

PRACTICAL APPR GLOBAL HLTH RES (2017-2018 Autumn)

Term: **2017-2018 Autumn**

Subject: **HRP**

Catalog & Section: **237 1**

Course Title: **PRACTICAL APPR GLOBAL HLTH RES**

Instructor: **Luby, Stephen**

Enrollment: **8**

Responses Incl Declines: **6**

Declines: **0**

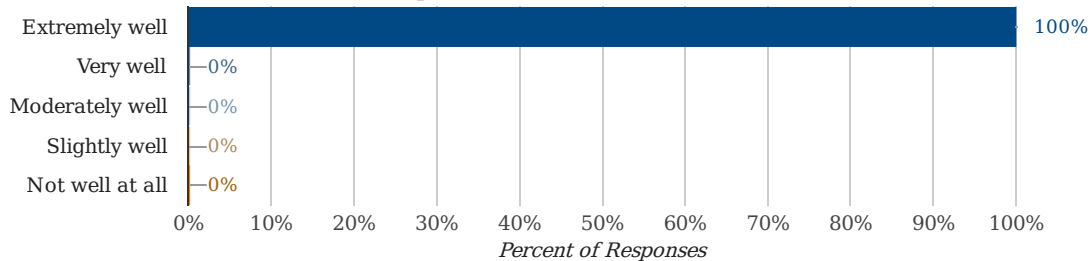
Learning Goals

Students are most likely to say their learning goals have been met when

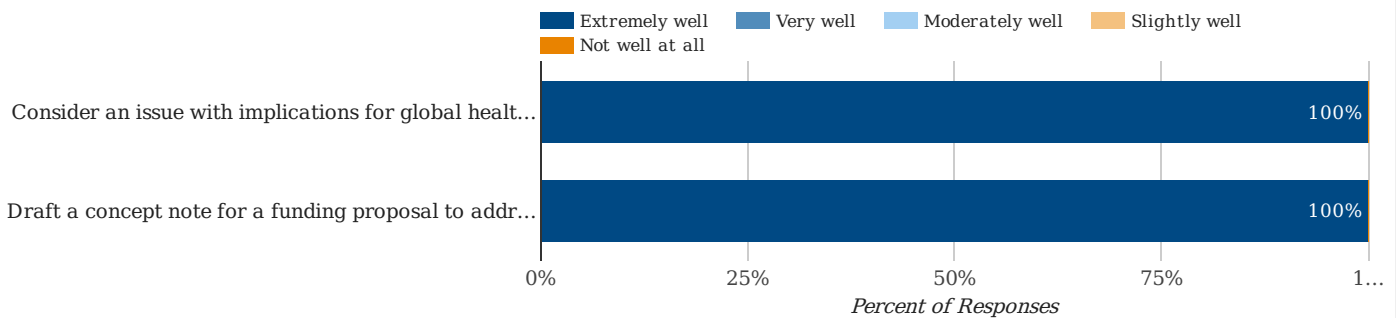
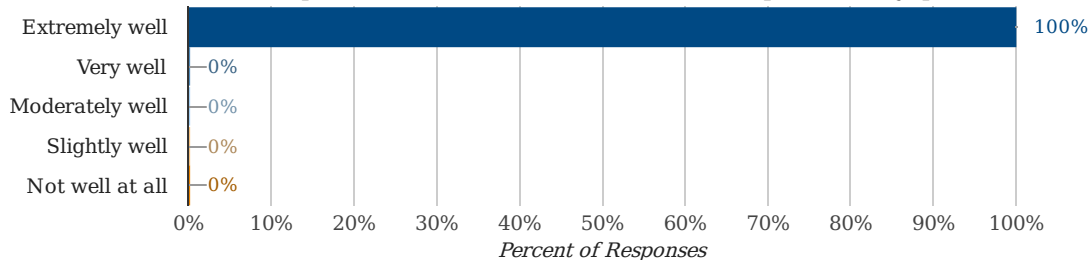
- The goals are clearly articulated in the syllabus and/or directly to students
- There's a clear connection between the goals and the exams, quizzes, and/or assignments in the class
- Students have adequate practice doing work that is relevant to the goals

For information on writing effective learning goals, please see Writing Learning Goals (<https://vptl.stanford.edu/teaching-learning/teaching-practices/evaluation/stanfords-new-course-evaluations/writing-learning>).

