



## 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.

<b>Course code</b> 3GB012	<b>Course title</b> Degree project in global health	<b>Credits</b> 30
<b>Semester</b> Spring 2024	<b>Period</b> 2023-12-18—2024-06-08	

<b>Course leader</b> Asli Kulani, Martin Gerdin Wärnberg	<b>Examiner</b> Asli Kulani, Martin Gerdin Wärnberg
<b>Other participating teachers</b>	<b>Other participating teachers</b>

<b>Number of registered students</b> 48	<b>Number who have not completed the course<sup>1</sup></b> 10	<b>Number passed after regular session<sup>2</sup></b> 37
<b>Methods for student influence other than course survey<sup>3</sup></b> Participation of student representatives in the educational committee		

<sup>1</sup> At the time of completed grading and mandatory assignments/revisions.

<sup>2</sup> After first summative examination.

<sup>3</sup> 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

- We will pilot a common project database for degree project opportunities for both the Master in Global Health and Master in Public Health next semester. The aim is to increase the number and quality of projects available for the students.
- We will update the thesis guidelines to emphasise the use of established reporting guidelines and adapt the requirements according to thesis type.
- We will revise the examination process, focusing on hybrid examinations with the external examiner being present online, making sure that examiners are presented consistently and shown on video.

## Description of conducted changes since previous course occasion

- We launched a common database for degree project opportunities for students attending both the Master's Programme in Global Health and the Master's Programme in Public Health Sciences. We will refine this database for the upcoming courses.
- We updated the thesis guidelines and assessment criteria to require the submission of a completed standard reporting guideline checklist.
- We created a standard presentation format that introduces projects, students, and examiners during the final examination seminars.
- We updated the assessment criteria together with the Master's Programme in Public Health Sciences in response to the criteria that KI issued for the examination of degree projects.

## Summary of the students' response to the course valuation

- According to the course evaluation, these are the strong areas of the course (% of students agreeing to a large or very large extent):
  - developed valuable expertise/skills during the course (> 85%)
  - achieved all the intended learning outcomes of the course (> 80%)
  - felt that the course promoted a scientific way of thinking and reasoning (> 85%)
  - acquired applicable and relevant theoretical knowledge (> 80%)
  - acquired applicable and relevant practical skills (> 80%)
- 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 (26%)
  - felt that the teachers have been open to ideas and opinions about the course's structure and content (37%)
  - felt that the design of the course was appropriate to the intended learning (33%)
  - felt that the teachers were able to support their learning during the course (36%)
  - felt that the workload during the course was reasonable in relation to the extent of the course/number of credits awarded (49%)

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

The course evaluation indicates that most students gained significant knowledge and skills from the course, which appears to be the course's main strength. In reflecting on the areas for improvement, the evaluation indicates that students would have appreciated fewer assignments during December and early January, as these assignments caused stress and seem to be the main reason why many students felt that the workload was not reasonable in relation to the extent of the course. Furthermore, students would have appreciated a clearer structure and more opportunities for check-ins with the course leaders. The free-text comments were mostly positive and appreciative. A recurrent theme in the suggestions for improvement, in addition to reducing assignments during December, was the need to reduce variation in the feedback received from peers and examiners.

## Course leader's conclusions and suggestions for improvement

- 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.

### **Other comments**

We will continue to refine the database of degree project opportunities together with the Master’s Programme in Public Health Sciences to increase the number and breadth of projects and topics available to students.