



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 4FH096	Course title Theories and methods for implementation and evaluation	Credits 7 hp
Semester 3	Period 20210913-20211013	

Course leader Liselotte Schäfer Elinder	Examiner Liselotte Schäfer Elinder
Other participating teachers: Susanne Andermo, Ann Liljas, Åsa Norman, Camilla Wikström, Lydia Kwak, Patricia Eustachio Colombo, Rosaria Galanti, Christine Delisle Nyström, Christina Alexandrou, Emma Patterson, Clayton Cook, Annika Bäck, Leif Eriksson	Other participating teachers

Number of registered students 21	Number who have not completed the course¹ 21	Number passed after regular session² 19
Methods for student influence other than course survey³ <ul style="list-style-type: none">• Students were not given the opportunity to participate in the preparation and decisions at course level.• Students were given the possibility to comment on the lectures and ask questions from the previous day/week. On the last day of the course, they were given the opportunity for 1 hour to give comments and feed-back.• No formal registration of response frequency.		

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

- ✓ More focus on process evaluation (MRC guideline) with an example
- ✓ More focus on outcomes (impl, service, client) and measurement – now separate lecture on outcomes
- ✓ Less examples from health care in the assignments – now more community examples
- ✓ Find new webinars etc.



- ✓ Lecturers should mention ILO in the beginning and stick to that to a higher extent
- ✓ Some workshops instead of lectures – a workshop was included in lecture on sustainability
- More on policy – did not find one yet
- More male lecturers – only 1 this year
- Bring in an example on ethics

Description of conducted changes since previous course occasion

See above. The course was given in class as last year (not online). Two afternoon online lectures were included, which were appreciated.

Summary of the students' response to the course evaluation

- Only 11 out of 21 answered the survey. In general, these students were very positive towards the schedule, content, timing and organization of the course.
- Most questions in the survey received an average score well above 4, except for the one on reflections on ethical issues.
- Guest lectures were appreciated in providing diversity on the content.
- The learning material was appreciated but core literature should be more clearly identified.
- Students would like to hear more from practitioners and policy makers and their perspectives.
- The home examination was appreciated as a further learning opportunity.

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:

- 1) *How have the students' previous knowledge, experiences and prerequisites been used as a basis during the course?*

I have met the students in the previous semester in the course on planning, and I try to build on that knowledge base. Ann Liljas, who teaches after me in the HP track assisted with the weekly assignments and also gave a lecture on qualitative methods, which gives some degree of continuity for the students.

- 2) *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)*

Each of the 4 weeks has its own theme. I have prepared a short instruction for all lecturers to follow to harmonize terminology in this multidisciplinary area. The students have lectures with researchers in the field and access to webinars which they can watch when they want. Students divide themselves into four permanent groups and do the assignments on day 1. On day 2 they discuss with another group and get peer-feedback before discussing all together in class. There was a high degree of interactivity during the lectures and especially during assignments. Most students were present in class during lectures. Each week students are given the opportunity in class to ask for clarifications. Some also send questions via mail.



- 3) *How has the course worked with -constructive alignment - from learning outcomes to examination form and examination content?*

At the beginning of the course students are confused due to the complexity of the field and the terminology. I use a handful of central graphs, pictures and diagrams repeatedly, which gives them a type of scaffold and helps them to comprehend the study material. The home examination follows the same pattern and is a learning opportunity, which most of them find satisfying.

- 4) *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.)*

Examination is done through 4 group assignments with compulsory participation where students analyze implementation studies, and finally a 3-day individual home examination, also based on an implementation study. The questions posed both in the group assignments and the home examination reflect the ILO's to a large extent.

Course leader's conclusions and suggestions for improvement

- Put the material is on Canvas before the lecture so that the students can read it on beforehand, which they have requested.
- Indicate what is core literature and what can be regarded additional literature.
- Questions in the assignments and home examination must be very clearly formulated and read by a colleague beforehand.
- Include more on ethics and practical examples. Ask a person from FHM or SOS to give a lecture on how they work with implementation issues.
- More variation in the topic of the lectures and more male lecturers if possible.

Other comments

- In January 2022 we, the course leaders in the HP track plan to sit down and discuss better alignment of our courses to fill in gaps and avoid too much duplication.