Consider an issue with implications for global health and develop a tractable research question, that, if answered, would contribute information to help improve the situation.



Draft a concept note for a funding proposal to address a global health research question that includes rationale for the specific study question, appropriate study methods, sample size, cross cultural collaboration, human subjects review and budget.



Question	Number of Responses	Response Rate	Course Mean	Course Median	STDEV	5	4	3	2	1
Consider an issue with implications for global health and develop a tractable research question, that, if answered, would contribute information to help improve the situation. How well did you achieve this learning goal in this course?	4	50%	5.0	5	0.0	100%	0%	0%	0%	0%
Draft a concept note for a funding proposal to address a global health research question that includes rationale for the specific study question, appropriate study methods, sample size, cross cultural collaboration, human subjects review and budget. How well did you achieve this learning goal in this course?	4	50%	5.0	5	0.0	100%	0%	0%	0%	0%

Note: 5:Extremely well; 4:Very well; 3:Moderately well; 2:Slightly well; 1:Not well at all;

Attendance and Engagement

About what percent of the class meetings (including discussions) did you attend in person?



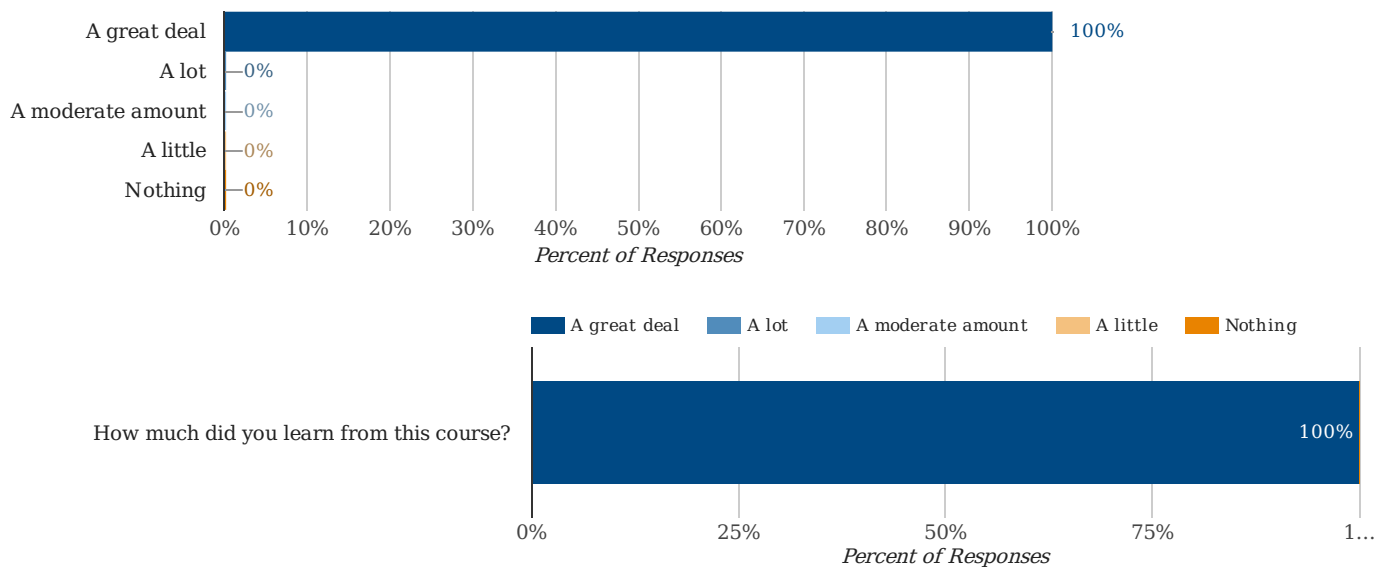
About what percent of the class meetings did you attend online?



