



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 4FH082	Course title Methods for studying the distribution of health	Credits 7,5
Semester HT22	Period 3 Oct-4 Nov 2022	

Course leader Sofia Carlsson	Examiner Sofia Carlsson
Other participating teachers	Other participating teachers Alexandra Wennberg Ana Requena Mendez Andreas Lundin Anna Maria Lampousi Donghau Lu Emmanuel Robesyn Eva Skillgate Hanna Mogensen Jessica Edstorp Marcus Ebeling Maria Feychting Miriam Elfström Mozhu Ding Rickard Ljung Stina Ek Ying Shang

Number of registered students 42	Number who have not completed the course¹ 3	Number passed after regular session² 39
Methods for student influence other than course survey³ We have an oral course evaluation the last week of the course where we encourage students to provide feedback and suggest improvements and topics that they would like to see covered. During the course, I try to have an open dialogue with the students regarding content and structure		

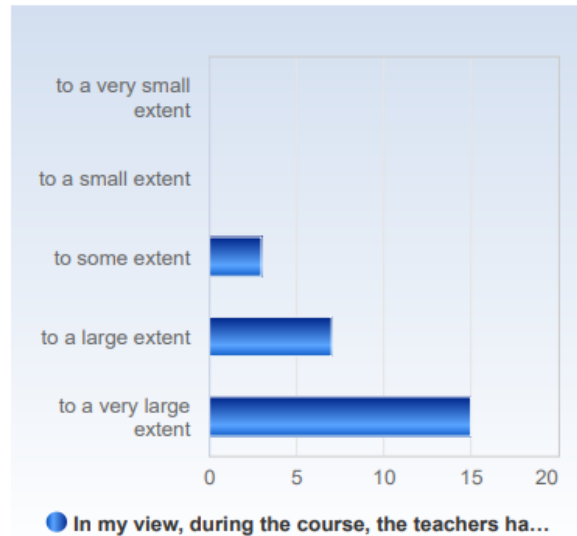
¹ At the time of completed grading and mandatory assignments/revisions.

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).

In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.

In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.	Number of responses
to a very small extent	0 (0,0%)
to a small extent	0 (0,0%)
to some extent	3 (12,0%)
to a large extent	7 (28,0%)
to a very large extent	15 (60,0%)
Total	25 (100,0%)

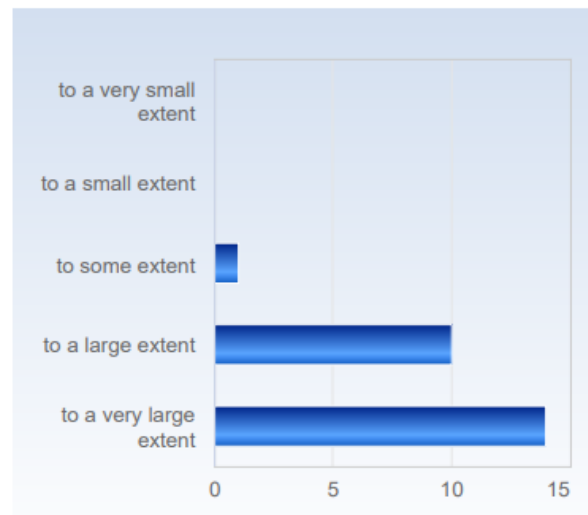


Conclusions from the previous course evaluation

Overall, the students seem to be content. There are areas that may benefit from some modification, based primarily on feedback given in the oral course evaluation (elaborated on below).

There was a good atmosphere during the course.

There was a good atmosphere during the course.	Number of responses
to a very small extent	0 (0,0%)
to a small extent	0 (0,0%)
to some extent	1 (4,0%)
to a large extent	10 (40,0%)
to a very large extent	14 (56,0%)
Total	25 (100,0%)



Description of conducted changes since previous course occasion

We are constantly modifying the course trying to make every course better than the previous. This year we had cut down on group work in favor of individual work based on student feedback. We also tried to add a more global and less European perspective.

