



Course evaluation template

After the course has ended, the course leader must fill in this template. The program director and education management will use your reflections to make adaptations to the program and/or the next time the course is given. The reflections will also be posted on the program web for students to read.

Course code 4FH088	Course title Qualitative methods	Credits 7,5 hp
Semester VT22	Period 20220328-20220429	

Course leader Helle Mölsted Alvesson	Examiner Helle Mölsted Alvesson
Other participating teachers Kristi Sidney Annerstedt, Regine Unkels, Madelene Barboza, Francesca Zanni, Katrine de Angeles	Other participating teachers

Number of registered students 42	Number who have not completed the course¹ 6	Number passed after regular session² 29
Methods for student influence other than course survey³ Sessions were held each week during the first three weeks to bring up aspects of the course that were working/not working well. A discussion forum was created on Canvas for students to ask questions to the course leader. The forum was open for all students to secure quick, easy, and equal opportunity to access questions and answers relevant for all students. Student questions on personal matters were taken care of via email to the course leader.		

¹At the time of completed grading and mandatory assignments/revisions.

² After first summative examination.

³ State: how the students were given the opportunity to participate in the preparation and decisions at course level, how the students were given the opportunity to provide feedback on the course and how this forms the basis of the analysis and proposals below, response frequency (for example, concluding survey 70 % response frequency, post-it notes – improvement suggestions after the second course week 90 % response frequency, course council 85 % attendance).

Conclusions from the previous course evaluation

- Students have adapted very well to the online teaching format during the Covid-19 restrictions. The attendance at almost all learning activities have been high. Seminars that require in-depth preparation have had lower participation, however.
- Informal exchanges between students and teachers are important during breaks and the beginning and end of a class. These exchanges are difficult to maintain online. Early drop-in has been offered; and quick response on Canvas to mitigate this.
- Students who have Zoom cameras on are in general more vocal during lectures. It is important to inform students about this observation to promote reflection on their own learning styles.



- The alignment of the learning outcomes of this course and with courses in the HPP track on methods in implementation science should be re-assessed.

Description of conducted changes since previous course occasion

Few changes were made this year based on the experiences of last year's course.

A two-day session on focus group discussions have been developed. This gives students the opportunity to join and/or moderate a group and experience how social norms can be captured and how group dynamics are essential to manage. The topic of the focus groups was predetermined to be on a broad topic of decolonizing global health. We were of the impression that this topic was generally engaging the students and they could easily relate to the topic. In the evaluation of the two days, it was however raised that the topic was not appreciated by all students and that some students were unfamiliar with the movement.

Participatory methods are gaining increased attention in global public health interventions and studies. A lecture on co-design was added to the schedule.

Summary of the students' response to the course valuation

- The response rate reached 69 percent.
- The scores were in general substantially lower than previous years even though the content was similar. This is true for the questions in relation to the atmosphere in the class, same learning opportunity for all students, and teachers' openness to student ideas.
- The question on how students experience the time to reflect on learning outcomes also scored substantially lower than previous years despite more scheduled time for own reading and self-learning.

The course leader's reflections on the implementation and results of the course

- The discontinuation of offering a Zoom link for absent students was initiated in this course based on a decision taken by in the program council of the master program. In previous courses students were offered a zoom link for listening in from home on lectures and other activities on campus. The Covid-19 transmission rate had decreased considerably by April 2022, it was assessed that the number of students who would be affected by Covid-19 transmission would be limited. This discontinuation created discussion and criticism from the students to the course leader throughout the course. Students brought up the issue several times during the course and found it unfair to students who had trouble reaching campus due to disease, work, family, or for other reasons. This is likely contributing to the lower scores in relation to the survey question on course leader and teacher openness to suggestions from students, equal opportunity of learning etc.
- To discontinue a hybrid learning practice seems just as difficult as when it was started during the course in March 2020. Reintegration to campus-based teaching should be supported during the next courses.
- Students appreciated organizing the practice assignments of observations and interviewing based on student's own topic interest. The class worked well when using Canvas to form groups based on topic interest. Many suggestions on topics and places for observations and topics for interviewing were listed on the open forum. Groups



were established within the scheduled time and positive feedback on these processes were expressed.

- The practice assignments on observations and interviewing were conducted with high quality and were presented and discussed well by students. The assignments are important for reaching the learning outcomes of the course.
- Peer reviewing: Assigning groups to lead the comments on group presentations worked well in terms of securing relevant questions to each group from peers. Peer feedback on interview transcripts was also mentioned as an effective learning opportunity.
- There are tradeoffs in including group work presentations in plenary format. The focus shifts to the presentation format with less emphasis on how to defend or discuss the group work. The suggestion from students of dividing the class into two groups could mitigate the risk of students being focused on the presentation and how well it is executed rather than the process of the learning in cooperating and answering questions from peers.
- The student participation rate in class was from the first day of the course lower than normal. Around ten students participated primarily in the two mandatory sessions. The self-learning activities were at the same time increased and the scheduled time for reading and solving online assignments were increased.
- The examination was a written exam provided via Canvas. The exam was taken on campus with access to digital resources via Canvas and internet. Students who are not used to the keyboard with Swedish letters and functions are disadvantaged during written exams using KI computers. This issue has been raised to the education management at the central level of KI. This practical aspect of the international classroom will be followed up.
- The written exam was divided in two parts where part 1 included question for the grade of a pass and part 2 contains questions for pass with distinction. The day after the exam, students were invited to a peer assessment of the written exam part 1. Using a criteria-based matrix they are instructed to assess 2 to 3 anonymous exams. The education administration secures that the students do not assess their own exam. The exams are anonymous to the examiner of the course. Around ¼ of students participated in this activity. Students generally find it more difficult than they expected to ascribe points to the answers, and they have higher demands on the answers than the requirements of the course. This self/peer assessment exercise format clarifies the alignment from learning outcomes to examination. Students need more training in peer assessment and to reflect on the diversity of ways in which exam questions can be answered.

Course leader's conclusions and suggestions for improvement

- With digital examinations it has become easier for students to share old exam questions and answers which increases the risk of plagiarism. The examination form will be changed to reduce this risk. Part 1 will mainly be based on multiple choice questions while part 2 will be a written assignment that should clearly link the student learning on the practical assignments of interviewing, focus group discussions, observations, transcription, and analysis of an interview transcript, to theoretical reasoning of the premises and principles of qualitative research in health.
- To promote improved reading skills and motivation of reading, the use and sharing of power point presentations from lectures will be reconsidered. Short general topic versions with reference to the course literature will be encouraged to all lecturers.