Student Learning

For information on factors that contribute to students' learning, please see [Interpreting Your Course Evaluation Report](https://vptl.stanford.edu/teaching-learning/teaching-practices/evaluation-feedback/stanfords-new-course-evaluations) (<https://vptl.stanford.edu/teaching-learning/teaching-practices/evaluation-feedback/stanfords-new-course-evaluations>).

How much did you learn from this course?



Question	Number of Responses	Response Rate	Course Mean	Course Median	STDEV	5	4	3	2	1
How much did you learn from this course?	6	75%	5.0	5	0.0	100%	0%	0%	0%	0%

Note: 5:A great deal; 4:A lot; 3:A moderate amount; 2:A little; 1:Nothing;

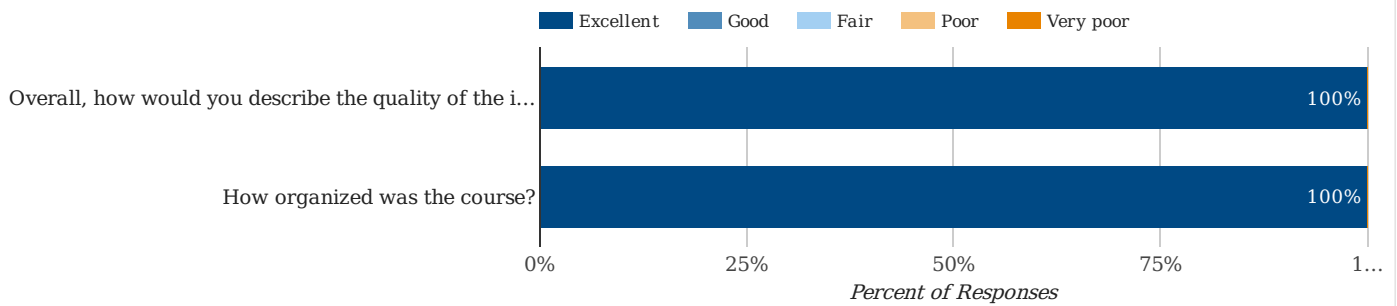
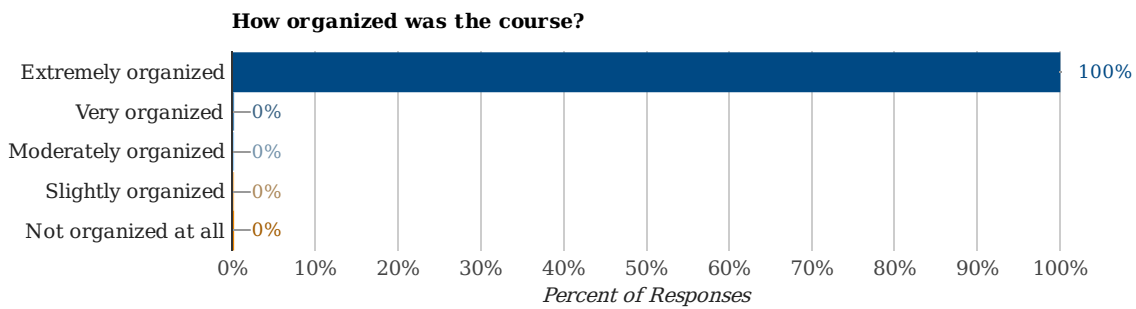
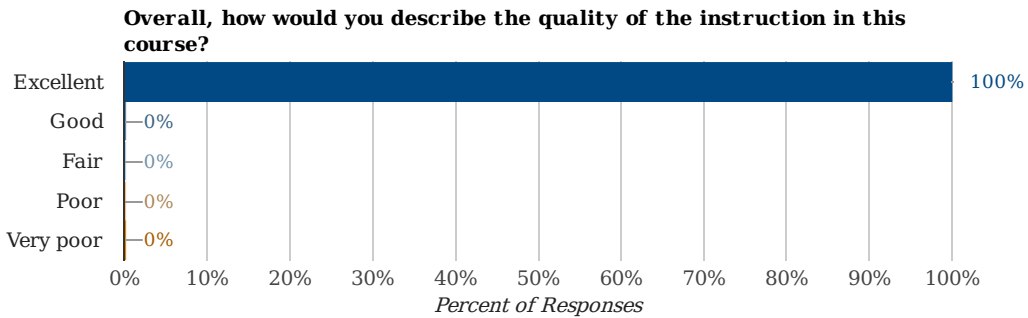
(6 comments)

Q: What skills or knowledge did you learn or improve?

