

Review of Jacqueline Elizabeth (Liz) Wolvaardt's Ph.D. thesis, 'Over The Conceptual Horizon Of Public Health: A Living Theory Of Teaching Undergraduate Medical Students.'

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This research project adds new knowledge and insights to undergraduate medical education. It has the potential to transform the teaching of public health in medical education. This will require wide dissemination of the thesis, and EJOLTS is playing its part in directing attention to the thesis at:

<http://www.actionresearch.net/writings/wolvaardtphd/Wolvaardtphd2013.pdf>

The problem studied is clearly articulated with the research questions explicit, focused, coherent and 'do-able' in the context of the problem-statement. The candidate conveys a clear sense of what is to be studied. Elizabeth Wolvaardt provides critical, evaluative syntheses of the relevant literature in ways that are consistent with the generation of a living-theory and that inform and extend the subject under study. The relevant information and findings from the literature are impressively well-integrated and evaluated in relation to the key research questions. The thesis shows an impressive creative and critical engagement with an appropriate range of literature. The generation of Elizabeth's living-theory is a highly original and significant contribution to educational knowledge.

Elizabeth applies research methods and strategies that are appropriate for the kinds of questions being investigated. Her research procedures are clearly outlined and logically connected to other components of the research. The analysis and interpretation of the research findings are consistent with the data. Elizabeth's methodological inventiveness shows a high level of

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innovation in the creation of her own methodological approach to the generation of a living-educational-theory.

The thesis introduces creative and original theoretical and methodological approaches to a living-theory of teaching undergraduate medical students. It does more than 'demonstrate potential' for innovation and creativity in educational inquiry: it achieves a high level of innovation and creativity in both theory and practice.

The writing suggests interesting pathways for further research, especially in relation to the educational benefits of encouraging medical students and other medical practitioners to generate their own living theories of their influence in enhancing public health.

The whole is exceptionally well argued. The layout, printing and other technical requirements are exemplary. The text addresses the specific research questions in a highly disciplined way that includes ethical issues and issues of validity. I hope that readers will spread the influence of Elizabeth Wolvaardt's living-theory by sharing the above url to the thesis and to Elizabeth's contribution to this issue.



Video 1: Video of Liz Wolvaardt introducing her thesis (http://youtu.be/CSBfsa_myml)

Wolvaardt, E.J. (2013) *Over The Conceptual Horizon Of Public Health: A Living Theory Of Teaching Undergraduate Medical Students*. Thesis (Ph.D.) University of Pretoria, South Africa. Access from <http://www.actionresearch.net/writings/wolvaardtphd/Wolvaardtphd2013.pdf>