



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 4FH095	Course title Applied epidemiology 2 – determinants of health	Credits 14 hp
Semester HT22	Period 20221110-20230113	

Course leader Yajun Liang	Examiner Yajun Liang
Other participating teachers See schedule	Other participating teachers Katalin Gémes

Number of registered students 22	Number who have not completed the course¹ 0	Number passed after regular session² 17
Methods for student influence other than course survey³ Through feedbacks after each module and individual meetings		

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

- *Insert reflections from previous course evaluation.*

The reflections from 2021-2022 was that students were more positive in every question of evaluation than previous years. In particular, students were far more positive about “the development of valuable expertise/skills”, “have enough time to reflect on what I have learned”, and “reasonable demands of the course”.

Students from 2021-2022 wanted to have more time for lab work of statistical analysis. Some of the students were interested in infectious epidemiology. Students also wanted to have an introductory session about final assignment.

Description of conducted changes since previous course occasion

After having discussed with program director and previous course leader, I made the following changes:

1. We removed cancer epidemiology.
2. The lab work on advanced statistical analysis was prolonged with supervisions.
3. The geriatric epidemiology was prolonged with one extra day.
4. Added a two-day seminar for infectious epidemiology.
5. One introductory session was added before final assignment.

Summary of the students' response to the course valuation

- *Graphs and selected quotes from course surveys and any other instruments can be added as appendices if required.*

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	0 (0,0%)
to a small extent	0 (0,0%)
to some extent	1 (9,1%)
to a large extent	6 (54,5%)
to a very large extent	4 (36,4%)
Total	11 (100,0%)



The above figure shows the results from the question “In my view, I have developed valuable expertise/skills during the course”. A majority of students thought the course fulfilled their intended learning outcomes. From the individual meetings on examine feedback, many of the students thought this course was one of the best courses that they have had in the master program.

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:

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

Strengths and opportunities: This course focus on the application of epidemiological methods, which provide an opportunity to the students to use and reflect their previous knowledges on epidemiological methods and statistical skills. There were several ways of reflection of previous experiences:

During the lectures and seminars, the lectures discuss with the students on the methodological issues for which the previous knowledges are very much needed. For some statistical training in this course, their previous knowledge on statistical software and basic programming are needed as a basis. For the formative assignments and final examination, the students need to design a study which also needs their previous knowledge on epidemiological methods.

Weakness and limitations: There is a long interval between their previous courses on epidemiology/statistics and this one. Thus, some of the students are not familiar with the previous knowledge. It takes them some time to recall.

- *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)*

Strengths and opportunities: The way of teaching in this course includes lectures, statistical practice, article seminars, group discussion and presentations. Through lectures and seminars, the students can learn the most commonly used epidemiological methods in different research areas. Through group work, the course also gives a lot of opportunities to work together to decrease the amount of work to put in, thus, scientific discussions and cooperation are encouraged. There were several occasions (e.g., summary in each week, supervision of individual assignment, and examination feedbacks) where the students were able to discuss how they have learned.

Weakness and limitations: Many subjects can give an overwhelming feeling. The students were less active in the lectures but were more engaged in the article seminars and group discussions. We noticed the absence of lectures either online or in classroom had led to a worse performance of their final assignment.

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

Strengths and opportunities: The lecturers are active researchers from several different departments in KI and outside KI, and they are professional with a lot of expertise in their research areas. First, I coordinated with the responsible lecturers in each week to list the weekly learning outcomes, discuss about the content, and organize the way of teaching. The form and content of formative assignment was based on the weekly learning outcomes, e.g., quiz, critical reading, group presentation. At the end, the final examination was decided based on the overall contents and learning outcomes from each week.

Weakness and limitations: The course cannot cover too many topics. Due to the limited time, we had a 2-day seminar and lab work on infectious epidemiological methods. This was during Christmas period, so there were only a few students having attended the session.

- *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.)*

Strengths and opportunities: In each week, we assessed if the students could achieve the weekly learning outcomes through the formative assignments. At the end, we assessed the overall learning outcomes of the whole course through a big summative assignment by covering the formative information from each week. Through the weekly formative assignments and final examination, the students' progress in study design, analytical skills, and scientific writing can be clearly viewed.

Weakness and limitations: Some students didn't take the opportunity of learning during the weeks on final individual assignments. Since the course lasted over a long period, the students have less impression on the course week in the beginning. A summative session is needed to have a reflection session before their final assignment. A half-time control might be needed for their final assignment.

Course leader's conclusions and suggestions for improvement

The current course structure and organization are good.

Some modification is needed for the next year:

1. Need to motivate the students' participation of each week by the evaluations of mandatory sessions.
2. Remove the seminar of infectious epidemiology or reduce the time and move it earlier.
3. Add some half-time control of final assignment to keep students on right track.

Other comments

Some students are wondering if it is possible to extend the deadline of submission of their degree project. Is it possible to postpone it until the Christmas break when our modules are finished?

Some students found interesting topics from this course, but they had already decided a topic for their degree project, and it was too late for them to change. It will be also great for the lectures from this course to find good master students.

Some students want to have some training on presentation skills, maybe add it to the program, not in my course.