- I improved my ability to respond to and provide feedback. I also felt like I began to understand the large undertaking of any global health project and how many partnerships and logistical plans needed to be maintained in order to move a project forward.
- (1) The key steps in conducting scientific research. (2) Skill-building as it relates to developing a concept note.
- The course was true to its title in offering practical training to improve our study design skills. I appreciated taking deep dives into fundamental research topics that are rarely talked about, even in PhD training programs, including how to structure a budget, how to develop meaningful collaborations, and, most of all, how to offer and receive useful, constructive feedback. I gained skills in communication and a strong foundation in global health research, drawn from the professor's extensive real-world experience. I feel well-prepared to engage in my own global health research after taking this course.
- Research methods, research design
- How to write to an external audience and how to open up to feedback and input from outside sources. I also have a much better understanding of global health
- I learned how to draft a concept note, and consider the many different factors that go into conducting global health research. I learned to embrace critique, and think critically about my work. This was such a brilliant class to help me develop my skills as a researcher for the future!

Instruction and Organization

For information about effective teaching in a variety of contexts, please see Teaching Strategies (<https://teachingcommons.stanford.edu/resources/teaching-resources/teaching-strategies>).

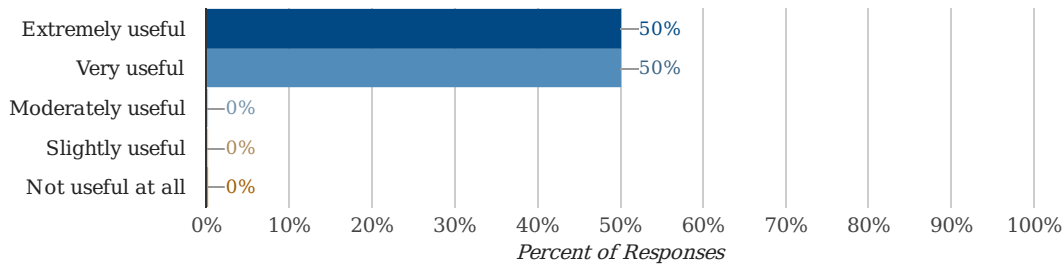


Question	Number of Responses	Response Rate	Course Mean	Course Median	STDEV	5	4	3	2	1
Overall, how would you describe the quality of the instruction in this course?	6	75%	5.0	5	0.0	100%	0%	0%	0%	0%
How organized was the course?	6	75%	5.0	5	0.0	100%	0%	0%	0%	0%

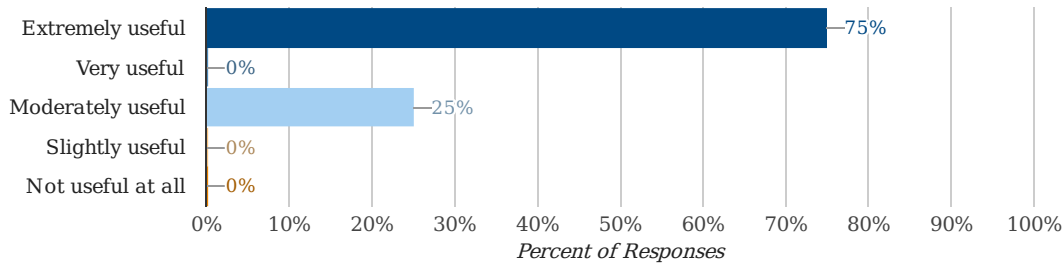
Note: 5:Excellent; 4:Good; 3:Fair; 2:Poor; 1:Very poor;

