



## 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> 5HD003	<b>Course title</b> Global Health and Disasters (7.5 credits) 5HD003	<b>Credits</b> 7.5 hp
<b>Semester</b> Spring 2025	<b>Period</b> 2025 01 20 – 2025 02 23	

<b>Course leader</b> Anneli Eriksson	<b>Examiner</b> Anneli Eriksson
<b>Other participating teachers</b>	<b>Other participating teachers</b>

<b>Number of registered students</b> 37	<b>Number who have not completed the course<sup>1</sup></b> 5	<b>Number passed after regular session<sup>2</sup></b> 32
<b>Methods for student influence other than course survey<sup>3</sup></b> At the introduction of the course, on the first day, the students were given the opportunity to highlight their expectations of course and to comment on the planned schedule. The course leader and course coordinator also discussed content and suggestions during the course and organized a session in the end of the course where the students gave feedback on strengths, weaknesses, missing areas etc.		

## Conclusions from the previous course evaluation

- Not applicable due to this being the first course occasion

## Description of conducted changes since previous course occasion

- Not applicable due to this being the first course occasion

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

- Overwhelming positive response, almost all standardized questions received a mean rating between 4.1 and 4.7 (scale 1-5). The only question which received less than 4 (3.8) was to which extent the students feel that they gained practical skills from the course, reasonable given that it is a very theoretical course aimed at setting them up for the more practical aspects of the upcoming course.
- The overall impression of the course from students is positive. They praise the content, lecturers, organization or teaching environment. Several students mentioned that the course content helped fill knowledge gaps and that the assignment matched the learning outcomes well.
- Improvement suggestions include earlier access to course material and receiving the presentations beforehand/having the handouts available during lectures. Issues with reaching free-standing students and how this affects compulsory group work is also brought up. (see other comments)

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

- *The students in the course had a various experiences and expertise. The program students came from a full semester on disaster terminology and disaster preparedness studies, while some of the freestanding students started their venture into the subject. We tried to accommodate for this, by having interactive lectures where students also could share their experiences and where basic theory was combined with more in-depth discussions or group assignments.*
- *Lectures are followed up with groupwork where the lecture content is applied in different disaster contexts. The context analyses are discussed in a seminar.*
- *The course content builds on the Intended Learning Outcome (ILO)e. The examinations (group work presentation and seminar, and the individual examination) follows the ILOs.*
- **Strengths:** Knowledgeable lecturers in the field of global health that through their practical experience effectively make the connection between global health and disaster medicine
- **Weaknesses:** To give the students the same knowledge baseline moving forward, students with previous experience from the field may find some lectures to be slightly basic

## Course leader's conclusions and suggestions for improvement

- Emphasize when contacting lecturers that the students prefer having access to the presentation handouts during the lectures, ultimately it is up to them if they want to accommodate the request. Emphasize to free-standing students that the course is full time and requires communication with classmates.

## Other comments

The course is organized for the first time. In the course we had a mix of students taking the course as part of their Erasmus Mundus master public health in disasters (21 students) and students who took it as a freestanding course (at the start 16 students). Among the freestanding students, the presence at lectures were lower and a few of the students who started the course have not yet completed it. This made the group work assignment tricky for the students who were uncertain about the input from some of the group members. In the end, the groups did well and presented well thought through context analyses from different disaster context.