and engaging with the community.
3. Increase advertising across campus to reach University of Michigan students, faculty, and staff beyond the School of Public Health.