# 2QA335 Global health in an interprofessional setting: A caring science perspective HT23 (fristående)

Respondents: 31  
Answer Count: 15  
Answer Frequency: 48,39 %

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

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| |  |  | | --- | --- | | 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 | 4 (26,7%) | | to a lar­ge ex­tent | 7 (46,7%) | | to a very lar­ge ex­tent | 4 (26,7%) | | Total | 15 (100,0%) | | 9d33d5b5-62fe-48f0-ba51-e355d8261298,emf |

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|  | Mean | Stan­dard Deviation | Coef­ficient of Variation | Min | Lower Quar­tile | Median | Up­per Quar­tile | Max |
| In my view, I have developed valuab­le ex­per­tise/s­kills during the cour­se. | 4,0 | 0,8 | 18,9 % | 3,0 | 3,5 | 4,0 | 4,5 | 5,0 |

### In my view, I have achieved all the intended learning outcomes of the course.

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| |  |  | | --- | --- | | In my view, I have ac­hieved all the in­ten­ded lear­ning out­comes of the cour­se. | Num­ber of res­pon­ses | | to a very small ex­tent | 0 (0,0%) | | to a small ex­tent | 0 (0,0%) | | to some ex­tent | 2 (13,3%) | | to a lar­ge ex­tent | 7 (46,7%) | | to a very lar­ge ex­tent | 6 (40,0%) | | Total | 15 (100,0%) | | 494065f6-296e-426b-9e05-69527d3eac5a,emf |

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|  | Mean | Stan­dard Deviation | Coef­ficient of Variation | Min | Lower Quar­tile | Median | Up­per Quar­tile | Max |
| In my view, I have ac­hieved all the in­ten­ded lear­ning out­comes of the cour­se. | 4,3 | 0,7 | 16,5 % | 3,0 | 4,0 | 4,0 | 5,0 | 5,0 |

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

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| |  |  | | --- | --- | | 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 (13,3%) | | to a lar­ge ex­tent | 6 (40,0%) | | to a very lar­ge ex­tent | 7 (46,7%) | | Total | 15 (100,0%) | | 0b45e787-606d-4743-8aed-e8c79a05324f,emf |

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|  | Mean | Stan­dard Deviation | Coef­ficient of Variation | Min | Lower Quar­tile | Median | Up­per Quar­tile | Max |
| In my view, there was a com­mon theme run­ning th­roug­hout the cour­se – from lear­ning out­comes to examinations. | 4,3 | 0,7 | 16,7 % | 3,0 | 4,0 | 4,0 | 5,0 | 5,0 |

### In my view, the course has promoted a scientific way of thinking and reasoning (e.g. analytical and critical thinking, independent search for and evaluation of information).

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| |  |  | | --- | --- | | In my view, the cour­se has promoted a scien­tific way of thin­king and reasoning (e.g. analytical and critical thin­king, in­depen­dent search for and evaluation of in­for­mation). | Num­ber of res­pon­ses | | to a very small ex­tent | 0 (0,0%) | | to a small ex­tent | 0 (0,0%) | | to some ex­tent | 2 (13,3%) | | to a lar­ge ex­tent | 5 (33,3%) | | to a very lar­ge ex­tent | 8 (53,3%) | | Total | 15 (100,0%) | | 31f052d8-ca9f-4379-b676-b0da52842b8e,emf |

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|  | Mean | Stan­dard Deviation | Coef­ficient of Variation | Min | Lower Quar­tile | Median | Up­per Quar­tile | Max |
| In my view, the cour­se has promoted a scien­tific way of thin­king and reasoning (e.g. analytical and critical thin­king, in­depen­dent search for and evaluation of in­for­mation). | 4,4 | 0,7 | 16,7 % | 3,0 | 4,0 | 5,0 | 5,0 | 5,0 |

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

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| |  |  | | --- | --- | | 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 | 0 (0,0%) | | to a lar­ge ex­tent | 6 (40,0%) | | to a very lar­ge ex­tent | 9 (60,0%) | | Total | 15 (100,0%) | | 83292d4f-b6c8-44a8-b9e6-2a8b40bac022,emf |

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|  | Mean | Stan­dard Deviation | Coef­ficient of Variation | Min | Lower Quar­tile | Median | Up­per Quar­tile | Max |
| In my view, during the cour­se, the teac­hers have been open to ideas and opinions about the cour­se’s st­ruc­ture and content. | 4,6 | 0,5 | 11,0 % | 4,0 | 4,0 | 5,0 | 5,0 | 5,0 |

### The course's pedagogic structure has stimulated my learning.

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| |  |  | | --- | --- | | The cour­se's pedagogic st­ruc­ture has stimulated my lear­ning. | Num­ber of res­pon­ses | | to a very small ex­tent | 0 (0,0%) | | to a small ex­tent | 0 (0,0%) | | to some ex­tent | 3 (20,0%) | | to a lar­ge ex­tent | 7 (46,7%) | | to a very lar­ge ex­tent | 5 (33,3%) | | Total | 15 (100,0%) | | 575314e6-2ed9-408f-81fc-8daf45fd302d,emf |

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|  | Mean | Stan­dard Deviation | Coef­ficient of Variation | Min | Lower Quar­tile | Median | Up­per Quar­tile | Max |
| The cour­se's pedagogic st­ruc­ture has stimulated my lear­ning. | 4,1 | 0,7 | 18,0 % | 3,0 | 4,0 | 4,0 | 5,0 | 5,0 |

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### My prior knowledge and competence were sufficient to succeed in this course.

