



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 4FH088	Course title Qualitative methods	Credits 7,5 hp
Semester VT24	Period 20240325-20240426	

Course leader Helle Mölsted Alvesson	Examiner Helle Mölsted Alvesson
Other participating teachers Katrine de Angeles, Francesca Zanni, Regine Unkels, Rosario del Alsina, Mercedes Vila Ortiz	Other participating teachers

Number of registered students 37	Number who have not completed the course¹ 11 students	Number passed after regular session² 26 students
Methods for student influence other than course survey³ During first day of the course, students could indicate suggestions. A Canvas page was open during the whole course for questions and concerns. During week 2, 3 and 4 students there was time set aside for questions and answers to the ongoing learning in class. On the last day of the course, the students were requested to discuss how they would like to evaluate the course. This session was led by the education officer. Student suggestions are summarized and discussed with the program director.		

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

- To promote improved reading skills and motivation of reading, the use and sharing of power point presentations from lectures will be reconsidered. Short general topic versions with reference to the course literature will be encouraged to all lecturers.*

Description of conducted changes since previous course occasion

Improvement based on last year's student valuation and my observations of student learning in 2023



- Canvas page is structured chronologically and each day on campus has a title and date. Next weeks to be uploaded.
- Readings labeled as **core** reading and **bonus** reading

Revisions based on feedback

- More activity-based lectures - you apply concepts you have read about
- More time for reading and reflections in the schedule
- Developed a longer session on participatory and codesign methods
- Developed a session on SDGs and qualitative methods

Alvesson

08/07/2024

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Summary of the students' response to the course valuation

- *The last day of the course was devoted to an in-class evaluation of the course and discussion/development of alternative means of evaluating a specific course such as the qualitative methods course. The morning from 9:00-12:00 was mandatory and students were required to answer the standard KI valuation survey before the session. As a result, 92% responded to the survey.*
- *The satisfaction with the course was low and the lowest it has been. Many students responded that they have not reached the learning outcomes and that they did not find the atmosphere open and conducive. During the first day of the course, there was a longer discussion on how to collaborate in class and more specifically what expectations could be set in terms of coming late/in time to class. The use of and access to ppt presentation in advance of the class was another discussion. In the student responses, several students refer to these initial discussions as having had a negative impact on their learning.*

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?**

During the course, we refer to previous courses and lectures within the program in particular to ethical principles as they were discussed in several previous courses. The use of theory in public health and the different roles theory can take is another example in addition to data collection processes as they are discussed during the last course of the first term of the program. In the practical examples that are discussed in class, the students are encouraged to refer to relevant previous experiences and knowledge. Students with previous experience of qualitative methods or other field experiences are making the discussions relevant.

- **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)**

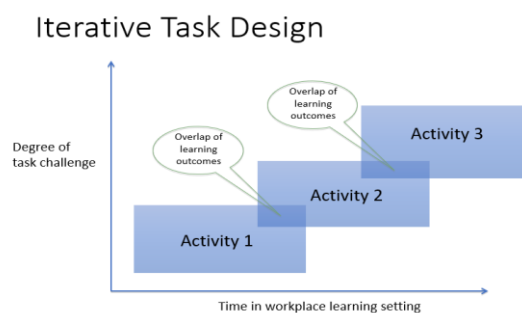
The practical assignments are appreciated including developing an interview protocol, conducting and transcribing an interview, analyzing the interview transcript, conducting, analyzing and reporting on a non-participant observation, developing, conducting and

discussing a focus group discussion. These practical assignments are all mandatory, but the students have freedom in topics chosen and organization of the tasks in groups based on their preference. The practice part should be maintained.

The reading materials are considered too comprehensive by many students. A reading log method is used to remind students about different ways in which they can engage with the literature. This method is used in some of the previous courses as well. Still, reading 50+ pages per week is perceived as too much in the valuation. This is a concern that we need to address and find new ways of motivating students to read. The skill of reading seems diverse among students, however.

Student engagement during class activities have been low this year. There are only two mandatory sessions (when students present their results from the observation assignment and when they discuss their analysis of the qualitative interview). In all other non-mandatory classes around 50% of the students have been active in class. The low attendance started from the first week and did not improve during the course. This is a concern given the relatively high number of students who did not pass the first examination.

