

The course report is an important instrument for the development of courses and programmes, as well as for guaranteeing student influence. The structure for course evaluation is described in *Riktlinjer för kursutvärderingsprocessen* (LED 1.3-2018/123) and in *Rutiner för kursvärderingar och kursrapporter för hälsa och samhälle* (LED 1.3-2016/187). The course report shall contain background information/key indicators, a summary of the students' course evaluations, as well as an analysis and action plan.

The course report is compiled after each completed (full) course

Course administrator

Name	Date
Maria O'Driscoll	200305

Background information (to be completed by the course administrator)

Course name		
Criminality and Ill-health		
Course code	Scope (credits)	Semester in which the course is completed
KA721E	7,5	20201
Specify a single subject course or contract education (if the course has been completed within a programme, specify the programme name)		
Criminology, Master's Programme		
Course coordinator		Number of registered students
Marie Väfors Fritz		53 (50 active)

Student's perspective (to be completed if possible by the course administrator, in other cases by the course coordinator)

Formative course evaluation type of course evaluation (oral or questionnaire) and when it was completed	
Number of students who answered the formative course evaluation	Percentage response rate
Summative course evaluation (oral or questionnaire) and when it was completed	
Questionnaire, 200220 - 200228	
Number of students who responded to summative course evaluation	Percentage response rate

33	62% (66% calculating only active students)
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Feedback to students: how (via email, canvas, dialogue in the classroom) and when the feedback was implemented

Dialogue in classroom and publicly on the student web.
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Teacher's perspective (to be completed by the course coordinator)

<p>Results: Comments on the course implementation and the results based on an assessment of the students' actual learning outcomes in relation to the course's intended learning outcomes are summarised here (incl. information regarding the result of the examination). Both success factors and problems are identified</p>
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<p>Below are mean values described on a scale that reaches from 1 (to very little extent) to 6 (to a very high extent):</p>

<p>Learning outcomes reached (4.5); Work formats (4.6); Work material (4.5); Examination (4.6); Research based course (4.9); Work load (5.2); Student influence (4.6). The course as a whole (4.2); Are you responsible for your own learning (5.4); Some to great international aspects.</p>

<p>These mean values together with the students' other thoughts (based on the Sunet Survey) written as open remarks at the end of the survey and IRL discussion after the students last scheduled meeting have been taken into account and are included in this report.</p>

<p>All but two students passed the course within the first exam. Two additional schedules re-exam has not yet been actualized at the this time, but then these two will have the opportunity to re-take the exams. Additional 5 students have one or two obligatory meetings that they need to check off before they get their grades for the course.</p>

<p>Analysis: Analysis based on a summary of the students' individual course evaluations – both formative as summative. Produced in collaboration with the teachers involved in the course; alternatively, the views of participating teachers are taken into account.</p>
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<p>Generally, the course got good reviews and as always students gave great comments for future improvements. The teaching activities in the course were appreciated (the critical review forms, the journal clubs and writing a science outreach as well as the peer-review sessions) and the students wrote in the course evaluation that they learned a lot from these.</p>
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<p>Two students raised the point that an early workshop in which we together fill out the critical review forms for one quantitative and one qualitative reading material would have facilitate learning on how to approach the forms.</p>
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<p>Mostly students said that there was a fair amount of JCs but two students wanted fewer journal clubs. Students often want additional lectures but this group of students verbalized it as one additional lecture on ill health more in-depth as well as starting out each JC with a 10 minute lecture to frame the reading material.</p>

<p>As usual, students appreciated the critical review forms since this increased the level of preparedness in students. The students expressed that the course interesting and that they enjoyed it. They also</p>
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expressed that they appreciated the two lectures that were connected to “real life” experiences, relating to one guest lecture about threshold housing and one with a guest lecture with a history of crime, substance abuse and imprisonment. The learning activity and work format journal club was liked. However, two students also wanted more time on each journal club in order to reach a deeper understanding. Two students expressed disappointment in active participation grading and that this was conducted as part of the peer review assignment of group moderators.

Finally, the public outreach assignment as well as the opposition had a positive response. This year there were an unusual amount of students in the course and suggestively the last module of the course could have been divided on more occasions – all these reflections will be considered for next course if I still am course responsible.

Action plan: Changes to be made in the short and long term are stated here, as well as the timetable for when the actions will be implemented, as well as the person responsible for the implementation.

If identified problems are left without action, this must be justified.

Follow-up of proposed measures according to the previous course report(s), is presented here.

If I will be responsible for this course next year the following actions will be made to further develop the course (otherwise this will be communicated to the next course responsible):

An optional workshop where we together fill out the Critical Review Forms will be added

If there will be an equal amount of students next year the students will be divided into presentation sessions in at least three groups.

Introduction modules will be held at some of the journal clubs before we start the JCs.

To be completed by the course administrator

Publication of course report: where and when publication was completed

200310