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| |  |  | | --- | --- | | My prior know­led­ge and com­peten­ce were suf­ficient to suc­ceed in this cour­se. | Num­ber of res­pon­ses | | to a very small ex­tent | 0 (0,0%) | | to a small ex­tent | 1 (6,7%) | | to some ex­tent | 3 (20,0%) | | to a lar­ge ex­tent | 7 (46,7%) | | to a very lar­ge ex­tent | 4 (26,7%) | | Total | 15 (100,0%) | | f5805a13-d497-4c65-9544-41381b980ec4,emf |

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|  | Mean | Stan­dard Deviation | Coef­ficient of Variation | Min | Lower Quar­tile | Median | Up­per Quar­tile | Max |
| My prior know­led­ge and com­peten­ce were suf­ficient to suc­ceed in this cour­se. | 3,9 | 0,9 | 22,5 % | 2,0 | 3,5 | 4,0 | 4,5 | 5,0 |

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### The feedback I received impacted my learning.

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| |  |  | | --- | --- | | The feed­back I received im­pac­ted my lear­ning. | Num­ber of res­pon­ses | | to a very small ex­tent | 0 (0,0%) | | to a small ex­tent | 0 (0,0%) | | to some ex­tent | 3 (20,0%) | | to a lar­ge ex­tent | 8 (53,3%) | | to a very lar­ge ex­tent | 4 (26,7%) | | Total | 15 (100,0%) | | b2b3bc7c-8c5a-4977-8da0-3f48349a3686,emf |

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|  | Mean | Stan­dard Deviation | Coef­ficient of Variation | Min | Lower Quar­tile | Median | Up­per Quar­tile | Max |
| The feed­back I received im­pac­ted my lear­ning. | 4,1 | 0,7 | 17,3 % | 3,0 | 4,0 | 4,0 | 4,5 | 5,0 |

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### The course increased my understanding of an ethical approach in the caring sciences.

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| |  |  | | --- | --- | | The cour­se inc­reased my un­ders­tan­ding of an et­hical app­roach in the caring scien­ces. | Num­ber of res­pon­ses | | to a very small ex­tent | 0 (0,0%) | | to a small ex­tent | 0 (0,0%) | | to some ex­tent | 3 (20,0%) | | to a lar­ge ex­tent | 4 (26,7%) | | to a very lar­ge ex­tent | 8 (53,3%) | | Total | 15 (100,0%) | | ddaf6aa9-f44f-4b29-aaf4-3ddb76361694,emf |

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|  | Mean | Stan­dard Deviation | Coef­ficient of Variation | Min | Lower Quar­tile | Median | Up­per Quar­tile | Max |
| The cour­se inc­reased my un­ders­tan­ding of an et­hical app­roach in the caring scien­ces. | 4,3 | 0,8 | 18,8 % | 3,0 | 4,0 | 5,0 | 5,0 | 5,0 |

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### The course expectations of me as a student were clear.

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| |  |  | | --- | --- | | The cour­se ex­pec­tations of me as a student were clear. | Num­ber of res­pon­ses | | to a very small ex­tent | 0 (0,0%) | | to a small ex­tent | 0 (0,0%) | | to some ex­tent | 2 (13,3%) | | to a lar­ge ex­tent | 5 (33,3%) | | to a very lar­ge ex­tent | 8 (53,3%) | | Total | 15 (100,0%) | | 9459af74-8fbf-4733-87ca-4e79eaf813e4,emf |

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|  | Mean | Stan­dard Deviation | Coef­ficient of Variation | Min | Lower Quar­tile | Median | Up­per Quar­tile | Max |
| The cour­se ex­pec­tations of me as a student were clear. | 4,4 | 0,7 | 16,7 % | 3,0 | 4,0 | 5,0 | 5,0 | 5,0 |

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### It was easy to find the information I needed in Canvas.

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| |  |  | | --- | --- | | It was easy to find the in­for­mation I needed in Can­vas. | Num­ber of res­pon­ses | | to a very small ex­tent | 0 (0,0%) | | to a small ex­tent | 0 (0,0%) | | to some ex­tent | 0 (0,0%) | | to a lar­ge ex­tent | 3 (20,0%) | | to a very lar­ge ex­tent | 12 (80,0%) | | Total | 15 (100,0%) | | 5a3471b2-c628-4b33-8d71-8276deb09fdc,emf |

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|  | Mean | Stan­dard Deviation | Coef­ficient of Variation | Min | Lower Quar­tile | Median | Up­per Quar­tile | Max |
| It was easy to find the in­for­mation I needed in Can­vas. | 4,8 | 0,4 | 8,6 % | 4,0 | 5,0 | 5,0 | 5,0 | 5,0 |

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