

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 4FH100	Course title Degree project in Public Health Sciences - HPP	Credits 30 hp
Semester VT22	Period 20220117-20220603	

Course leader Jette Möller, Marie Hasselberg, Lene Lindberg, Lucie Laflamme	Examiner Jette Möller
Other participating teachers	Other participating teachers

Number of registered students 20 HPP	Number who have not completed the course¹ 1	Number passed after regular session² 19
Methods for student influence other than course survey³		

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

- Insert reflections from previous course evaluation.

1) Lack of clarity of the expectations from the part of the students

We will make every effort to make sure this comes across clearly from the start for the next cohort of students. We have already paid attention to this comment when we met the students at the end of their second semester. We will also clarify this further in the written course instructions.

2) A shortage of topics for the students to choose from

Some students pointed out that due to Covid they did not have the possibility to work with the topic they wanted, as projects were cancelled or were forced to make adaptations. This may be a risk even in the future, which we have to clarify for the coming students. Also, other reasons may hinder the possibilities for students to get the topic they want which also is



important to communicate to the students. They may need a plan B – which is a recommendation formulated by the students themselves to newcomers at the end of the survey. The students actually did have several good pieces of advice that we can use and highlight for the coming students.

Among the course leaders from the two tracks, we have discussed the possibility to spread more information about the course, using for examples titles from the theses of this cohort to give ideas of projects.

The course leaders of the HPP track will continue to identify relevant projects within their networks and to communicate then to the students asap. We will remind them about the importance of starting to look for a research project early.

3) Mixed appreciation of the supporting activities (e.g., seminar, modules on canvas). We feel that the alignment between courses during the training needs revision in order to avoid confusion among the students.

We also need to explain better and emphasize the rationale as to why, in spite of differences in methodologies, the two tracks (HPP and EPI) need to have common activities and frameworks. Also, a misunderstanding from the part of the students that another track, that of global health (one year), allows differences lengths of the thesis depending on the methodology used must be clarified. The importance of having the same instructions for quantitative and qualitative methods needs to be communicated to the students. However, we have no objection to not setting a limit to the number of references, which even the EPI track will allow.

If zoom is used, it can be prepared better for the lectures.

4) Whether enough about research ethics was covered

Our standpoint is that the changes that were made when streamlining ethics within the program may not have been to the benefit of the students meeting the learning outcomes. We know that this is being revised and the program introduces changes that may help solve part of this issue.

We also believe that it is important that the supervisors engage in the ethical consideration pertaining to the work of the students they supervise.

We plan to implement a template to guide the students in the writing up of their ethical considerations, something along the line of what is covered in an ethics application but including some specifics for public health students.

5) the availability of the course leaders.

Support – Activities in form of workshops and modules may overlap, we will revise and also consider if some should be presented earlier in the program.

Individual support – when it comes to travelling abroad related to the thesis, given the situation it requires a risk assessment done by the student and supervisor. It took in one case time to get the relevant information for the course leaders from the student.



Regarding travels abroad that were not related to the thesis but rather to private matters did the students receive an answer the same day, with one exception when the student contacted the program director on a Sunday afternoon and received an answer on the following day. It was not always possible to update the information to students about examination forms more than one month in advance, as some students asked for, the course leaders had to adapt to the directions from KI centrally about examinations in time of Covid. The uncertainty about the situation was communicated to the students and we also tried to find solutions for individual students.

Clarify where the students can expect to receive for example statistical support.

Description of conducted changes since previous course occasion

Examination criteria

- Introduce to the examination criteria of the master thesis from the start of the course and use them throughout the seminars where students expose their work progress – beginning of T4, half time seminar and examination seminar.
- After the introduction and halftime seminar, have individual meetings with each student, using the examination criteria as a basis

Formulation of aim and research question

- Introduce a workshop specifically focused on the formulation of the aim and research question

Availability of course leaders

- Introduce “open hours” for the students to reach out to the course leaders throughout T4

Additional support

- Ask students about additional needs and activities that can support their thesis work along the way

Thesis topics

- Encouraged students to find their own subject through contacts with teachers/researchers they meet in different courses throughout the program.

