Kursanalys (kursutvärdering)

Kurskod	Kurstitel	Högskolepoäng
3GB017	Introduction to Global Health	7,5

Termin (vt/ht-år)	Tidsperiod
Ht23	2023-08-28—2023-11-05

Kursansvarig	Examinator
Nina Viberg	Nina Viberg
Momentansvariga lärare	**Övriga medverkande lärare** Carina King, Tobias Alfven, Kelly Elimian, Anna-Clara Hollander, Elin Larsson, Mariano Salazar, Stefan Swartling Petterson Kelly Elimian, Lucie Laflamme, Ann Charlotte Bunge, Louise Bengtsson, Anders Nordström, Annelie Eriksson, Anna Borgström, Amani Eltayb, Natalie Jelinek Andreas Jacobsson

Antal registrerade studenter vid treveckorskontrollen 43	Antal godkända vid sista kursdatum 40	Svarsfrekvens kursvärderingsenkät 58.14%
Övriga metoder för studentinflytande (utöver avslutande kursvärdering) **Kontinuerliga diskussioner med studenterna**		
Återkoppling av kursvärderingsresultat till studenterna **Via studentrepresentanter i UN samt utskick till studenterna från kursadministration**		

Observera att…

Analysen ska (tillsammans med sammanfattande kvantitativ sammanställning av studenternas kursvärdering) delges utbildningsnämnd vid kursgivande institution samt för programkurser även programansvarig nämnd.

Analysen har delgivits utbildningsnämnd följande datum:
Analysen har delgivits programansvarig nämnd följande datum:

1. **Beskrivning av eventuellt genomförda förändringar sedan föregående kurstillfälle baserat på tidigare studenters synpunkter**

Need for more diverse teachers / some overlapping lectures– an attempt was made to invite lecturers with more varied background especially with non-research background. Discussions on lecture content was held with teachers beforehand to avoid overlap and focus on learning outcomes.

Bigger focus on climate and the environmental impact on health – lectures and group work topics on these subjects were expanded. Especially around sustainable health.
Workload was burdensome, too many deliverables at the end of the course caused stress – the final assessment of the course was changed from take home exam to class room exam due to GhatGPT. This might have introduced another kind of stress but did lower the demand for deliverables. Other assessments were active participation in groupwork with verbal presentation rather than hand in deliverables.
More about Global health governance and financing – lectures on health systems, policy, financing and global governance and diplomacy ware added.

The course underwent considerable changes from 2021 to 2022 due to change of course leader. This year's course based mainly on the 2021 course although the conceptual framework changed and module names and composition used another logic. The whole course evolved more around the 2030 Agenda. Compared to the 2022 version of the course the 2023 course focused more on active learning by the students, with more group work and participatory elements in lectures.

2. Kortfattad sammanfattning av studenternas värderingar av kursen

(Baserad på studenternas kvantitativa svar på kursvärderingen och centrala synpunkter ur fritextsvar. Kvantitativ sammanställning och ev. grafer bifogas.)

In my view, I have developed valuable expertise /skills during the course	4,2
In my view, I have achieved all the intended learning outcomes of the course.	4,2
In my view, there was a common theme running throughout the course – from learning outcomes to examinations.	4,4
In my view, the course has promoted a scientific way of thinking and reasoning (e.g. analytical and critical thinking, independent search for and evaluation of information).	4,3
n my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.	4,6
To what extent do you feel that the design of the course was appropriate to the intended learning outcomes?	4,2
To what extent do you feel that the course literature supported your learning?	4
To what extent do you feel that the study aids (computer programmes, internet, models, equipment and other material) helped you achieve the intended learning outcomes?	4
To what extent do you feel that the teachers were able to support your learning during the course?	4,3
To what extent do you feel that the tests/exams were appropriately designed with respect to the intended learning outcomes?	3,8
To what extent do you feel that the workload during the course was reasonable in relation to the extent of the course/number of credits awarded?	3,5
To what extent do you feel that you have acquired applicable and relevant theoretical knowledge?	4,2
To what extent do you feel that you have acquired applicable and relevant practical skills?	3,9
o what extend did you appreciate how the course was lead? (Nina Viberg)	4,8
o what extent did you appreciate the lectures from KI-lecturers?	4,6
To what extend did you appreciate the sessions Making sense of culture for learning, Introduction to KI Library and Plagiarism	3,5
To what extent did you appreciate the invited external lectures?	4,5
To what extend did you appreciate the ethics module including the lecture?	3,9

To what extend did you appreciate the group work assignments?	4,1
To what extend did you appreciate the study visit to ECDC?	4,7
Average	4.2

In the comments, the students were overwhelmingly positive. They felt it was a very interesting course and a good balance of group work, discussion-based learning and self-directed learning. One student wrote: I felt I learned a lot without necessarily realizing at the time. Another comment was: a very impressiv choice of teachers I really appreciate the effort of diversity in the lecture holders from different backgrounds and workfields. And:
The course was even better than I had expected. The study visit to ECDC was very appreciated. Many wrote that the course leader did a very good job and that she was a positive energy and compassionate which was needed in the beginning of a challenging Master program in a new country.

The negatives mentioned were mainly that, although in theory it was a good idea to run the course in parallel with the methods course, the opportunities of this were not captured by the course leaders and the set up became stressful for the students especially when approaching exams. Ons student wrote:
Unfortunately this course got overshadowed to a large extent by the research methodology cours es, which meant that the intro course did not give an "injection" of energy to dive into the rest of this Master´s program as I was expecting it to.

The students would have liked to have more information about the exam earlier. The exam was not challenging enough and did not provide some students with the possibility to show how much they had actually learned.

3. Kursansvarigs reflektioner kring kursens genomförande och resultat

Kursens styrkor: The course is" by defalt" appreciated since it includes much of what are the main interests for the students. Having several group work sessions gives the students possibilities to get to know eachoter in the beginning of the program and flags that active learning is expected in the program. Having an active and present course leader is good. The course provides a good ground for the continuation of the students' learning journey.

Kursens svagheter: The course was run in parallel with the mehods course which was not appreciated by the students in the current format. Some of the lecturers were less appreciated by the students and those lectures could be turned into group work instead. The fact that the final exam was done in the Inspera system for the first time led to testing knowledge rather than understanding and ability to reflect and analyse. Take home exams are more suitable for this kind of course. How that can be done must be thought through now when ChatGPT is available.

3. Övriga synpunkter

4. Kursansvarigs slutsatser och eventuella förslag till förändringar

(Om förändringar föreslås, ange vem som är ansvarig för att genomföra dessa och en tidsplan.)
More quizzes can be added. Maybe once a week. Students could send in one question each. The course leader could put together the quiz each week during the course.

The reading material should be sorted differently so that it is clear what is "just" supplementary. The course leader should do this before the start of the next course.

Material should be added more in advance throughout the whole course. The course leader shall do this before and during the next course.

A session on information for the exam will be added in the next schedule by the course leader.

A course evaluation session will be added to the schedule by the course leader at the end of next course for verbal feed back and for the students to fill in the survey.

Take home exams /essay questions are more suitable for this kind of course. How that can be done must be thought through now when ChatGPT is available. This can be done by the course leader together with the program management during Spring 2024.

Bilagor: