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 4GB007	Course title Global Health Practice and Project Management	Credits 6 hp
Semester VT26	Period 23 March – 19 April	

Course leader Claudia Hanson	Examiner Claudia Hanson
Other participating teachers Sunjuri Sun <sunjuri.sun@ki.se>; Veronika Tirado <veronika.tirado@ki.se>; Mercedes Vila Ortiz <mercedes.vila.ortiz@ki.se>; Olivia Biermann <olivia.biermann@ki.se>; Maria Teresa Duarte Alberto Dos Santos <maria.teresa.santos@ki.se>; Elisa Gobbo <elisa.gobbo@ki.se>; Bakare Ayobami Adebayo <bakare.ayobami.adebayo@ki.se>; Carina King <carina.king@ki.se>; Holly Newby <holly.newby@gmail.com>; Karen Zamboni <karen.zamboni@theglobalfund.org>; Miriam Hartmann <miriam.hartmann@ki.se>; Ulrika Baker <ubaker@unicef.org>; Jennifer Valcke <jennifer.valcke@ki.se>; Elena Raffetti <elena.raffetti@ki.se>; Ricardo Berenguer Navarro <ricardo.berenguer@ki.se>; Rachel Jeanette Forse <rachel.forse@ki.se>; Manuela Straneo <manuela.straneo@ki.se>; Veronica Lee <vlee@unicef.org>;	Other participating teachers Assessment were supported by Sunjuri Sun <sunjuri.sun@ki.se>; Veronika Tirado <veronika.tirado@ki.se>;

Number of registered students 36	Number who have not completed the course[1] 2	Number passed after regular session[2] 34
Methods for student influence other than course survey[3] Qualitative discussions within the course Meeting with course representatives		

[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

- New course

Description of conducted changes since previous course occasion

- New course

Summary of the students' response to the course valuation

- On overall the course was perceived as a "project management course" while the Global Health Practice was not realized
- I linked the learning objectives and lectures in a table, but repetition may have been needed to make students aware for the alignment is thought throughout the course.
- The analysis of the assignments also indicated that the students learned and demonstrated the skills in thinking through the operationalization of the project. The situation analysis table was clearly well done
- There were very minor reflection on global health practice, communication, equitable partnerships, thus thinking through the soft skills of project management
- The practice sessions, e.g. the voluntary upload to receive quick feedback was only used by 20/18/5 students of 36 registered.
- The field visits to UNICEF and the transcultural center were appreciated, but no reflections on the visits / discussion points were incorporated in the management parts of the assignment, which shows again, the link was not seen.
- Students wanted to have more step-by-step learning and could not make sense of the overview tables which indicated how the learning outcomes, the course content and the assignment were linked and integrated. "We did not learn what we were supposed to deliver in the assignment" / "the lectures were not tailored to the learning outcomes"
- Students said: "instructions were vague" but effectively I was surprised how many students used potential topic points to integrate in the assignment as sub-headings. This makes me feel as even giving fewer clear instructions as this really did not make the students to invest into own thinking.

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:

- I need to find a creative educational approach which make students more eager to use creativity and engage in finding their way to interpret the assignment
- I aligned the course and the assignment to the learning objectives, but the students failed to understand the table. Repetition during the course may help.

- The students did well on the situation analysis table, decent on using a framework and ok on Gannt chart and budgets, but the management part , thus the soft skills on collaboration, equitable partnership, etc were not well developed.

Course leader's conclusions and suggestions for improvement

My main points for change will be

- A group project proposal to "ease" a bit the workload and allow more depth – this will also strengthen the "practice" part
- The individual assignment maybe a reflection piece which then can be graded fail/pass/VG
- Some lectures might be crowded out / revised
- More space for quality work and reading in class shall be provided

Other comments