



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 4FH098	Course title Applied epidemiology 1 – distribution of health	Credits 5 hp
Semester VT24	Period 2024-01-25 – 2024-02-16	

Course leader Malachi O. Arunda	Examiner Malachi Arunda
Other participating teachers Marie Hasselberg, Anna Borgström, Pontus Hedberg, Anna-Mia Ekström, Suzanne van der Werf, Lode van der Velde, Davide Valentini, Mahmoud Hilali, Chen Chu	Other participating teachers Group work: Anna Borgström, Davide Valentini

Number of registered students (23)	The number who have not completed the course¹ (1)	Number passed after regular session² (22)
Methods for student influence other than course survey³ Continuous communication throughout the course. Students give oral feedback during weekly Friday meetings, on what worked well, and what could be improved or adjusted. The students were also asked to approach the course leader and teachers verbally or by email in case of any individual or group questions or use their class representative for general queries. The oral feedback and the formal course evaluation gave valuable insights into the course content. Response frequency in the formal evaluation survey was 47.8%.		

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

In the 2024 final evaluation, response rate 47.8% (11/23), 8/11 responded that they have to a “large/very large” extent achieved intended learning outcomes of the course. From the weekly Friday oral evaluations, the students felt the course was generally good. However, they requested for a few changes in the timetable. In the final evaluation, some student(s) felt that mandatory sessions were unnecessarily many. Practical parts of the course such as role playing/workshops/discussions need to be improved to compliment the great theoretical part. Restructure parts of the course to avoid repetition by guest/external lecturers e.g. on GBD.

Description of conducted changes since previous course occasion

Changes to the schedule in terms of number and order of sessions

Summary of the students’ response to the course valuation

- Response frequency was 47.8% (11/23).
- 8/11 (82.8%) to a “large/very large” extent achieved intended learning outcomes (ILOs) of the course
- 8/11 (82.8%) to a “large/very large” extent agreed there was a common theme running throughout the course
- Generally, students rated most of the course aspects rather high (*large/very large extent*), including:
 - development of valuable expertise/skills
 - achieving ILOs
 - common theme running throughout the course
 - promoting scientific way of reasoning (analytical and critical thinking)
 - equal learning opportunities for all students
 - improved ability to communicate orally and in writing, and
 - reflection on ethical issues.

Other course aspects were rated as follows.

- Demands of the course in relation to ILOs was rated 46% high, 36% average, and 18% (2/11) low
- Students having enough time to reflect on what they have learnt was rated 36% high and 45.5% average, 18% low.
- Good atmosphere during the course was rated 46% high, 27% average, 27% low
- Teachers’ openness to the students’ ideas and opinions was rated 36.4% high, 36.4% average, and 27% low

Other comments

- Overall, the students appreciated mostly of the classroom-based teaching and learning, with one Zoom lecture for an international lecturer. Stata sessions were highly appreciated
- Role playing sessions were highly appreciated by most students, one student wished it could be better organized.
- A few students wished for restructuring of schedule, reduce compulsory sessions.
- External lecturers should be aware of topics already covered to avoid repetition.
- Clearer communication of instructions for role playing, seminars, and assignments.
- Individual quizzes put the students on the spot, created a difficult atmosphere for them

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 first course day, the course leader and examiner asked the students to present themselves and to share their previous knowledge, experiences and course expectations. During the lectures and particularly group seminars the students had an opportunity to share their experiences from their work life including course-related work in home countries, and methodological skills previously acquired. Discussions arose on how the new knowledge acquired could have improved the health challenges previously faced in home countries.
- *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 course is set up with a combination of lectures, role playing, analysis, paired and group discussion seminars and group work which were continuously appreciated by most students. The students were able to simulate and practice in various ways what they learnt in theory. The group work provided the students with practical opportunities to explore the content of the lecture in more detail and apply the knowledge gained through lectures. Through seminars, students interacted with each other and with the teachers.
 - Student attendance was high both for compulsory and non-compulsory sessions.
 - During group work sessions, all the students participated in preparing and presenting the actual assignments, but also in classroom discussions.
 - sharing their knowledge and experiences with their peers.
 - The role playing, discussion and oral seminars was continuously appreciated by the students giving them an opportunity to practice hands-on problem-solving skills, communication and reporting skills as well as strategic planning. The sessions facilitate critical thinking and student interaction.
 - However, the obligation for all students in a group to present was difficult for some students, as they felt forced to speak in public.
 - A few students wished to have more clear communication of instructions for assignments and seminars.
- *How has the course worked with -constructive alignment - from learning outcomes to examination form and examination content?*
 - All lectures are continuously reviewed in relation to their alignment with ILOs. Alignment was also enhanced by sharing instructions to all teachers about the learning outcomes and the course literature, and by discussions among teachers during regular program council meetings.
 - Examination, which constituted both a written report, a peer-review report and an oral presentation were well aligned with course objectives. The written project for student was a live document that ran throughout as the course was ongoing. The summative assignments were communicated on the first day of the course and all data for the written project availed within the first 5 days of the course. For the next course period (2025), data will be availed on the first day of the course to provide students with more time to practice.

*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.)*

The Final examination consist of a written project, and an oral presentation which form the central theme of the course content and are linked to the course's ILOs – Conducting literature review and analysis of surveillance data, develop a report presenting the most relevant findings aligned to the course objectives, communicating/disseminating findings to the audience in the best way possible through an oral presentation. Questions and feedback are provided by both teachers and students and revisions recommended before final report is submitted. Further, a written peer-review of a colleague's project and one-on-one peer discussions are done prior to the project presentations. It is assessed on a points system, which are translated into Pass', 'Pass with distinction' or Not pass.

Mandatory seminars, role plays, a movie, (group) quizzes and ensuing discussions provide opportunities for hands-on practice of the theoretical aspects of the course content and this constitutes the formative assessments. These activities require application of students' critical thinking, encouraging in-depth learning on one hand, and ensuring they have reached the course ILOs in the process. This approach also allows for the identification of students who may need extra support. Attendance and active participation are the assessment. Failure to attend these sessions amounts to failing the course even if you have passed the final examination. a make-up assignment with similar weight to the missed part is provided.

Course leader's conclusions and suggestions for improvement

Based on the students' evaluation some changes for the next course session will be considered:

- The students expressed gratitude and liked the core theoretical, practical sessions and the role-playing. Two students disliked many obligatory sessions. One student wished role playing could be better organized.
- Improve course structured/schedule to avoid repetitions by guest lecturers, particularly Global Burden of Disease – **This part is Removed**
- Integrate parts into the core subject sessions or same day e.g Surveillance data reporting systems – with electronic health records & injury surveillance
- Slightly condense compulsory sessions to create more time for student reflections/guided reflections if identified during the formative assessments.
- Identify student prior knowledge early in the course and adjust course material, accordingly, e.g. suggest prior reading before certain sessions to facilitate reflections.
- Improved clarity on instructions for role playing seminars & discussion as well as early, thorough preparations for supporting teacher.
- Guest teacher or support (in seminars) intending to cancel participation should inform much earlier – emphasize this to allow prompt communication to students.
- Individual quizzes **removed** to improve robust learning atmosphere –replaced by 2 group quizzes for self-assessment of knowledge from previous course (Epi 1) and for group response on core topics.
- Reflect on how to be more open to students' new ideas without deviating from the course objectives. E.g. Emphasis on descriptive statistics without completely negating deeper inferential statistics if the former (descriptive) is fulfilled.

- Continuously review the course content to allow room for effective alignment with ILOs and to share with the students (in canvas), how content of lectures/seminars are connected with ILOs.

Other comments

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