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 Introduction to planning and program development	Credits 5 hp
Semester VT25	Period 2025-01-30 – 2025-02-21	

Course leader Anna Toropova	Examiner Lydia Kwak and Anna Toropova
Other participating teachers Lydia Kwak, Liselotte Schäfer Elinder, Gisela Nyberg, Josefin Edwall, Lisa Holmlund, Femke Van Nassau, Emmanuel Aboagye, Rita Bakesiima, Kristi Sydney Annerstedt	Other participating teachers Group work: Anna Frantz, Anna Toropova, Andreas Rödlund, Jeffrey Casely-Hayford

Number of registered students 25	The number who have not completed the course[1]	Number passed after regular session[2] 23
Methods for student influence other than course survey[3] During the course introduction the students share their educational/professional background allowing to make an initial assessment of their subject knowledge. The students also share their expectations of the course. Some of the organizational issue, such as group work arrangement are also discussed. Previous year course evaluation results are shared with the students during the introductory session as well. During the course, the students are asked to give feedback on the course progress on a weekly basis, in group and individually if needed, and often right after the lecture/group assignment. During the last day of the course, a presentation on the course examination is given where expectations/formalia are discussed, followed by Q&A session. The oral feedback and the formal course evaluation give important information regarding potential areas for improvement. Response frequency in the current formal evaluation survey was 64%. Regular feedback on the program in general and particular courses is shared and discussed during the regular Program council meetings (2 times per term plus one full day meeting in August every year).		

[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 course was successful overall, with above the average ratings on most of the course aspects. Most students achieved the intended learning outcomes after the first summative assessment (with the exception of one student who has not pass the examination and one who has not submitted the examination).

Description of conducted changes since previous course occasion

The main change since the previous occasion was a clearer course page in Canvas, where course content was organized in four weekly modules to facilitate student learning as well to monitor of the learning progress. The format of mid-term assessment was changed from paper submission on Canvas into peer assessed in-class session, which was more hands-on and efficient form of assessment. Final examination requirements were introduced to students the day before the final course session, where a presentation on the examination formalia including a Q&A session was held.

Summary of the students' response to the course valuation

- Rather high response rate of 64%
- The majority of the students rated most of the course aspects rather high, including achieving intended learning outcomes, developing valuable skills/expertise, the improved ability to communicate orally and in writing, promoting scientific way of reasoning, equal learning opportunities for all students, teachers' openness to the students' ideas and opinions, clear instructions about web-based systems, including with regards to web-based teaching, reasonable demands of the course and an overall good atmosphere in the class.
- A few students wished for more opportunities for reflection about ethical issues.
- Overall, the students appreciated mostly classroom-based teaching and learning providing a conducive learning atmosphere, with three Zoom lectures allowing international lecturers to be involved.
- The open-ended responses covered issues like more diversity of public health issues, clearer examination criteria, more group work flexibility/smaller groups. One student expressed the wish for more information/tools on how to prepare for the debate.

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?*
- At the introductory session involving both course leader and the examiner, the students were asked to share their previous knowledge, professional experiences and course expectations. During the lectures and particularly group seminars the students had an opportunity to share their opinions/experiences on various public health issues with the class. Addressing the theory-practice gap remains one of the main expectations from the course.

- *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)*

- Course learning activities include a combination of lectures, group work and self-directed learning which is continuously appreciated by most students. The group work, including working in pairs during mid-term assessment, provided the students

with the opportunity to explore the content of the lecture in more interactive and nuanced way, allowing to apply the knowledge gained through lectures.

- Student attendance was high during compulsory sessions, with somewhat lower attendance during non-compulsory ones.
- Student engagement was rather high during lectures, with active reflections on the lecture's content and engagement with the lecturer. During group work sessions, all the students participated in preparing and presenting the actual assignments. During the subsequent classroom discussions the students shared their knowledge and experiences with their peers/teachers.
- Mid-term assessment conducted in student pairs and involving peer assessment was a good way for the students to make their voices heard to an even larger extent
- The debate is continuously appreciated by the students giving them an opportunity to practice argumentation skills, oral communication as well as develop critical thinking and cultural sensitivity. More tools on how to prepare for the debate should be provided to the students prior to the session.
- The students wished for more opportunities to reflect on the ethical issues in relation to the course content.
- *How has the course worked with -constructive alignment - from learning outcomes to examination form and examination content?*
  Course activities are continuously reviewed in relation to their alignment with the learning outcomes, with information on the activities' content and their alignment presented on Canvas for the students. Alignment is regularly enhanced by giving instructions to course teachers about the learning outcomes and the course literature, and by discussions among program teachers during program council meetings. Home-examination is linked to the content of both lectures and group work as well as to course learning objectives.

- *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.)*
- Group assignments involve peer-review process, and the assignment is discussed in class during the final half-hour of the session. Brief written feedback is given on the assignment to each group by the instructor responsible.
- The goal of mid-term assessment is to ensure that all students are reaching learning outcomes and to identify students in need of extra support. It requires application of student critical thinking, encouraging student in-depth learning on one hand, and ensuring they have reached the course learning outcomes half-way through the course. The assignment is also a building block for home examination, with the knowledge required for mid-term assessment essential for answering examination questions. The assignment is peer-assessed, which encourages application of the knowledge gained in the course not only to do their assignment but also to assess their peers knowledge/understanding.
- The home examination is aligned with the overall course content and the learning outcomes, assessed on a points system translated into 'Fail', 'Pass' and 'Pass with distinction'.

Course leader's conclusions and suggestions for improvement

Students' evaluations are important to inform further course improvement, with some of the potential changes before the next course administration involving:

- Allow more room for student reflections on ethical issues during course learning activities/examination
- Organize students in smaller groups during group assignments for better student interaction
- Clearer instructions/more preparation tools provided for the final group assignment, debate
- Continuously review the course content for a wide coverage of public health issues
- Final examination instructions should be communicated to students earlier, with clearer assessment criteria

Other comments