



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 3GB012	Course title Degree project in global health	Credits 30 hp
Semester VT25	Period 2024-12-23 – 2025-06-08	

Course leader Martin Gerdin Wärnberg and Sibylle Herzig van Wees	Examiner Martin Gerdin Wärnberg
Other participating teachers	Other participating teachers

Number of registered students 47	Number who have not completed the course¹ 2	Number passed after regular session² 45
Methods for student influence other than course survey³ Programme council, feedback sessions with the course representative.		

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

- Move the submission of the project outline to earlier in the autumn and remove the peer-review assignment for this submission. The outline is important to ensure that students have projects in time for the course, that these projects are within the scope of the course, and that they are feasible.
- Reduce mandatory attendance during seminars. During the proposal seminar week, instead of requiring attendance for the entire week, we could have an introductory session that is mandatory for everyone, which could include a session on peer-review, and then continue the seminars in smaller groups.
- Introduce regular “office-hours” for booking time with course leaders to discuss course, project and supervisor related issues.

- Introduce a course council midway through the course to gather feedback from students. Together with the office-hours this course council would allow students to influence the course.
- Visualize the connection between learning outcomes, teaching and learning activities, and assignments and increase exposure to the assessment criteria by incorporating these into peer-review tasks. This change would improve alignment, show the common theme, and show how the course is designed to allow students to meet the learning outcomes.

Description of conducted changes since previous course occasion

- We moved the project outline to earlier in the autumn and removed the peer-review to allow us to better judge the feasibility of projects and act when we deemed that projects weren't feasible.
- We reduced mandatory attendance during seminars by splitting the class into smaller groups.
- We introduced office hours scattered during the semester to allow students to book slots when they could discuss their projects and potential issues with us.

Summary of the students' response to the course valuation

- The response rate to this year's valuation was very low (27%). We attribute the low response rate to not having a dedicated session to complete the valuation, as well as this being the last time the course was offered.
- According to the course valuation, these were the strong areas of the course (% of students agreeing to a large or very large extent):
 - developed valuable expertise/skills during the course (> 90%)
 - achieved all the intended learning outcomes of the course (> 75%)
 - felt that the course promoted a scientific way of thinking and reasoning (>85 %)
 - acquired applicable and relevant theoretical knowledge (> 85%)
 - acquired applicable and relevant practical skills (> 85%)
- These areas represent priority areas for improvement (% of students agreeing only to some, a small or a very small extent):
 - there was a common theme running throughout the course (28%)
 - felt that the teachers have been open to ideas and opinions about the course's structure and content (28%)
 - felt that the design of the course was appropriate to the intended learning (21%)
 - felt that the teachers were able to support their learning during the course (42%)
 - felt that the workload during the course was reasonable in relation to the extent of the course/number of credits awarded (42%)

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

Comparing this year to the previous year, a larger proportion of students felt that there was a common theme running throughout the course, that the teachers were open to ideas and opinions about the course structure and content, and that the design of the course was appropriate to the intended learning outcomes. These are important improvements. The proportion of students who felt that the teachers were able to support their learning only to some, a small or a very small degree remained similar to previous years and although it is

difficult to know exactly what this means it probably reflects the varying levels of support that students receive from their supervisors. This variation in support is something that the course has struggled with for a long time and will need to continue to work on as the 2-year programme starts. Regarding the workload in relation to the extent of the course, the free text comments indicate that a fair amount of work is done in parallel with other courses, which is not ideal.

Course leader's conclusions and suggestions for improvement

Given that this was the last time this course was offered, some important takeaways for the degree project course in the new Global Health Master's Programme are:

- Introduce students to research groups at KI early during the programme but do not put too much stress on students to find research projects too early.
- Make sure course expectations on supervision, thesis guidelines and schedules are shared early with supervisors.
- Consider using a shorter thesis format and a different type of event for the final presentation, maybe a student led conference? This could then be supplemented with an individual oral examination.

Other comments