

# **Global Public Health**

## **Students course evaluation: Summary**

### **September – October 2019**

A total of 30 evaluations were completed, representing 76.92% of the 39 students registered on this course. Overall, the students were very satisfied with the course.

Some of the aspects that were highly valued included the international networks and exchange of experiences among students and with teachers and the good dynamic between teachers-students which led to a conducive learning environment. The course was perceived to give good overview of public health with the opportunity to discover students' own interests. The link with policy-making and the stimulation of critical thinking were appreciated.

The paper discussion (Lancet article), course project, and SDG game were in general highly valued.

#### **Recommendations to improve the course were also mentioned:**

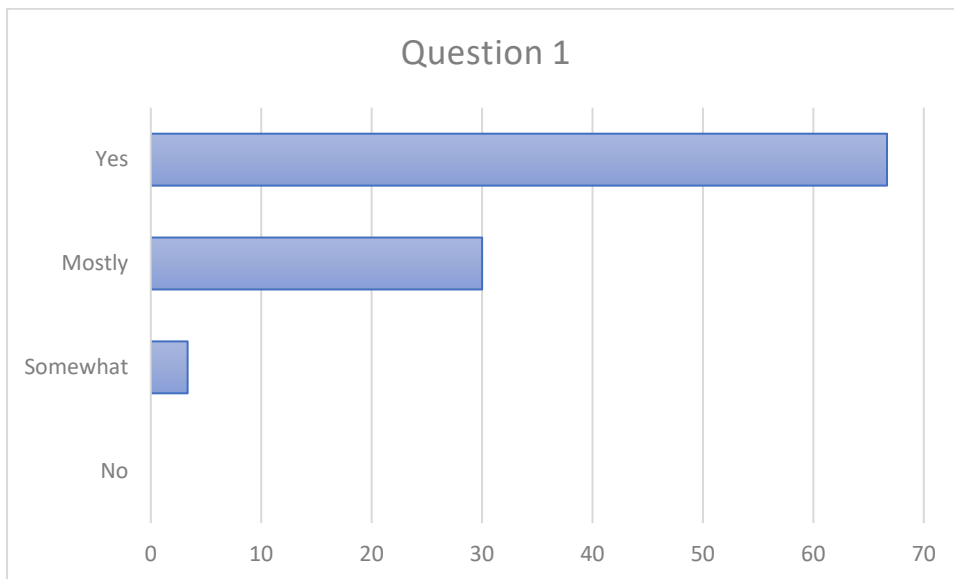
- Important to receive more feedback after oral presentations
- Expand the time of the course
- Decrease the number of lectures
- Increase the content depth
- Change the approach to learn about SDG; more clear instructions for the SDG game
- Add interpretation of graphs to the slides
- More updated course book (intro to Global health)
- More discussions in smaller groups
- More reasoning instead of facts
- To go deeper in the ethical discussions
- All ppt should be uploaded before the class starts
- Make sure that ppt are readable from the back of the classroom

#### **Some suggestions of lectures for next year were given:**

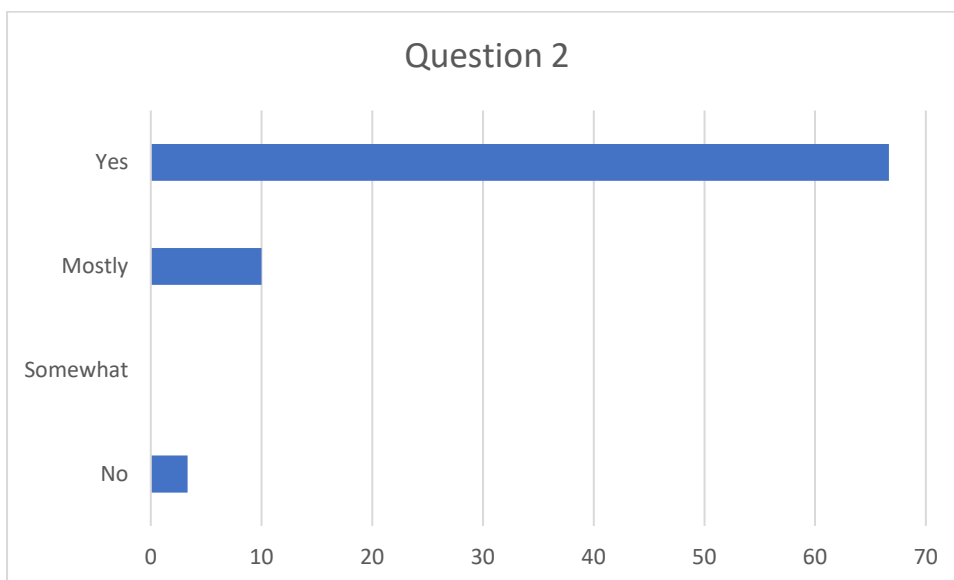
- History of public health from other countries
- Mental health
- Addictions
- Global burden of disease
- ICT
- More on NCD
- Behavioural science
- Real life scenarios simulations
- Discrimination

