# **Course Report**

**Background information**
Course: Public Contribution in Research (FMF0090)
Programme: PhD Course
Semester: HT24
Number of registered students: 12
Response frequency: 10 (plus three research assistants from the Department of Women's and Children's Health)
Date: 12th November 2024 - 18th December 2024

**Result of examination**
(For example)
Number of examined students: 10 (plus 3)
Number of students per grade (for example, passed with credit, passed, failed): 9 students and 3 research assistants passed with no revisions needed. 1 student failed but revised their assignment and then passed the course

**Brief summary of students’ opinions and suggestions**
(Based on quantitative results as well as central opinions from the students’ free text responses)

This was good, according to the students:

The majority of students (78%) rated the teaching as excellent or very good.

The majority of students (78%) completely agreed that helpful examples and illustrations were used to clarify material.

The majority of students (78%) completely agreed that activity-based learning (class discussions, debates, peer reviewing etc) facilitated their ability to apply the knowledge gained.

The majority of students (89%) rated the relevancy of the reading material as excellent or very good.

Free text responses suggested that students appreciated group discussions and interactive exercises blended with lectures, course structure and planning, feedback on assignments, and the teachers' experience, involvement, and engagement.

This can be improved according to the students:

Reduce the amount of course reading, improve sound on Zoom, schedule more time for activities, provide more real-life examples (including from other researchers), provide more detailed instructions on the final written assignment, and provide an example of public contribution throughout all steps of a project.

**Course director’s/teachers’ comments on course implementation and result**
It is important to note that there was some type of technical issue/presentation with question 6 (How satisfied were you with the course in general) as 4 respondents selected "very dissatisfied"; however, on subsequent questions, these students rated the course as "excellent" or "very good".

Overall, the course was very well received by the students. They were well-prepared, active, interested, and enthusiastic during the seminars.
Students participated actively in activity-based learning, for example, online exercises, discussions, debates and so forth.
Overall, the blended approach worked well and enabled students in other locations to attend the course. There were very minimal technical challenges except for the sound issue mentioned in the evaluation. This was recognized during the course, and a different classroom was booked for the remaining sessions.

A number of students have since contacted the course leader to provide personal positive feedback on the course.

**Suggestions for possible changes or measures**
Reduce the amount of course reading: This is not possible due to the amount of reading expected for a 7.5 credit PhD course.

Improve sound on Zoom: This has been implemented by booking a room for the 2025 course with better Zoom facilities.

Schedule more time for activities: We will adjust the teaching materials to allow more time for activities.

Provide more real-life examples (including from other researchers): We will invite some more experienced researchers in public contribution to the course to share their experiences.

Provide more detailed instructions on the final written assignment: We will action this for the next time the course is run.

Provide an example of public contribution throughout all steps of a project: We will integrate this into the course material.

**Eventual changes that have been made in the course since the last time it was given**
None

**State the name of the person who wrote the course report, e.g. the course director or some other appointed person at the department.**

Joanne Woodford, PhD, Course Lead and Examiner