



## 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.

<b>Course code</b>  3GB013	<b>Course title</b> Mother and child health in a global perspective	<b>Credits</b> 3 hp
<b>Semester</b> HT23-VT23	<b>Period</b> 20240108-20240121	

<b>Course leader</b> Amanda Cleeve	<b>Examiner</b> Amanda Cleeve
<b>Other participating teachers</b> Claudia Hanson, Carina King, Carin Andrews, Peter Waiswa, Tamar Kabakian-Khasholian, Susanne Lagerström Rautainen, Angelina Kakooza, Tobias Alfvén, Malachi Ochieng Arunda	<b>Other participating teachers</b>

<b>Number of registered students</b> 43	<b>Number who have not completed the course<sup>1</sup></b> 0	<b>Number passed after regular session<sup>2</sup></b> 41
<b>Methods for student influence other than course survey<sup>3</sup></b> Informal interactions before and after lectures, course introduction		

<sup>1</sup> At the time of completed grading and mandatory assignments/revisions.

<sup>2</sup> After first summative examination.

<sup>3</sup> 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

Overall, this course was rated much higher than the previous year. The changes to the workload, including the group assignment and exam appear to have been appropriate to improve student ratings.

## Description of conducted changes since previous course occasion

Due to issues related to ChatGPT I changed the exam to a written exam, on-site. Instead of an individual written assignment the students were organized into groups and I used the assignment structure from last year (developed by Claudia Hanson) with country comparisons. Each group had to present their findings using a PPT and provide peer-feedback for another group, during a

compulsory seminar. I also organized a visit to Sida HQ where the students got to meet Sida staff working with SRHR mainly in Sub Saharan Africa.

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

The workload was perceived as reasonable by most and 87% felt that they had achieved the ILOs to a large or very large extent and 13% to some extent. 80% stated that they had acquired applicable and relevant knowledge to a very large or large extent, compared to 40% in last year's evaluation. Most students appreciated the course, the lecturers and topics, and asked for it to be extended to 3 weeks. The visit to Sida HQ was attended by around 30 students and was very much appreciated.

### **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?

It was used as a basis for the group assignment where they analyse trends and perform country comparisons. It was clear that the students practiced on similar tasks from previous courses. Still, I think learnings from previous courses could be incorporated even more, especially in terms of practical skills and application of knowledge. Nearly half of the students stated that they had acquired applicable and relevant practical skills to some extent, 33% to a large or very large extent, and 13% to a small extent.

- 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)

Learning activities included lectures online and in-person, group work where the student analysed trends in relevant indicators and performed country comparisons, a seminar with practice on oral and visual presentation and peer-to-peer feedback, and flipped classroom.

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

I think the course to a great extent, has a constructive alignment from learning outcomes to examination but I think it would be strengthened if more learning activities (apart from the group work and seminar) incorporated practical skills-based learning. Since the examination and assignment was changed this year the learning outcomes could be tweaked a bit to reflect this change. This would enhance the constructive alignment.

- 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.)

I was asked to change the examination to a written examination due to issues related to ChatGPT and therefore also changed the assignment to a group assignment with a compulsory seminar. I think the group work worked well and was key for the students to achieve the learning outcomes. I am unsure about the written exam – I think it encourages the students to adopt a surface learning approach, rather than a deep learning approach, although the students appeared to find it relevant. Almost all (94%) stated that the

tests/exams were appropriately designed with respect to the intended learning outcomes, to a very large or large extent.

### **Course leader's conclusions and suggestions for improvement**

Overall, the course evaluation was positive. However, there is room for improvement, especially with regards to facilitating students' practical skills building and in research methodology and tweaking the learning outcomes to increase constructive alignment.

### **Other comments**

One student wished for the topic of GBV to be taught by a female and to be more sensitive to the fact that some students may themselves have experienced GBV. I take this with me and will reconsider how this topic is thought and the learning activities connected to this topic.