

Course analysis (course evaluation)

Course code 4NT000	Course title Diet and health – scientific evidence, recommendations and sustainability	Credits 10
Semester Autumn -23	Period First period (28 Aug-10 Oct)	
Course coordinator Magdalena Rosell, Maria Henström		Examiner Magdalena Rosell
Teacher in charge of component Magdalena Rosell		Other participating teachers Emilie Helte, Fredrik Söderlund, Anna-Maria Lampousi Elinor Hallström, Ellinor Nilsson, Christina Alexandrou, Elin Rööös, and others
Number of registered students during the three week check 33	Number approved on the last course date	Response frequency course valuation survey 82 %
Other methods for student influence (in addition to concluding course valuation) Discussions during the course as well as an oral course evaluation at the end of the course. A course council with three student representatives after the course.		
Feedback reporting of the course valuation results to the students The students were informed via an announcement at Canvas 17/11		

1. Description of any conducted changes since the previous course occasion based on the views of former students

This is the second time this course is given, and the course now seems to have found a good structure that works well. The major changes from last year made the course more coherent: the learning outcomes were somewhat revised, in which one was removed (and added to another course) and the learning outcome regarding epidemiology and evidence was expanded instead. The examinations were also revised accordingly: a written exam was introduced for the epidemiology part and the individual report was more focused on the practical task, with clarified instructions and check lists. The use of the recently published NNR2023 summary report, as part of the course literature, was also new this year.

2. Brief summary of the students' valuations of the course

Overall, students were very satisfied with the course. In the course evaluation, the overall opinion of the course was rated very good (59%) or good (33%) by all students (92% in total). All questions in the course evaluation were rated at or above 4.0 in average (scale 1-5). From the evaluations (the electronic and discussions), the main things to improve for next year concerns the structure of the material in Canvas. The information about deadlines and the different parts of the course can also be better clarified in the beginning of the course. The three parts of the course can also be more separated, so that part 2 is introduced when part 1 is completed. Another thing to consider is that the workload may be a bit too high, especially in the beginning of the course, and some students would have appreciated some more time for individual studies or time to digest the material.

3. The course coordinator's reflections on the implementation and results of the course

Strengths of the course: Overall, the course worked very well regarding the content and structure. Relevant and basics topics in nutrition science are covered that the students need for the coming courses. The teaching forms were very appreciated, such as a lot of discussions and the debate. The students also appreciated that the teachers were supportive and available.

Weaknesses of the course: The main weaknesses seem to be related to the structure of the material on Canvas, the overlap of part 1 and 2 of the course and also the intense workload that some students, but not all, experienced. Information about deadlines and assignments can also be better clarified in the beginning of the course. A challenge is also to handle the fact that the students have different backgrounds and different pre-knowledge in epidemiology and statistics, for example. For some students, parts of the course are partly repetition and for some students it is a lot of new information. However, the course seemed to have a good balance this year in this respect.

4. Course coordinator's conclusions and any suggestions for changes

Based on the feedback and the analysis above, changes that will be done for next year are: improve the structure of the material on Canvas (maybe more modules, with different types of material in different modules), separate part 1 and 2 (introduce part 2 when part 1 is completed) and clarify the information of deadlines etc in the beginning of the course. To make some more room for self-study and reflection time, especially in the beginning of the course, a lecture about Mendelian Randomization will be removed and instead briefly included in another lecture, and the sessions for the journal clubs may be somewhat shortened. The joined kick-off on the second day may be removed since, according to the students, similar activities are arranged in the introduction week organized by KI before the course starts. We will then also emphasise the importance and value of the introduction week in the welcome letter that is sent out in spring. Finally, smaller adjustments/improvements will be made regarding the instructions and the checklist for the practical task. Some students wished for more feedback on the written discussion before the final submission, so we will think through how this can be done, using the checklist in some way.