Course Elements

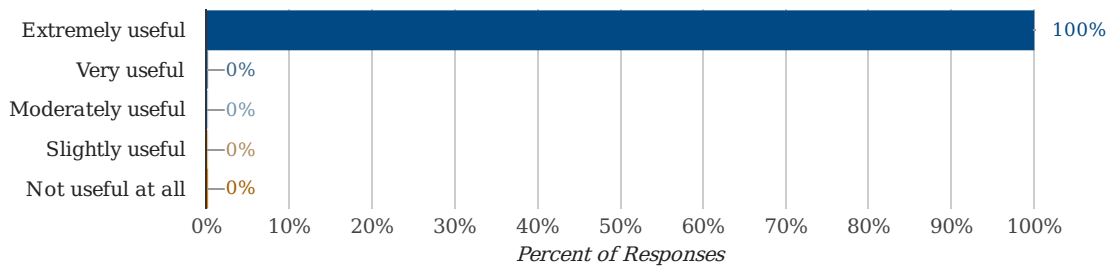
How useful to you were the discussion sections?



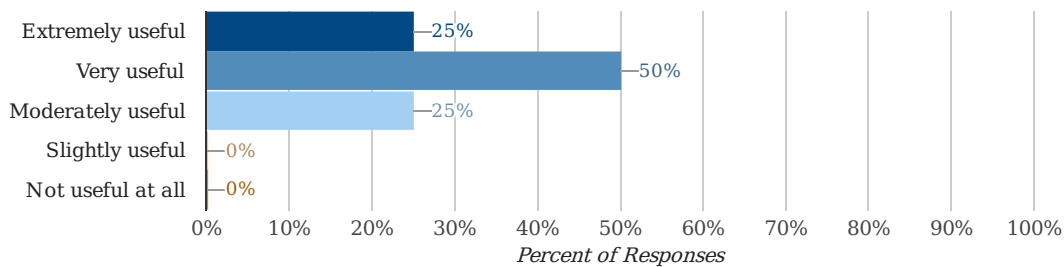
How useful to you were the writing assignments?



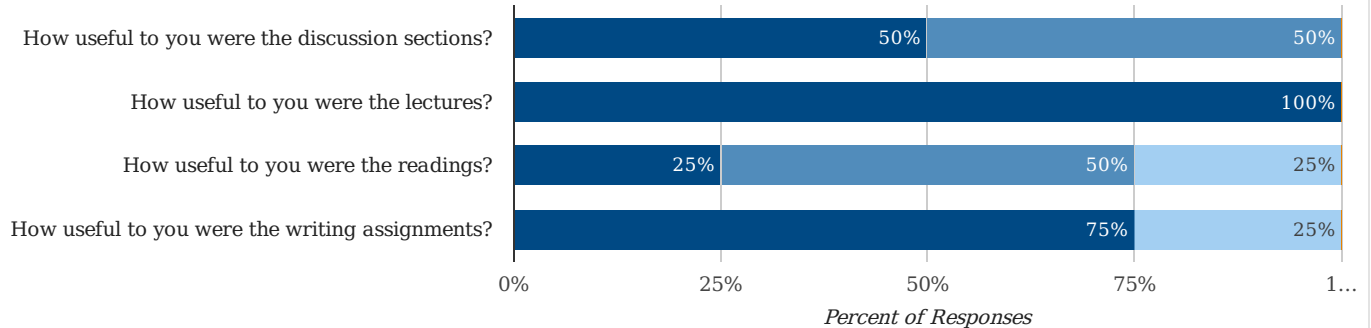
How useful to you were the lectures?



How useful to you were the readings?



■ Extremely useful
 ■ Very useful
 ■ Moderately useful
 ■ Slightly useful
 ■ Not useful at all



Question	Number of Responses	Response Rate	Course Mean	Course Median	STDEV	5	4	3	2	1
How useful to you were the discussion sections?	4	50%	4.5	5	0.5	50%	50%	0%	0%	0%
How useful to you were the lectures?	4	50%	5.0	5	0.0	100%	0%	0%	0%	0%
How useful to you were the readings?	4	50%	4.0	4	0.7	25%	50%	25%	0%	0%

How useful to you were the writing assignments? 4 50% 4.5 5 0.9 75% 0% 25% 0% 0%

Note: 5:Extremely useful; 4:Very useful; 3:Moderately useful; 2:Slightly useful; 1:Not useful at all;

Additional Student Comments

Answers to this question will be viewable by the Stanford student community in four weeks. If you believe that a comment does not meet Stanford's Terms of Use for Sites (<https://www.stanford.edu/site/terms.html>), you may write to VPTLevaluations@stanford.edu (<mailto:vptevaluations@stanford.edu>).

