

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 4FH081	Course title Public health sciences – concepts and theories	Credits 7,5 hp
Semester HT22	Period 20220829-20220930	

Course leader Janne Agerholm	Examiner Janne Agerholm
Other participating teachers Megan Doheny	Other participating teachers Megan Doheny

Number of registered students 43	Number who have not completed the course¹	Number passed after regular session²
Methods for student influence other than course survey³ Regular feedback sessions during the course. Feedback session in the end of the course before the written exam.		

¹ At 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

The structure of the canvas page should be improved.

The joint lectures with MP in GH worked well and I think we should have those next year as well.

I will consider having word limits to the answers in the final examination.

I am still in search of a better course book, but for now I think the combination of book chapters, articles and reports works well.

I will keep the mandatory assignments as they are. Not graded and not counting towards points in the final exam.

We should increase the level of the lecture on gender and health.

I will consider if some more lectures could be given online.

Description of conducted changes since previous course occasion

The structure of the canvas page was changed according to the suggestions from previous years students.

We did have some lectures with GH however, due to a change in course leadership on GH, we did not have time to work on more joint lectures this year.

We asked the student if they wanted a word limit to the exam, however, the non-english students were afraid that they needed more space to give the same content as the English speaking students and we introduced a suggested word limit instead.



We still haven't found the perfect coursebook, however, I think the combination with online course books and articles work well.

We introduced a new lecture on gender and health in this year's course.

We have had a mix of online and on campus lectures in this years course, although the majority has been on campus.

We introduced a lecture on intersectionality. Usually, Anna Clara has been taken this part in her lecture. This year her lecture was given by Helio Manhica.

We have introduced more individual reflection assignments to canvas, to make sure that the students read the suggested literature.

Summary of the students' response to the course valuation

80% of the students responded they had achieved the ILO to a large or very large extent

53% responded that there were a common theme running through the course to a large or very large extent

80% responded that the course promoted a scientific way of thinking and reasoning to a large or very large extent

90% responded that the teachers to a large or very large extent were open to ideas and opinions during the course.

93% responded that they thought all students were provided with the same learning opportunities to a large or very large extent.

63% responded that their ability to communicate around the subject improved to a large or very large extent during the course.

93% responded that they to a large or very large extent felt that there was a good atmosphere during the course.

47% responded that they had enough time to reflect on what they had learned during the course to a large or very large extent. 48% to some extent.

77% responded that they thought the demands to a large or very large extent were reasonable.

70% responded that the course had made them reflect upon ethical issues to a large or very large extent.

Students' reflections on what they liked about the course:

The students liked the content of the course and thought it was a good introduction to the field of public health.

They also liked the summing up session that we had three times during the course and appreciated the support they got from the course leaders.

Students' reflections on what they wanted to be improved:

Canvas was a large source for confusion for many of the students. They thought it was chaotic and poorly organized. Some thought that the lecturer did not follow the stated learning outcomes for their modules. The students wanted more feedback on their individual assignments as well as written feedback on the group assignments.

The students felt that the ethic module coming right before the exam was challenging. Also some mentioned that the covering of concepts from philosophy of science was too superficial and wanted more in-depth with fewer concepts instead.

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

In general, the results from this year's survey are poorer than previous years. Especially concerning the proportion feeling that there is a common theme running through the course.

The new changes on canvas were not appreciated. We introduced a new way of trying to motivate the students to work with the online learning activities by not opening the next weeks modules until all the mandatory assignments from the previous week were completed. This introduced a lot of frustration and anger from some of the students and we had to remove that feature during the second week of the course.

If introduced right, I think that this feature can be used in coming courses. It is a nice way to force the students to open each page in canvas. However, it will demand a better introduction from the start on how canvas work, if we are to keep this feature.

Regarding the structure of canvas, we will have to go back to the structure we had in previous years. We can try to reduce the number of pages in canvas instead. Our challenge is that we have so many different themes during the course, and this increases the number of pages on canvas. We have to set time aside for a longer and more thorough canvas introduction in the coming year. Since this is the first course and the first time many of the students use canvas, more time needs to be allocated to teach them how to use the system and also introduce them better to the different types of learning activities we have on canvas. Information about canvas has previously been given on the first day, when they also get a lot of information on both the program and the course and was clearly not enough this year. However, a re-structure of canvas is needed.

New lecturers were introduced this year on the following themes: Sex and gender, Migration and health, Intersectionality, The concept of health and disease and Public health and health policies. It is always a gamble when introducing new lecturers that have not been part of the course previously and this year we had a lot of new faces. Some of the lectures worked well and some did not work as well as we had hoped. Common for all of these lectures was that they were not



aligned as nicely with the learning outcomes as the lectures that we have had for many years. We need to look over these lectures and see how we can improve this for the next year.

The students always want more feedback. For the group assignment we give them feedback when they are doing their oral presentation, however, they want written feedback on the written assignment that is submitted before the oral presentation. We will consider this for the next year.

Regarding the smaller individual assignments, they are doing during the course, we have no time to give individual feedback on all of them. These assignments are thought as a way to help the students reflect on what they have learned. We need to be more transparent from the beginning that these assignments are not graded.

We had summery sessions three times during the course where the students could ask questions and we could go through course material or content of lectures that was hard to follow. We had them online and most students participated, although far from everyone.

In general, we think that more students had engaged in the course literature this year. This could be seen in the exams, where we had introduced questions more closely related to the course literature. We think that the reading assignments on canvas is part of this improvement, although some students felt that the assignments were too many.

Before we had the presentation of the global health group assignment in the week before the exam. The student felt that this was not appropriate. Now they think that the ethic module is in the way of them preparing for the exam. I am afraid that whatever we put in the last week, will be thought of as challenging and we will keep the ethic module where it is for the coming year.

Course leader's conclusions and suggestions for improvement

- *The new changes on canvas were not appreciated. We will have to go back to the structure we had previously and try to minimize the number of pages to make it more manageable for the students.*
- *We will introduce a more thorough introduction to canvas and the different learning activities that we use on canvas.*
- *We will have a look at the new lectures that was introduced this year and try to give the lecturer better information on the ILOs that they are supposed to cover.*
- *The lecture concerning the concept of health and disease, that worked very well when Niklas Juth was in charge, did not work as intended this year. We want to change this to a lecture on organization of health care systems that have been requested from the students in relation to preparation for the group assignment instead.*
- *The lecture with Clare Bambra on Public health and health policies was really good, although also very political. This did provoke some of the students and required a de-briefing after the lecture in order to understand how the knowledge could be used more generally to explain how political aspects can influence people's health.*
- *Instead of small individual assignments to get the students engaged in the course literature, we will introduce a reading log for the next year.*
- *We will have a discussion with Melody about the content of philosophy of science before the next course, to see if we shall keep the content as it is or if we should change it.*
- *We are considering if we can examine some of the learning outcomes related to philosophy of science and ethics with online quizzes and keep the written exam only about the public health concepts and theories.*

Other comments