



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	Course title	Credits
4FH100	Degree project in Public Health Sciences – Public Health Epidemiology	30
Semester Spring 2025	Period 2025-01-20—2025-06-06	

Course leader Marie Hasselberg, Jette Möller	Examiner Jette Möller
Other participating teachers Lucie Laflamme, Lene Lindberg	Other participating teachers

Number of registered students	Number who have not completed the course¹	Number passed after regular session²
23	22	22
Methods for student influence other than course survey³ At all occasions when we had activities with the students we asked for feedback.		

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 course evaluation from the course spring 2024 we concluded some potential improvements:

- Collapse the instructions for the thesis into one document
- Revisit the Canvas pages
- Consider how to improve the students self-learning and time management
- Revisit the examination process with regard to comments provided, collaboration between the examiners, oral examination on methods and interpretation of the results, separate examination on ethics (this could be done before the examination of the final written thesis)
- Revise the workshops provided, both in content covered and the level of the content

To improve the course further, there is a need for enhanced support in certain areas and to implement self-assessment among the students. Self-assessment could raise students' awareness of their own learning and development. The assessment criteria help the students to identify their needs for improvements to pass the examination. This in combination with feedback from examiners and opponents during the examination seminars, and the possibility to revise accordingly, creates learning opportunities.

Almost all students conduct their thesis projects within an existing research group, within KI or outside Sweden. This provides an opportunity for the student to be directly involved in research discussions and interact with several different professions in academia, which also contributes to their scientific maturity.

Description of conducted changes since previous course occasion

In preparation and implementation of the course we focused on improving the instructions for the thesis and reduce the number of documents. Further the Canvas page was aligned to the revised instructions. Through the workshops we have stressed the accountability of the students to manage their learning process and time management. We added a new workshop on the theoretical framework and provided a writing retreat with support from the KIB. Statements for AI use was included as part of the instructions for the declaration of work in the thesis. Together with KIB was also provided workshops on AI and how it can be used in a sensible manner in the thesis.

The assessment workshop with the examiners was focused on how to provide feedback on needed amendments.

Summary of the students' response to the course valuation

In the course survey 10 of 23 students (44%) participated.

The response rate is quite low, and it is difficult to draw any firm conclusions based on the results of the survey.

Course

Overall, the students expressed high satisfaction with the course (median 4.0-5.0 on the KI mandatory questions (Q1-Q5), range 1-5 where 5 corresponds to "To a very large extent").

On the question if there were any aspects of the course that they found problematic responses regarding the process of finding a project were common. On the question on how the course can be improved how it was raised that the course leaders could be more critical, so the students are more prepared for the examination seminars. On the question regarding additional workshops requests for additional support regarding the theoretical framework were common. It was also mentioned that regular support in biostatistics would have been useful.

The majority of the responding students reported to overall being satisfied with the support they received from their supervisors.

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

This year no student was delayed (except one that got sick and the project to 2026) and all managed to finish according to set timelines. We experienced a large variation in the progress the students had made up to the mid-term review, however we did not experience them as stressed about it. This year we had a couple of students with major language issues which showed in the presentation and discussion.

In light of the quick development of AI tools we see an urgent need to monitor that the work of the students is independently performed. This year we saw quite many students with particular parts of their thesis written with a structure that an AI tool would propose, e.g. the conclusions. With AI it is not possible to assess what learning the student has achieved based mainly on the written thesis. It is our firm conclusion that we need to change the examination process and develop an oral examination for the next course. The oral examination should be the occasion where the student can defend, discuss and orally explain what they have done and elaborate on the interpretations.

As previous year we saw a large variation in the level of details the examiners provided for the amendments. The workshop we held was not enough to get the message through to all examiners. We need to find additional ways for how to achieve this.

In interactions with students, we could see how the students struggle with the theoretical framework in their thesis. We need to find additional ways to support this part of the thesis project.

Course leader's conclusions and suggestions for improvement

We suggest the following to be addressed to improve the course further:

- Introduce an AI resilient examination process
- Increase the support to the students in applying theoretical framework in their thesis.
- Provide more opportunities for the students to practice scientific discussions.
- Additionally improve the process for students to find projects.