



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 0	Number passed after regular session² 42
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.		

¹At 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 changes on canvas in 2022 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.*

Description of conducted changes since previous course occasion

Since the previous course we have re-organised the Canvas page (according to course week and module theme), combined with utilizing the Canvas calendar function so that the students could clearly see the schedule and receive updates on their to do list (readings, assignments and activities).

We invited Mattias Ekman to give a lecture on the Introduction to Philosophy of Science which the students appreciated and provided a good basis for their group work.

This year we administered in class assessments for the themes Philosophy of Science and Ethics, this assessment worked well and this reduced the pressure on the students for the preparation for the final exam and sped up the grading process for the examiners.

Summary of the students' response to the course evaluation

99% of the students responded they had achieved the ILO to a large or very large extent

93% responded that there were a common theme running through the course to a large or very large extent

84% responded that the course promoted a scientific way of thinking and reasoning to a large or very large extent

84% 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.

89% responded that their ability to communicate around the subject improved to a large or very large extent during the course.

99% responded that they to a large or very large extent felt that there was a good atmosphere during the course.

89% responded that they thought the demands to a large or very large extent were reasonable.

93% responded that they had enough time to reflect on what they had learned during the course to a large or very large extent. 3.7% to some extent.

93% 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, and the structure of the course as well as the in-class quizzes and self-assessments on Canvas. 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. And overall, the students thought it was a good introduction to the field of public health.

Students' reflections on what they wanted to be improved:

The students thought that there was a lot of required reading which some students had difficulty keeping on top of, and many students felt like they needed more time for self-study. The students wanted more feedback on their individual assignments as well as written feedback on the group assignments.

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

The results of the student evaluation have greatly improved this year compared to last year. The course canvas page was reformatted so that there were fewer pages and organized in such a way that the students found it easier to navigate and each tab had to be opened for the students to continue.

Additionally, we took more time to introduce the students to the Canvas page and teach them how to use it, this was worth doing and we will continue with this structure next year.

This year we administered in class assessments for the themes Philosophy of Science and Ethics, this assessment worked well, and this reduced the pressure on the students for the preparation for the final exam and sped up the grading process for the examiners. However, during the in-class assessments administered on Canvas only one question appears on the screen at a time and the questions appear in random order for each student, and as a cheating precaution the students are not able to go back to previously answered questions, this is stated on Canvas before the students start the assessment but not all students understood the instruction which caused distress for some students. Next year, we will more clearly explain to the students this feature of the assessment.

This year we included article seminars and canvas activities for the themes of "intersectionality", "The concept of disease and health" and "Public health and Health policies", these changes worked well. We changed the lecturer for "Sex and gender" who we used in the previous years and his lecture meets the learning outcomes and we will continue with next year. The module on "Migration and health" has been a source of confusion for the students in last two years, and we will have to make some changes to better align this module with the learning outcomes of the course.

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 tried to have additional help who provided feedback, but the students were still dissatisfied with the amount of feedback they received.

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 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 have assessed philosophy of science and ethics through in-class assessments more efficiently this year.

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. 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 organization of the Canvas was changed from last year, there was less pages, all quizzes were mandatory, and the contents for each week was published as needed. The students found it easier to navigate the Canvas page and there was better engagement with the material. We will keep the structure from this year.
- The module concerning the concept of Migration and Health, has not worked as intended this year and the students had similar complaints last year. Generally, students feel confused about the concepts and questions about Migration and Health come up often during the summing up sessions. We need to find a way of organizing that module for next year.
- Instead of individual lectures on Intersectionality and the concept of Health and Disease we included a readings and canvas reflection discussions which the students engaged very well in.
- Instead of a lecture about "Public health and health policies" we had an article seminar in which the students engaged in discussions around two papers by Clare Bambra, this worked very well and will continue with it next year.
- We introduced a reading log for specific modules this year and it seemed to work well and we will continue with having reading logs on Canvas next year.
- We included an introduction to philosophy of science by the same lecturer Mathias Ekman who gives the workshop in Melody's course, so that the content was aligned and there would hopefully be more continuity between courses.
- We examined the learning outcomes related to philosophy of science and ethics with in-class quizzes which the students appreciated and the final written exam was more focused on the public health concepts and theories.
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Other comments