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	Course title	Credits
4FH088	**Kvalitativa metoder**	**7,5 hp**

Semester	Period
VT25	**20250331-20250504**

Course leader	Examiner
Helle Mölsted Alvesson	**Helle Mölsted Alvesson**
Other participating teachers	Other participating teachers
Maria del Rosario Alsina Mercedes Vila Ortiz Karima Lundin Francesca Zanni	

Number of registered students	Number who have not completed the course[1]	Number passed after regular session[2]
58	18	47

Methods for student influence other than course survey[3]

The changes based on last year's course was presented during the first day of the course. This gave students insights into the course leader reflections that we as teachers make.
The first lecture started each week by asking about unclear messages or questions in general.
On Canvas a discussion forum was open during the whole course for any course related questions and comments.
A focus group was held with 6 students on the experience of the practical relative the theoretical learning outcomes of the course.
Feedback to program director in the course council

[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

The intended learning outcomes should be revised and include outcomes related to judgment and values. Applying Bloom's taxonomy to the ILO indicates the need to add more ILOs that require

students to compare or prioritize 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 is referred to when formulating research questions for studies based on quantitative studies. A learning activity needs to be developed.

Use of software for the 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.

Description of conducted changes since previous course occasion

- Introducing more activity-based lectures - students apply concepts they have read about before coming to class
- The day of the focus group discussions has been redesigned. We decide the topic of the group discussions together, online movies have been produced and should be watched before the day in class. Added a reflection assignment on group discussions.
- More time for reading and reflections in the schedule
- More explicit references to the theory of science course
- Developed a longer session on participatory and codesign methods. Held on campus and not online.
- Introduction and discussion of the use of AI-generated tools during qualitative analysis.

Summary of the students' response to the course valuation

- Half of the students responded to the survey, and those who responded expressed a high degree of reaching the intended learning outcomes.
- The highest scores were achieved on the questions of promoting a scientific way of thinking and reasoning (19 of 29 answered to a large or very large extent). On the question of the openness of lectures, 20 of 29 replied to a large or very large extent.
- As many as 24 of 29 students replied that there was a good atmosphere to a large or very large extent.
- The lowest scores were reported on the time to reflect on learning (14 or 29 answered to some extent only.

- A focus group discussion with 5-6 students after the completion of the course gave some insights into the strategies of learning of students. Reading skills vary considerably among students, motivations of learning vary from reading to pass the exam to reading for learning and application in later courses and activities.
- It is largely acceptable to come unprepared to class.

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

- We make explicit references to several learning activities from previous courses. More specifically, students are requested to remind themselves of the sessions on ethical considerations and principles taught in the introductory course in term 1; to ideas on theory of science and the role of theory in public health in the course on Theory of Science in term 1, and the course on data collection and management also in term 1. Two papers/chapters used in the theory of science course are discussed from the angle of qualitative research. These specific reminders were appreciated by students and indicate the importance of iterative task design across courses within the program.
- We need to further clarify the difference between method and methodology. There seems to be an understanding that the course should be about the specific act of collecting data and hands-on practice on how to analyze the data. The course is designed on the premise of understanding methodology, which includes conceptualization of the knowledge gap, formulation of research questions, considerations on alternative study design, and participant recruitment etc.
- The formulation of qualitative research questions was given increased attention in this year's course. It is still a very difficult part of qualitative methods. A new method will need to be developed to strengthen student skills.
- The use of software for the analysis of text in qualitative research is a requirement in contemporary public health. The increased availability of AI-generated tools has a direct impact on the process of analyzing qualitative data. Again, this year we revised lectures and student access to instructional movies on different software programs. We also included a discussion of the use of AI-generated tools, ethical considerations, and quality measures. Yet, the diversity in skills and understanding is very diverse among the students. This is a fast-moving field, and HPP students are requesting access to the licensed software programs.

Course leader's conclusions and suggestions for improvement

- The needs of learning outcomes vary by track. While the students on the track in epidemiology cannot write a master's thesis using qualitative methods, the main objective is for them to be able to work with qualitative researchers in their professional lives. On the other hand, the HPP students could write their master's thesis using qualitative methods and request more hands-on exercises on the process of analysis. We can add a simulation of an interview situation and/or have students practice with each other before they interview a person they do not know. In addition, collaboration with the HPP-specific courses should be strengthened.
- The written 3-hour digital exam on campus accounted for 80% of the grade. The remaining 20 % was achieved through practical individual assignments. There are two criticisms: (i) that a written online exam does not match the learning outcomes; and (ii) that the work put into the practical assignments is appreciated as a learning opportunity but could be incentivized

further by increasing the percentage of the grade. I agree that the written online exam is a limitation for learning. During the next two years, we will in the program council pilot tests and develop oral examinations within the program. I hope this course will be part of the pilot phase.

Other comments