## QUESTIONS RELATED TO THE LEARNING OBJECTIVES

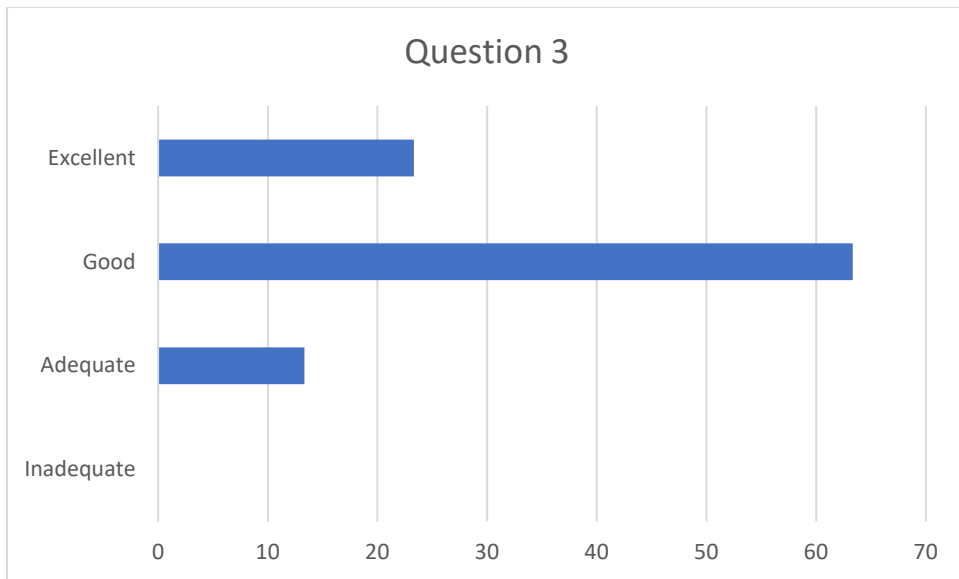
1. *Do you think you have been given the opportunity to achieve the learning outcomes for the course?*



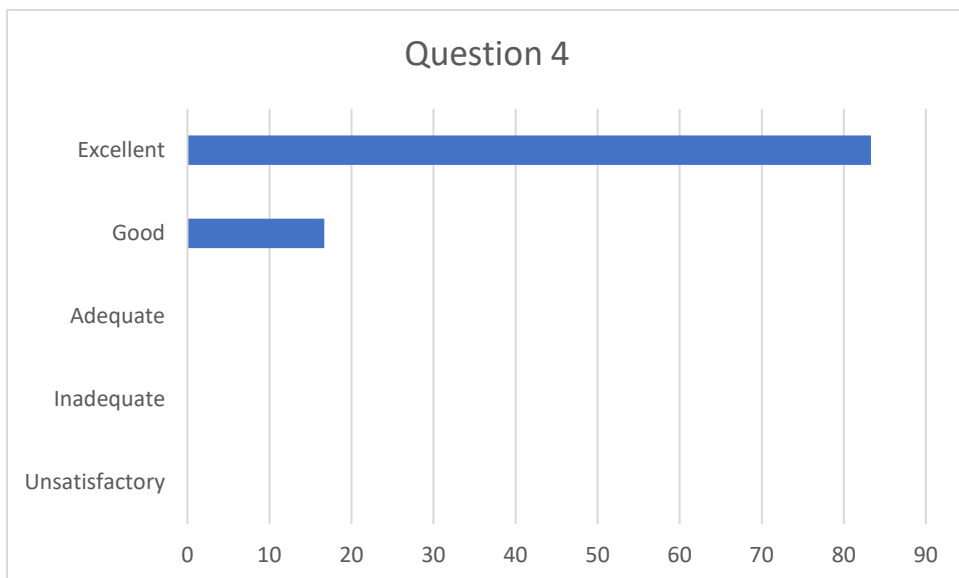
2. *Do you think that all students on this course have been given the same opportunity to pursue studies on equal terms, regardless of gender, ethnicity, religion or belief, disability, sexual orientation, gender identity or age?*



