Course evaluation Epidemiological methods for outcome evaluation of public health interventions (4FH094) Fall 2022
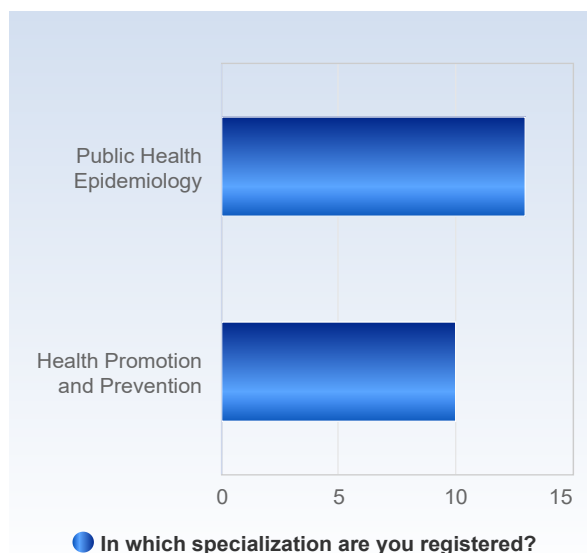
In which specialization are you registered?

In which specialization are you registered?	Number of responses
Public Health Epidemiology	13 (56.5%)
Health Promotion and Prevention	10 (43.5%)
Total	23 (100.0%)

In which specialization are you registered?

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In which specialization are you registered?	1.4	0.5	35.3 %	1.0	1.0	1.0	2.0	2.0

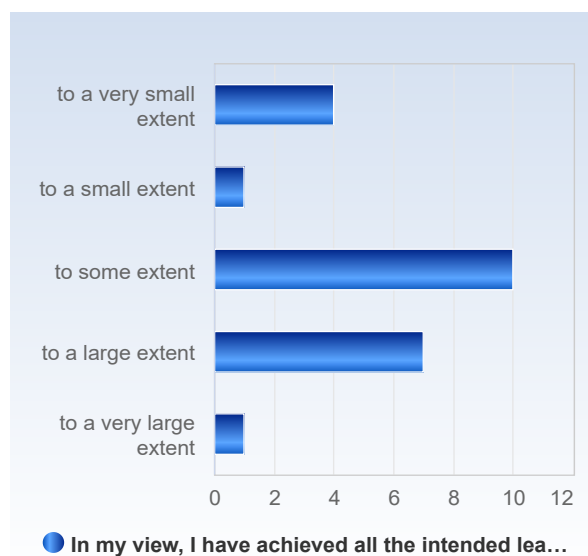## In my view, I have developed valuable expertise/skills during the course.

In my view, I have developed valuable expertise /skills during the course.	Number of responses
to a very small extent	2 (8.7%)
to a small extent	4 (17.4%)
to some extent	7 (30.4%)
to a large extent	8 (34.8%)
to a very large extent	2 (8.7%)
Total	23 (100.0%)

● In my view, I have developed valuable expertis…

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, I have developed valuable expertise/skills during the course.	3.2	1.1	35.1 %	1.0	2.5	3.0	4.0	5.0

In my view, I have achieved all the intended learning outcomes of the course.
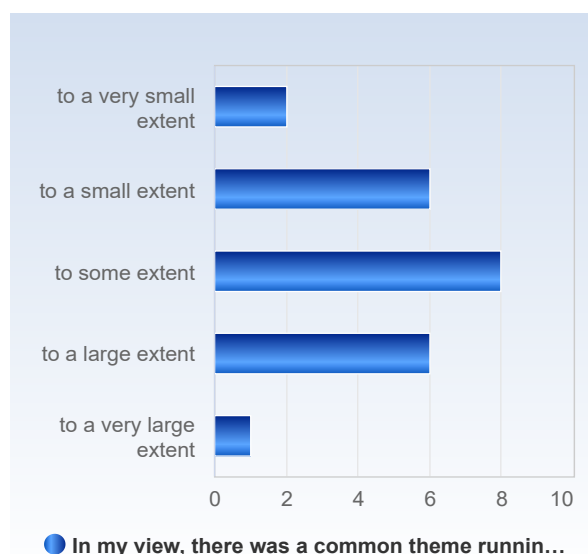
In my view, I have achieved all the intended learning outcomes of the course.	Number of responses
to a very small extent	4 (17.4%)
to a small extent	1 (4.3%)
to some extent	10 (43.5%)
to a large extent	7 (30.4%)
to a very large extent	1 (4.3%)
Total	23 (100.0%)

