

Course report: Introduction to Epidemiology 2025

The 2025 iteration of the Introduction to Epidemiology course at Uppsala University received overwhelmingly positive feedback, reflecting strong pedagogical structure, engaged teaching, and effective learning strategies. Based on the course evaluation data, the course is clearly valued by participants, with the majority rating both the lectures and assignments as “very good” (mean scores of 4.9 and 4.8, respectively), and 20 out of 21 respondents indicating they would recommend the course to a colleague.

A major strength of the course lies in its structure and delivery. Participants consistently praised the pedagogical clarity, use of real-life examples, and interactive format that included daily quizzes and opportunities for reflection. These elements helped reinforce learning and encouraged students to actively engage with the material. Comments highlighted how the morning quizzes were particularly effective in consolidating knowledge from the previous day, fostering a sense of continuity and active recall.

Lecturers were described as engaged, communicative, and highly skilled. Students appreciated the balance between theory and practice, with the application of basic concepts through assignments cited as crucial to comprehension. Group work, especially the concept mapping and the final oral presentation, was viewed as both enjoyable and educational, helping students digest complex topics in a collaborative setting.

The Thursday assignments, though pedagogically valuable, were flagged as an area for improvement. The critical review of an epidemiological study was appreciated for its relevance, but some students felt uncertain about their conclusions due to limited plenary discussion. Similarly, the cohort and case-control design task, while useful, was sometimes hindered by overly complex or unfamiliar project topics, leading to confusion and time-consuming group debates. Future iterations of the course could benefit from allocating time for class-wide debriefs after group tasks, or providing more structured guidance during these sessions.

In conclusion, this course appears to be exceptionally well-designed and delivered, with high levels of satisfaction among participants. To make it even more inclusive and effective, the teachers will consider incorporating full-class discussions after group work, and ensuring that assignments are appropriately scoped. With these adjustments, an already outstanding course could further improve its accessibility and pedagogical impact.