



## Course evaluation template

After the course has ended, the course coordinator fills in this template. The head of department/programme decides whether the template should be supplemented with further information/questions.

<b>Course code</b>	<b>Course title</b> Public Health Science – Concepts and Theories	<b>Credits</b> 7,5
<b>Semester</b> HT20	<b>Period</b> 31.08.20 -02.10.20	

<b>Course coordinator</b> Janne Agerholm	<b>Examiner</b> Janne Agerholm
<b>Other participating teachers</b> Megan Doheny	<b>Other participating teachers</b>

<b>Number of registered students</b> 47	<b>Number who have not completed the course</b> 2	<b>Number passed after regular session</b>
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## Conclusions from the previous course evaluation

Suggestions for improvement from previous course evaluation:

- 1) Include the canvas assignment on Introduction to public health as a mandatory or take back the previous lecture. An online lecture could also be a possibility.
- 2) Change the format of the philosophy of science section. Reduce the number of concepts that the students need to learn and go more in depth with the ones that we do include.
- 3) Include a lecture on ethical reasoning before the lecture on public health ethics
- 4) Work with changing the examination

## Description of conducted changes since previous course occasion

Changes:

- 1) An online lecture about Introduction to public health in a historical perspective was added to the course.
- 2) The format of the section on philosophy of science was changed. The student had fewer concept and worked in a jig-saw manner to achieve the learning outcome.
- 3) A lecture on ethical reasoning was added to the section about ethics.
- 4) The course was adapted to a more online design. Several lectures were made online and all on-campus lectures were live streamed through zoom.
- 5) The group exam in global health was transformed to a mandatory group assignment.



### **Method(s) for student influence**

- The students were invited to give feedback on during the course in order for course leaders to be able to adjust the schedule and/or design of assignments.
- The students have been asked to provide feedback at some occasions during the course. All students were invited to participate in the online course evaluation. The positive feedback have been used to confirm that some of the changes have been good, the negative feedback have been used to adjust the course for next term.
- 72% responded on the course evaluation, which were less than previous years were the respond rate have been above 80%

### **Summary of the students' response to the course evaluation**

The oral feedback I got from the students as well as the results of the course survey have been generally positive, however suggestions for improvements have also been made. In general, the students have been positive towards the course and most students seems to have developed new skills and archived the learning outcome (82% to a large or very large extend).

Most students (88%) felt that there was a common theme running through the course from ILO to examination to a large or very large extend. This was inline with the results from previous year.

Most students (97%) felt that teachers were open to ideas and opinions about the course structure and content to a large or very large extend, 1 students only to some extend (2,9%). 85% of the students felt that everyone was provided with the same learning opportunities during the course to a large or a very large extend. This was a bit lower than previous year where this number was 94%.

Many students (65%) felt that their ability to communicate around course subjects increased to a large or very large extend during the course, the rest reported 'to some extend'. This was in line with previous year.

94% felt that there was a good atmosphere during the course (large to very large extend). 2 student (6%) felt that there was a good atmosphere to some extend.

Regarding time to reflect only one student thought there were too little time, 41% thought that they to some extend had enough time to reflect, and the rest (56%) felt there was enough time to reflect.

Most students felt that the demands were reasonable in relation to the learning outcome; 88% to a large or very large extend.

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

Reflections on the blended learning approach and the change to a more online course design:

The course had to be quickly adapted to a more online approach and not all technical solutions were in place from the start. This made the quality of the live streamed lectures poorer and added some workload to the course leaders as many lectures were having difficulties managing both on-campus and online students at the same time.

If we are to provide both online and on-campus alternatives for next year I would prefer to record the lectures instead and make them available on canvas after the lecture.

We also had group discussions and seminars with students both online. For the group discussions, the online design worked quite well. Although some few students reported that



there had been awkward silence at some point in the group discussion, most students had positive experience with this form of group work. There were however much less discussion and participation from the students when we had online discussions and summing up sessions for the whole class.

With the online design we had this year it was much more complicated to follow the students learning curve. My feeling is that the online design puts much more responsibility on the student to interact and engage in the course in order to achieve the learning outcome, also since most canvas assignments were not made mandatory. Some students might not have engaged and participated to the same degree as had it been on campus. More mandatory assignments on canvas could help minimize this problem.

Reflections on other aspects of the course:

The philosophy of science part of the course has still not found its perfect form. This year we simplified it and changed the format from hole-class presentations to presentations in smaller group. This made room for much more interaction between the students and very engaging discussions, however, there were less opportunity to respond to misunderstandings or confusion and some student were insecure weather they had come to the “right” conclusions and definitions. We will have to go back to hole-class presentations for next year.

Many students suggested that the group assignment (in global health) could be put earlier in the course. Some students suggested that it was harder to engage in this assignment as it was no longer part of the examination and that they wanted more time to prepare for the examination instead. Actions need to be taken in order to find a way to motivate the student to engage in the same manner as previous years, although it is no longer a group exam.

Although we had prevented all teachers with learning outcomes for each lecture, there were still students that thought that some lectures were not aligned with the learning outcomes. This needs to be improved for the next course.

The new edition of one of the course books had substantial changes from the previous edition. A new course book needs to be found.

### **Description of how the course works with quality, research-basis and collaboration with other professions**

The course leaders work continuously with improving quality, both in regard to coordinating the course and in regards to pedagogical improvements.

We have several guest lectures giving examples of their research in different fields.

### **Course coordinator’s conclusions and suggestions for improvement**

Suggestions for improvement:

- 1) Include more mandatory participation on canvas.
- 2) Adapt the format of the philosophy of science section. The number of concepts that the students need to learn and go more in depth with was sufficient, however they need the teacher’s “approval” of having understood the concepts correctly. A online lecture could be added to canvas after the group work for further learning.
- 3) Make some lectures available as online lectures in order to make a more flexible schedule.



- 4) Changing the form of the group assignment in order to motivate the students to engage in the work.
- 5) Change on of the main course books.

### Views on the course and improvement suggestions from others

From student representatives, programme committees, education committees or equivalent. The course coordinator fills this in after this report has been circulated and discussed within the programme.

### Description of how the course valuation has provided feedback internally and to the students

State:

- Within which forums the course evaluation has been discussed (for example, programme council, programme committee/education committee where student representatives are present, etc.)
- How the course evaluation has been presented to the students (for example, on the course web, in a course council, etc.).

### Tillägsfrågor till kursledarreflektioner (på engelska):

Indicator	# of hours	Rationale
<b>STUDENT/LECTURER:</b>		
<b>Number of contact hours in total</b>		
<b>Of which:</b>		
<b>(i) Number of hours lead by lecturer</b>		
<b>(ii) Number of hours for student interaction/group work/peer review etc.</b>		
<b>COURSE LEADER:</b>		
<b>Number of hours that you as a course leader have spent with the students</b>		
<b>Number of hours that you as course leader have spent on your pedagogical development before, during, after the course</b>		
<b>Pedagogical skills that you would like to improve</b>		



Make a table of your Intended Learning Outcomes (ILO) as formulated in the syllabus and identify the ILOs that were mainly met through lectures.

Reflect on the type and level of student participation during the course. When were most/least students present in the classroom? How do you interpret that? Were you helped to understand this through the student valuation? If yes, please describe how. If no, please suggest alternative ways of getting this information.

Attach your final schedule to the reflections. Comment on any changes made during the course and the reasons.