● In my view, I have achieved all the intended lea…

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, I have achieved all the intended learning outcomes of the course.	3.0	1.1	37.6 %	1.0	3.0	3.0	4.0	5.0

In my view, there was a common theme running throughout the course – from learning outcomes to examinations.

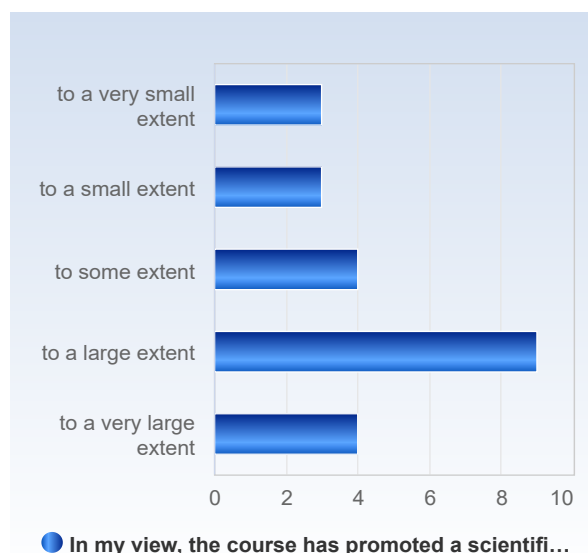| In my view, there was a common theme running throughout the course – from learning outcomes to examinations.	Number of responses
to a very small extent	2 (8.7%)
to a small extent	6 (26.1%)
to some extent	8 (34.8%)
to a large extent	6 (26.1%)
to a very large extent	1 (4.3%)
Total	23 (100.0%)

🔵 **In my view, there was a common theme runnin…**

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, there was a common theme running throughout the course – from learning outcomes to examinations.	2.9	1.0	35.7 %	1.0	2.0	3.0	4.0	5.0

In my view, the course has promoted a scientific way of thinking and reasoning (e.g. analytical and critical thinking, independent search for and evaluation of information).
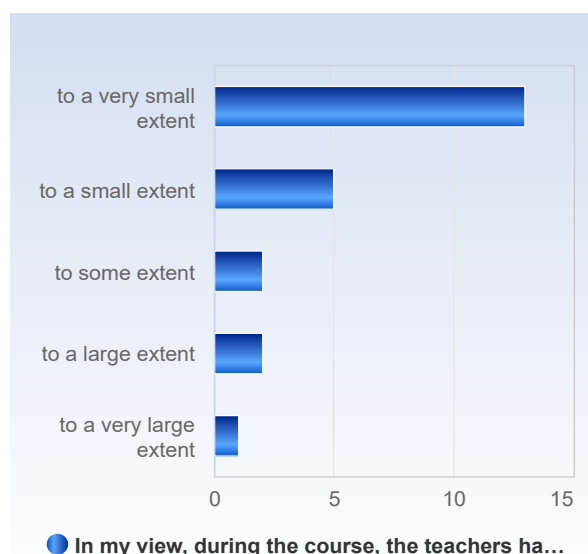
In my view, the course has promoted a scientific way of thinking and reasoning (e.g. analytical and critical thinking, independent search for and evaluation of information).	Number of responses
to a very small extent	3 (13.0%)
to a small extent	3 (13.0%)
to some extent	4 (17.4%)
to a large extent	9 (39.1%)
to a very large extent	4 (17.4%)
Total	23 (100.0%)