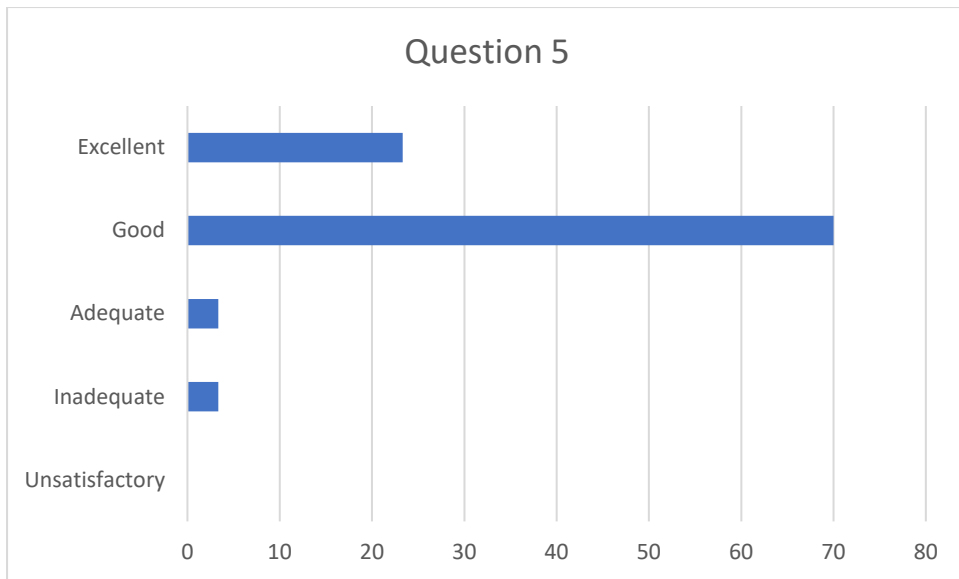
3. *To what extent did the structure/implementation of the course help you to achieve the learning outcomes?*



4. *How would you assess the way you have been treated in general as a student during the course?*



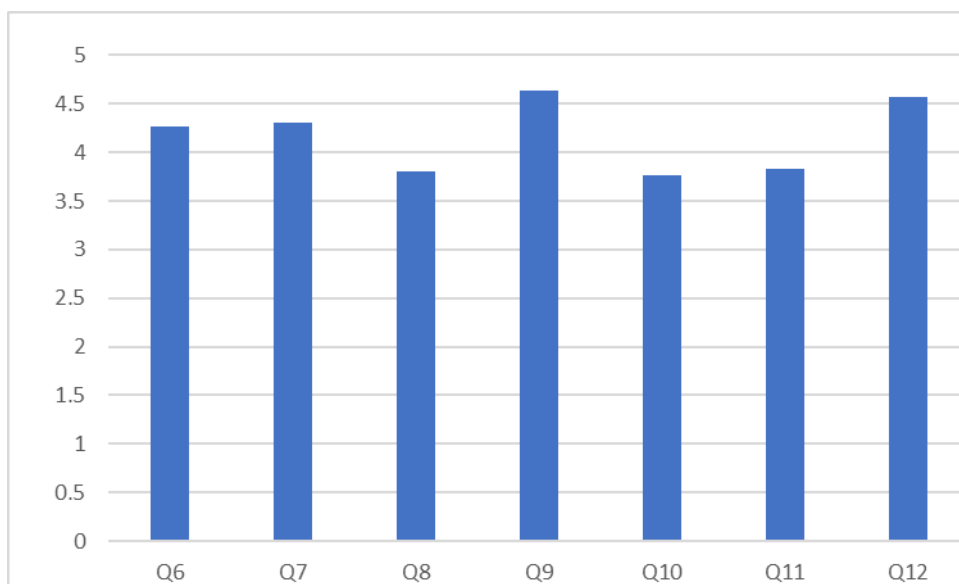
5. *How would you assess the quality of the course as a whole?*



### QUESTIONS RELATED TO THE COURSE COMPONENTS

- Q5. How do you value the quality of the course as a whole?  
 Q6. How do you value the course with regard to teaching methods?  
 Q7. How do you value the course project?  
 Q8. How do you value the paper discussions?  
 Q9. How do you value the course with regard to exchange of experiences with other students from other countries?  
 Q10. How do you value the World Game?  
 Q11. How do you value the course books “Global Health: an introductory textbook” and “Making health policy”?  
 Q12. How do you value the use of Cambro?

Very high value=5; High value=4; Moderate value=3; Low value=2; No value=1



As course coordinators, we enjoyed working the student group, who demonstrated interest in the subject and ability of respectful deliberation. For next year we will especially focus on changing the course book to a more recent text book in global health and go through the instruction to course assignments.