Annual Report for 2024 – master's in International Community Health (ICH)

1. **Key points from student evaluations conducted in the past year, with a focus on implemented and/or planned actions. Elements that should be addressed:**

A. How is the connection between the intended learning outcomes of the study program and the facilitation of learning through the various courses perceived?

Overall, the students report that they are very satisfied with the programme

- *INTHE4019 (Fundamental of International Community Health)*
    - Based on previous students and programme evaluation, we revised the contents and structure of the INTHE4019 course and included more student-centred compulsory activities for each week. Students have time to work with hands on tasks in preparation for each lecture/seminar. Students expressed clarity on what is expected of them and alignment with learning outcomes for the course. Readings in preparations for each session are clear and proportional to each lecture and seminar, and each week. Students are provided with compulsory assignment which they have to submit or present in class.
    - The students were particularly satisfied with the compulsory assignments and the feedback they received from the teachers on the assignments. This enhanced their learning outcomes. They wished they had more time for each topic though. And they wish that the assignment for each week is finished before the next topic start.
    - Exam:
        - To improve quality of assessment, the INTHE4019 course exam was changed to a Written/school examination replacing the previous home exam. This did also help to address the challenges of use of artificial intelligence facing home examination
        - Students were satisfied with the exam and thought that it was in line with the teaching and the learning outcomes. Students recommended inclusion of a guide on word limit for the examination in the future.
- *INTHE4020*
    - The students were really satisfied with the lectures. They found the teachers to be very good at explaining difficult topics. They really liked that the lectures were recorded so that they had the opportunity to revisit the lectures and topics that were difficult. Many wished that the course would be given more time because it takes time to learn quantitative methods.

    - The students were also overall satisfied with the seminars. The students also found the exam to be what they expected- in line with the learning outcomes and what had been taught in class.
- *INTHE4021*
    - The delivery of this course was highly satisfactory to the students. Students expressed that the teachers explained the topics in an understandable way. Students suggested a close coordination with INTHE4020 course, and possibilities for more homework so that they can work with STATA at home.
    - Challenges with group work dynamics and involvement were expressed with some group members providing less contribution. However, they commended the teachers in engaging all equality during assessment.
- *Canvas*
    - For class 2024 we introduced a new Canvas template developed by one of HELSAMs researcher (as part of the general pedagogical training programme at UiO). This template made it easier for the teachers to plan the teaching in a pedagogical way: the structure of the template forced the teachers to present expectations connected to learning outcomes and syllabus very well.

B. <u>How is the physical and psychosocial learning environment perceived?</u>
- *Physical:* Room 123 is just big enough (fits 40) for most courses. Too small for INTHE4019 as this course had 5 extra students from NORPART. We manage to book the Auditorium 124 for the spring courses in 2025 to avoid overcrowding. This did work well overall.
- *Social environments:* The social environment for the ICH student has always been working well. The ICH students know each other well and often meet outside of the University for social gatherings. This makes it easier to form study groups and the like. For 4th semester students who just returned from the research fieldwork, we arranged for a welcome back session for them. They expressed the need for them to meet on a regular basis and we supported the plan by booking a meeting room for them to meet each Wednesday.

2. **Key points from inspection reports, including implemented and/or planned actions:**

    - *Various aspects related to assessment or the assessment system.*

The current development in AI has been a challenge for home examination. However, the programme has all its courses during the autumn semester assessed using written school examination. This has been central in addressing the AI challenge which often affect home examination as described above.

However, the Advanced methods courses (INTHE4022 and INTHE4023) have the research protocol submitted as an exam. Surveys at universities in Norway show that

many students use AI, but that the universities had not provided any training on responsible use of AI. To ensure that our students make use of AI responsibly, we have arranged with the library to hold a course for the students on responsible use of AI to be conducted in March 2025. All students attending the advanced methods courses will attend.

Changing the course structure and contents in INTHE4019 and switching from home exam to written school exam seem to have worked well. Introducing compulsory assignment and teachers feedback provided a good practice in academic writing.

3. **Key points from external program evaluations where applicable, including implemented and/or planned actions.**

    - No external programme evaluation this year. The external programme evaluation report was submitted in 2023.

4. **Specific challenges related to the study program in the past year.**

    A need for readily available physical meeting space for students especially for those from 3rd and 4th semester. We will work on securing these spaces as much as they are available given students numbers.

5. **Study statistics. It is recommended to use the report "study program leaders" found under STAR, UiO common reports in Tableau. Extract relevant data for your study program:**

    - *Applicants and starters:* UIOMAS: 166 applicants, 27 starters; SFM: 11 applicants, 4 starters. And 1 Student at Risk (StAR) as well as 2 NORPART
    - **Active students, drop-out rates, exchange:**
      Class 2024: 4 on leave of absence, 5 lost study right (inndratt studierett), 1 drop out, before starting. 2 got admitted in 2023 but started in 2024 (utsatt studiestart fra 2023). Active students
      Class 2023: 2 on leave of absence, 2 got admitted in 2022 but started in 2023 (utsatt studiestart fra 2022). 29 active students (This includes the 2 on leave).
    - *Completion and degrees:* 24 students completed and obtained degree of ICH in 2024.
    - *Grades and grade distribution:* 6 A, 12 B, 4 C and 2 D.
    - *The study barometer:* The Faculty of Medicine focused on another survey this year and therefore did not promote/ use the study barometer for programmes at the faculty.