🔵 **In my view, the course has promoted a scientifi…**

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, the course has promoted a scientific way of thinking and reasoning (e.g. analytical and critical thinking, independent search for and evaluation of information).	3.3	1.3	38.9 %	1.0	2.5	4.0	4.0	5.0

In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.
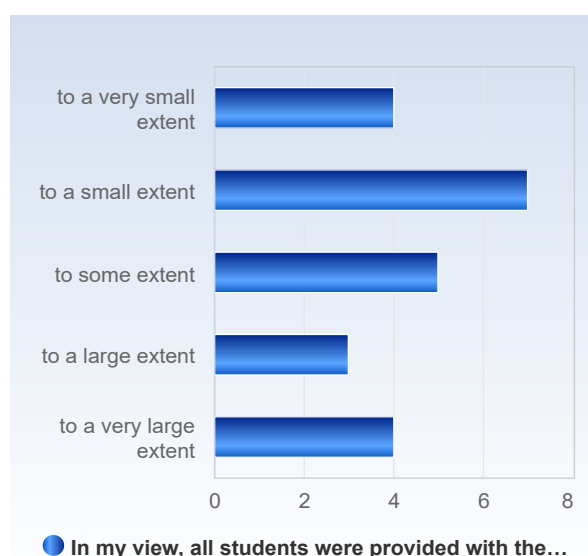
In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.	Number of responses
to a very small extent	13 (56.5%)
to a small extent	5 (21.7%)
to some extent	2 (8.7%)
to a large extent	2 (8.7%)
to a very large extent	1 (4.3%)
Total	23 (100.0%)

🔵 **In my view, during the course, the teachers ha…**

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.	1.8	1.2	65.3 %	1.0	1.0	1.0	2.0	5.0

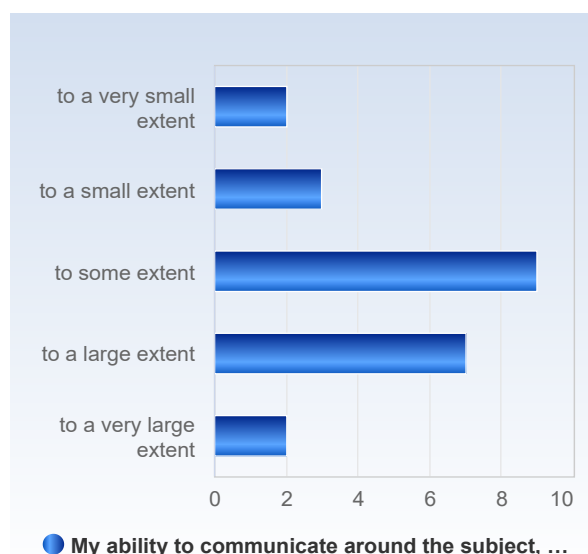## In my view, all students were provided with the same learning opportunities during the course.

In my view, all students were provided with the same learning opportunities during the course.	Number of responses
to a very small extent	4 (17.4%)
to a small extent	7 (30.4%)
to some extent	5 (21.7%)
to a large extent	3 (13.0%)
to a very large extent	4 (17.4%)
Total	23 (100.0%)

🔵 **In my view, all students were provided with the…**

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, all students were provided with the same learning opportunities during the course.	2.8	1.4	48.5 %	1.0	2.0	3.0	4.0	5.0

My ability to communicate around the subject, both orally and in writing has increased during the course.

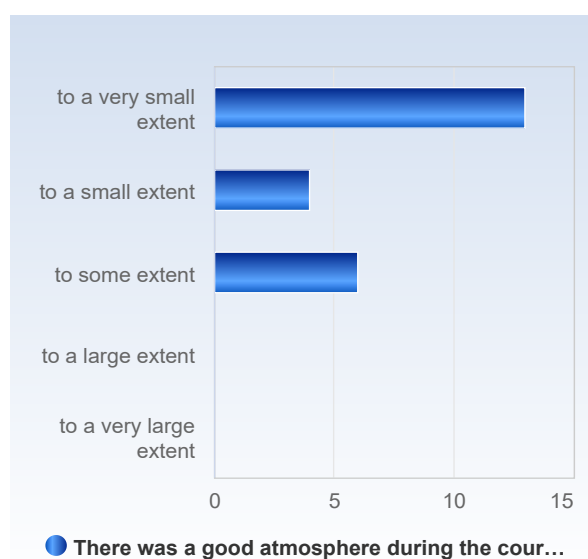| My ability to communicate around the subject, both orally and in writing has increased during the course.	Number of responses
to a very small extent	2 (8.7%)
to a small extent	3 (13.0%)
to some extent	9 (39.1%)
to a large extent	7 (30.4%)
to a very large extent	2 (8.7%)
Total	23 (100.0%)