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.*

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?*
Acquired skills from earlier courses should be applied in the students’ work with the thesis project.

The degree project is when students are expected to make use of all knowledge and skills acquired during the first 3 terms alongside their own personal experience. They choose a thesis subject that,

hopefully, will meet their own personal subject matter interest and also help them go through all steps pertaining to the development and realization of a research project and report.

One issue here is the choice of a thesis topic. This is conditional in part to the topics that are made available (suggestions from e.g., other researchers at the department, at KI or from other universities; suggestions from researchers the students come into contact with by themselves) and the prerequisites pertaining to the track.

Students express frustration in relation to both aspects: they would like to be offered a more and a broader range of topics from the start and they would like more flexibility in the determination of what is regarded as relevant for the HPP track.

We have to find better and more convincing ways to explain why it is important for the participants of the HPP track to work on a thesis subject that revolves around “intervention” – albeit in a broad meaning.

- *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)*

Students are introduced to the assessment criteria at an early stage, and we discuss what they entail with them.

They are supervised in their thesis project, but we emphasize the need for them to be at the “wheel” – main responsibility for time management, research conduct, and thesis development and writing. There are offered a range of activities and resources – in canvas and in class – that can help support their work progress.

The course leaders follow their work progress as a group – introduction and halftime seminar – and individually, through “drop in sessions” and individual meetings after the first two presentation seminars (where the examination criteria and the student's need in relation to them are at the forefront).

- *How has the course worked with -constructive alignment - from learning outcomes to examination form and examination content?*

The alignment between the learning outcome and the examination criteria of the master thesis was determined/assessed a long time ago. Eventually, faculty members and supervisors could revisit this to make sure the link between the two is well understood by all those involved.

As indicated above, the examination criteria are introduced and followed up throughout the course. Students can use them in their work progress and they are encouraged to use them when acting as a discussant of their peers' work.

- *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.)*

Assessment criteria has been presented and used in the students' work with project plan, half time seminar and final thesis examination. The intention has been that the continuous use of the same assessment criteria should be formative. We will underline this more and continue with the procedure in the next course

Course leader's conclusions and suggestions for improvement

We see 6 main areas of reflections following the evaluation of the course:

1. The thesis topic



This includes the nature of the subjects that can be covered in a master thesis, how they are made accessible (timing and source) and a feeling expressed that the course leaders have a too rigid standpoint on the choice of topic.

Very important that the link between the HPP tack content and the thesis is made clear at a very early stage, including More HPP aspects during T1-T3.

2. Equal learning opportunities

It seems that a number of students do not feel all were provided with the same learning opportunities during the course, which is a concern. It is unclear though whether this reflects what the course itself brings (which would be more difficult to understand) or if it is related to differences in supervision

3. Statistical corner

This is an issue that was also up front last year and when during the course this can be offered will be revised.

4. Introduction of assessment criteria

Some students did not understand that the assessment criteria were an integral part of the work progress – and some saw one workshop.

5. Use of modules/other resources – content and time of delivery

Finding own subject for the thesis has been perceived as difficult and stressful, while students in the previous course were negative to the offer of thesis subjects as they felt that it was not their choice. For the next course there will be a better balance between the opportunity to either have offers or to find a subject.

The students request more statistical support, why our suggestion is to offer more opportunities for statistical support.

Frustration over the course leader's emphasis of health promotion and prevention (HPP) in combination with information that the students' topic appeared to be epidemiological.

Encourage all teachers in all courses to include examples of HPP together with examples from epidemiology. Having the students to reflect on the HPP relevance of their subject already in their tentative project plan.

Reschedule different work shops to align with the students' progress.

Follow-up of individual learning opportunities during the course at the mandatory seminars, follow-up of supervision according to contract

Other comments

It is very likely that it will take a few more years before the track HPP has a sufficient pool of topics at an early stage of the term and that students – and potential supervisors – are fully aware of the range of topics that the track offers.

It will be essential to build trust between the course leaders and every new cohort of students through offering of individual meetings and scheduled availability of course leaders- Trust



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Course leader reflection template GPH 2021/2022

can be built by a course leadership that is sensitive for signals from the students and by appropriate reactions on the signals.