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



The need of iteration of some of the new concepts is important, given that the course is an introductory course. One example is how to formulate qualitative questions. Students have a lecture during which there are 5-minute application breaks; interview and focus group discussion guides are developed and tested during the course. Students get written feedback on the interview guide. During the exam they were asked to read an abstract and formulate three potential open-ended questions on the topic. The learning outcome was very diverse when looking at the exam results. While some students formulated excellent questions, there were still a group of students who was not getting this right in the exam. This type of iterative task design should be expanded on.

I have compared the intended learning outcomes (ILO) in terms of Blooms taxonomy¹ and found that the ILOs are too similar and that there is too strong emphasis on cognitive learning outcomes rather than competency-based outcomes - which the course in fact is trying to achieve. Many ILOs focus on describing and discussing. It is an introductory course and I have therefore thought that objectives of describing and discussing were appropriated. However, this becomes too simplistic. Jolly (2013)² argues that we should use the terms that captures the cognitive

¹ Nancy E. Adams, MLIS. Bloom's taxonomy of cognitive learning objectives DOI: <http://dx.doi.org/10.3163/1536-5050.103.3.010>

² Brian Jolly. Written assessment, Chapter 19 in Understanding Medical Education: Evidence, Theory and Practice, edited by Tim Swanwick, John Wiley & Sons, Incorporated, 2013.

learnings that we want to achieve when assessing written examinations. He exemplifies that it is better to use verbs such as compare and prioritize rather than examine and elucidate. I have listed the ILOs per Blooms taxonomy in the table below. By modifying the ILO from a multistructual to a relational outcome, the students will be able to both express knowledge and in a second step apply knowledge. The process of modifying the ILOs will be completed during the fall term.

SOLO	ILO # 1 Characteristics	ILO # 2 Data collection	ILO #3 Data analysis	ILO #4 Critical appraisal	ILO # 5 SDG and climate/health
Unistructural	Open ended and close ended questions in written campus exam				
Multistructural		Describe and reflect on role in observation – written.	Develop draft interview protocol	Case based group discussions in class	
Relational		Conduct, report & orally present observation in groups	Revise, apply & orally present analysis in groups		Submit reading log, comment on peers' logg
Extended abstract		Develop draft interview protocol			

- **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.)**

Students have access to a matrix of assessment criteria on the main ILOs. However, these outcomes are very broad and are not easy to operationalize for students.

For most lectures, information is given on the specific learning outcomes for the specific day. They indicate the level of detail that is required to reach the learning outcomes.

Formative assessments are included from the second week of the course. Students get feedback – written or orally – on the mandatory assignments.

There are two brief quizzes on Canvas for students to assess their knowledge on specific learning outcomes.

The final written exam includes at least one question on each of the main learning outcomes.

Course leader's conclusions and suggestions for improvement

The intended learning outcomes should be revised and include outcomes in relation to judgement and values. The application of Bloom's taxonomy on the ILO, indicate the need to add more ILOs that require students to compare or prioritize on specific topics and concepts that are expected to be understood after the course. Critical assessment and reflections should thus be included in specific ILOs.

To add more images and videos as learning material to cater to different learning styles. Some videos and summaries of important theories are already available on Canvas for students to look at their convenience and these could be complemented to encourage more students to work with the course materials.

Clarification of the guidelines on how to formulate research questions for qualitative studies is needed. Students mentioned the PICO approach that are referred to when formulating research questions for studies based on quantitative studies. A learning activity needs to be developed.

Use of software for analysis of text in qualitative research is a requirement in contemporary public health. A lecture and seven instructional movies have been developed based on one specific software. This software has a two-week free license after which it is locked. This year, students were also introduced to a free version with fewer functionalities and less user friendly. This program was not as easy to use as expected. New instructional movies on the free software should be developed. A workshop should be developed and introduced in week 4 so students are prepared to code their interview transcript at the end of week 4.

A summative assessment should be developed on how to take notes when making observations. This would give students a clearer understanding of the level of detail required when conducting observations.

Other comments