● My ability to communicate around the subject, …

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
My ability to communicate around the subject, both orally and in writing has increased during the course.	3.2	1.1	33.8 %	1.0	3.0	3.0	4.0	5.0

There was a good atmosphere during the course.

There was a good atmosphere during the course.	Number of responses
to a very small extent	13 (56.5%)
to a small extent	4 (17.4%)
to some extent	6 (26.1%)
to a large extent	0 (0.0%)
to a very large extent	0 (0.0%)
Total	23 (100.0%)

● There was a good atmosphere during the cour…

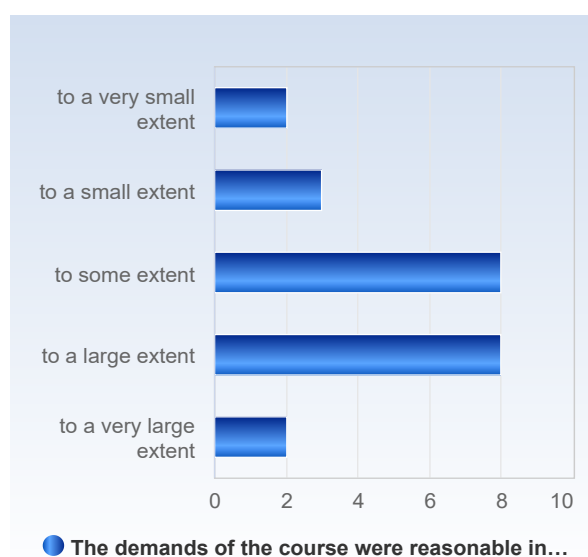|	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
There was a good atmosphere during the course.	1.7	0.9	51.6 %	1.0	1.0	1.0	2.5	3.0

I have had enough time to reflect on what I have learned.

I have had enough time to reflect on what I have learned.	Number of responses
to a very small extent	1 (4.3%)
to a small extent	5 (21.7%)
to some extent	6 (26.1%)
to a large extent	9 (39.1%)
to a very large extent	2 (8.7%)
Total	23 (100.0%)

🔵 I have had enough time to reflect on what I hav…

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I have had enough time to reflect on what I have learned.	3.3	1.1	32.3 %	1.0	2.5	3.0	4.0	5.0

The demands of the course were reasonable in relation to the learning outcomes.

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to a very small extent	2 (8.7%)
to a small extent	3 (13.0%)
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to a very large extent	2 (8.7%)
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	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The demands of the course were reasonable in relation to the learning outcomes.	3.2	1.1	33.7 %	1.0	3.0	3.0	4.0	5.0

The course made me reflect on ethical issues and how to act in diverse situations.

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to a very small extent	2 (9.1%)
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to a large extent	8 (36.4%)
to a very large extent	1 (4.5%)
Total	22 (100.0%)

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	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The course made me reflect on ethical issues and how to act in diverse situations.	3.1	1.1	34.5 %	1.0	2.5	3.0	4.0	5.0

Do you have any suggestions for how to improve the course? Please be as constructive as possible.

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It was good to participate this course.

- Feedback of the exercises should be done the day after the latest so the information is still fresh for students
- The lectures giving examples (usually from guest lecturers) of study designs, should ideally be given (the day) after the theory of that specific study is given in class (instead of having 3 days in between theory and practial example from a guest lecturer
- More emphasis shoud be given to statistical analysis during lectures in order to understand how to measure the effect of the intervention on the outcomes under study. Such content around this course was really limited and not sufficient for compliting this part in the final assignment.