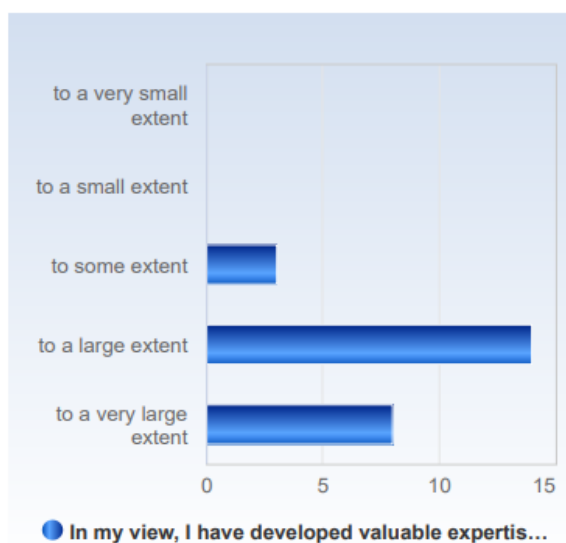
Summary of the students' response to the course valuation

Graphs and selected quotes from course surveys and any other instruments can be added as appendices if required.

Overall, the students seem to be content with the course in terms of developing valuable expertise, alignment, achieving learning outcomes, and atmosphere.

In my view, I have developed valuable expertise/skills during the course.

In my view, I have developed valuable expertise/skills during the course.	Number of responses
to a very small extent	0 (0,0%)
to a small extent	0 (0,0%)
to some extent	3 (12,0%)
to a large extent	14 (56,0%)
to a very large extent	8 (32,0%)
Total	25 (100,0%)



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

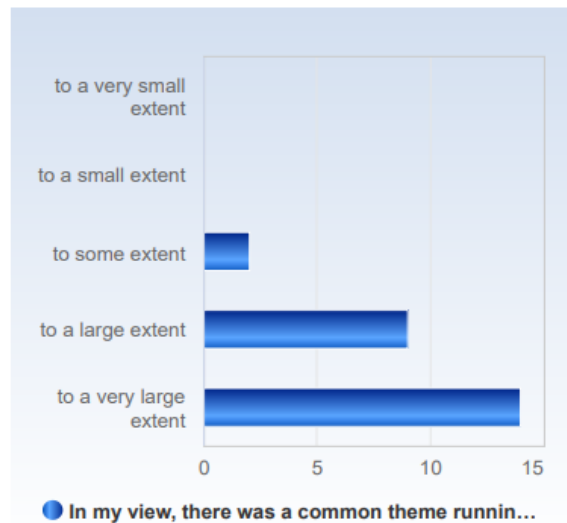
Reflections on the course's strengths, weaknesses, opportunities, limitations within, for example, the following areas:

- How have the students' previous knowledge, experiences and prerequisites been used as a basis during the course?
- In what way the work methods used during the course contribute to the students' attaining the learning outcomes? (Reflect on the selected learning activities and the students' type of engagement and presence in class)
- How has the course worked with -constructive alignment - from learning outcomes to examination form and examination content?
- How do examinations and assessment criteria ensure that students achieve the learning outcomes of the course? (Reflect on the choice of examination form and formative assessments.)

We use a mix of lectures, group work and individual assignments. For several of the workshops, the students can choose a topic based on their experience and interests. We have a concept map that covers the basic concepts that the course is supposed to cover. We introduce this map during the first day and come back to it continuously during the course to make sure the students can follow how we gradually move forward through the map and cover concept by concept. By the end of every course week there is a written diagnostic test that allows the course leader to see whether everyone is on board or whether some concepts need to be reviewed. In this way it is possible to adjust the pace of the course to the students' needs and it allows us to ensure that no student is left behind. At the end of the course, we have a formal written examination focusing on the basic concept. Based on the results of the examination, it seems that this approach is efficient.

In my view, there was a common theme running throughout the course – from learning outcomes to examinations.

In my view, there was a common theme running throughout the course – from learning outcomes to examinations.	Number of responses
to a very small extent	0 (0,0%)
to a small extent	0 (0,0%)
to some extent	2 (8,0%)
to a large extent	9 (36,0%)
to a very large extent	14 (56,0%)
Total	25 (100,0%)



Course leader's conclusions and suggestions for improvement

We are interested in including more lecturers with a global perspective, based on our own and the student's feedback. We are also considering a way to include more about sustainability and examples of how to use epidemiology to study health effects of climate change. Based on feedback from the students we will also try to allocate more time for reflection and individual reading. The topic of bias will also be given more time in next years schedule.

Other comments