- Information regarding deadlines, assignments and final presentations should be given clearly and with enough time. I consider unrespectful for students' time to ask to block three full days until two weeks before the final examination when we are required only to be one day.

As the course leader, Claudia made the course very chaotic. Also, when we tried to give her some friendly feedback during the feedback section, she was very rude and aggressive. She interrupted my classmates, made a lot of inappropriate excuses and blamed others; for example, she was just a human being, a single mother, that lecturer needed a housewife, etc.
Furthermore, she disregarded the demands of students in need and made unethical remarks. When my classmate with ADHD asked for help, she said "it's not going to change anything, we all have our own problems". Ridiculously, she defended herself with a double standard, saying she is a human and a single mother.
She was reluctant to provide more information on ratings (how many points we got in different sections) because she didn't want to receive complaints or comments. But for students, it's our right, and it's good to know what we should improve.

This course was not very productive. Most of the material was, at best, only vaguely helpful regarding evaluation protocols. There were too many sessions that had little, if anything, to do with what we were supposed to be studying or even with what we could apply to our thesis papers down the road. The final paper and video assignments were extremely difficult to comprehend and thus highly stressful. The instructions kept changing, and they often outright contradicted each other at various points. For example, we were initially told that we were not designing an intervention; then we found out near the end that we had to. We also were repeatedly given conflicting statements regarding what aspects of the evaluation protocol we should focus on and how much detail we should go into. I know that I speak for at least some of us when I say that I am resigned to the fact that I may not pass the course because I had absolutely no idea what I was doing. In the future, this course should spend much more time going over examples and details of evaluation protocols, as well as provide much clearer and more consistent instructions regarding what the instructors are expecting from the students.

Rosaria is a great teacher. She made epidemiological methods interesting.

The deadline extension of our assignments was really positive. I felt it was the first time I could work on an assignment during only reasonable hours and at a good pace.

Please, remind the professors to not come to give lectures in campus when they are sick. The lectures can always be on zoom. This help promotes toxic work values like "you have to come to work even if you are sick". This should have change after covid but it seems to not be the case in academia.

The course was a bit messy and the environment was hostile from time to time with no room for feedback. The instructions for the final assignment were unclear until the end.

Very disappointed by this course. Very poor organization. One suggestion is that suggestions could be provided on what to use self-study time for. We were given many periods for self-study without suggestions on what to do, or without access to the papers we were asked to read.

Very confusing course, needed a better structure and more clearly defined outcomes

Disorganized course. The final assignment was a mess, with 3 different instructions on how to do it - the evaluation template, grading criteria, and the teacher all said different things - which made it much more stressful than it should be. Also, I don't see a reason for this course to be 10hp. You could decrease it to 7.5 and put some extra time into systematic review.

Rosaria is an excellent teacher that gave wonderful lectures. I will remember them for a long time.

I think KI did a fair attempt at handeling the situation with the course leader no longer being available to finalize the course, even though that instance combined with several issues earlier on made the course experience kind of messy.

In general, it would be preferable if KI personnel that clearly do not want any interaction with students, do not have to give 10 credit courses. It becomes a bad situation for everyone, both the course leaders and the students. Not all people want to be responsible for long format courses - and in that case they shouldn't have to. This feels like a situation that came to be due to some sort of lack in KI working environment practises. I don't want to blame anyone specifically, but these weeks were not a good experience for nor teachers nor students, and I believe KI as employer has the foremost responsibility to prevent and handle these kind of situations.

There where several instances in this course when students were made to feel uncomfortable, and we even got yelled at during more than 10 minutes for simply suggesting that schedule changes would be announced through Canvas as they are hard to detect if the schedule file is updated without any notice being sent out. That occured during a mandatory mid-term feedback session, where we minutes earlier had been told that it was important that we shared any suggestions. This made me wonder if course leaders are required to have this kind of sessions in longer courses? Or did the course leader just put in this mandatory session for feedback despite being extremely against getting feedback? The latter seems odd, so maybe it is an institutional requirement? However, if one is unwilling to accept any feedback, there needs to be an option for teachers to not ask for feedback to aviod these kind of situations going forward.

It was very unfortunate that there were conflicts/misunderstandings between the course leaders and the students. This took a lot of energy and focus from the learning.

It was not easy to differentiate between intervention amd evaluation during the classes and the assignment made it as well a bit confusing since we had to design the intervention as well as the evaluation protocol.

In the beginning of the course there was confusion about evaluation of outcomes process evaluation. Exemples may have been better chosen to clarify this. - Lectures by prof Galanti very clearing and structured.
- Reading materials repeatedly not avaialble on Canvas in time. - schedule changed Seven (7) times. - the course leader was obviously not feeling well, seemed over-stressed. Thus she can't be blamed entirely for the situation. - students with special needs were told off when asking for help. - all this said, I think that this is an important and interesting course

I have some few suggestions and I think it would be nice if the course leader can take them into consideration:
- A fix schedule with minimal changes. Of course changes might be needed during the course due to unexpected events but please keep it as minimal as possible and inform us at least a day ahead. If they cannot be uploaded prior to the session, please upload them on the same day after class because we need them to work on exercises
- Specify Zoom lectures (if any)
- Provide reading materials and lecture slides for the next day on Canvas so we can read and prepare before coming to class
- Provide a transparent template for the assignment in regards to the grading criteria. There were differences and we really confused by them.
- Respect other guest lecturers by informing in details about the time and platform of lectures
- Be more open to feedbacks from students. We, students, would only mention problems if they really affect our ability to learn from the course

This course lacked organization: the course literature was often not uploaded on time or at all; many of the schedule-related changes were communicated last minute or not communicated at all, which made it difficult for students to engage with the material in the most optimal way; the Canvas page was messy and organized by date only, which is difficult to follow. The course was interesting and valuable otherwise.

1. Fix the schedule before the course start, or even if the change should be made, please inform earlier.
2. Specify what should be read during reading day/self-study time, for example, put some recommended literature lists in the reading day.
3. Send the slides beforehand, it will help non-native English student learn in advance and prepare for the next day. There were some slides that were not sent after more than 3 days. It made us difficult to recall and study without the slides.
4. There were too many miscommunication during the course. E.g: the class should be on zoom but most of students came to campus, and it created technical issues causing a long delay. Another problem was that we should read 4 articles before the class started but because we

had not yet receive the files, we could not discuss the topic comprehensively in the class.

5. We had an in-class feedback session in the middle of the course but it did not work. If the course leader will be the same for next year, it seems that a written feedback would be better.

6. The concept of the course was still confusing for many of us, it would be better to have more detailed and organized slides, concrete examples, the model or diagram to give us better understanding. For example, present a diagram of the process from the very beginning of the intervention to the evaluation, where it is exactly called as an outcome evaluation.

7. The examination instruction was not really clear. I understand that the course leader were not in charge anymore, but there were too many changes in a short notice. For example, the change of protocol template, the video assignment, peer review (when we had to re-upload the video in different time and different section). It was too time consuming and most of us experienced difficulties uploading the video in comment section. Due to those reason, the video assignment was so tiring and took a lot of energy but we were not sure how it will be graded. Lastly, it would be great to provide one or two good examples of the protocol for the examination.

8. The course leader seemed could not handle the course professionally. She failed to provide the students safe space for giving opinion and could not admit her mistakes. Her character and behavior was not really nice and it affects the whole study process as well as the class atmosphere. It would be better to have new course leader.

I understand that there were difficulties with this course for both the students and the course leader. There are a number of things that could have been handled more professionally.

For the exam assignment, it would have been helpful to be given an intervention, as most students seemed to struggle with spending enough time on the outcome evaluation rather than designing the intervention.

There was lots of interesting and useful content in the course and it the following HPP course on implementation has picked up on a lot of content mentioned in this course.

TO REGISTER YOUR ANSWERS, PLEASE PRESS SEND