(6 comments)

Q: What would you like to say about this course to a student who is considering taking it in the future?

- 1 Take this course if you plan to actually execute the project proposed in the concept note.
- 2 If you want to learn practical skills to conduct global health research, then this is the class for you.
- 3 You will get a lot out of this class, and even more if you come with at the least the barebones of a research idea in mind. Getting regular, incisive feedback from the professor, the TA, and your peer group is an incredible gift, and a fantastic resource for developing a workable research plan.
- 4 This course is fantastic. It is a must-take for everyone interested in research on human beings.
- 5 I would highly recommend the class, even to those not focused on global health
- 6 This is the best class I took at Stanford!! I learned SO much! Steve and Ronan were magnificent and inspirational - take it!

(6 comments)

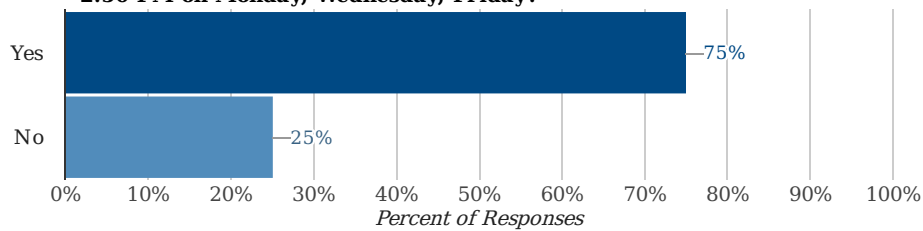
Q: Would you like to provide any other comments about this course?

- 1 Overall, a really great course. The teaching staff are extremely detailed in their feedback and quite invested in each student's success, defined as a strong, well thought out, concept note.
- 2 Steve is a gifted professor and it was a pleasure being in his class.
- 3 This is one of the most well-designed and intentional courses I've taken throughout the course of my post-secondary education. I am very appreciative for the work that went into planning and carrying out this course. I'm grateful for how I was able to bond with my classmates and forge or deepen connections. One of the best outcomes of this course is how it helps build the community of global health researchers at Stanford, coming from diverse personal and disciplinary backgrounds. I am also very grateful for Steve and Ronan's receptiveness to feedback. I could not recommend this course more highly to other students with interest in global public health research.
- 4 Prof. Luby and TA Ronan Arthur were a fantastic team, very committed to our education and engagement with real world policy questions that make a difference. This is easily the best class I've taken at Stanford. I appreciate the level of engagement put into the course, as well as the high expectations set for our work.
- 5 fantastic class!
- 6 Thank you so much for such a fabulous quarter . I am so grateful for your time, consideration and feedback!

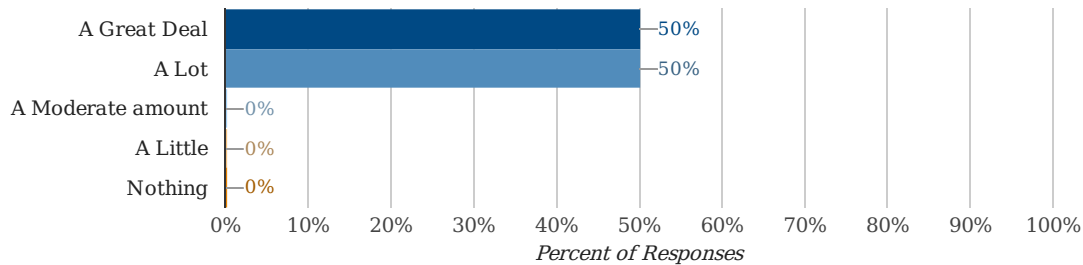
Instructor Added Questions

Close-Ended Questions

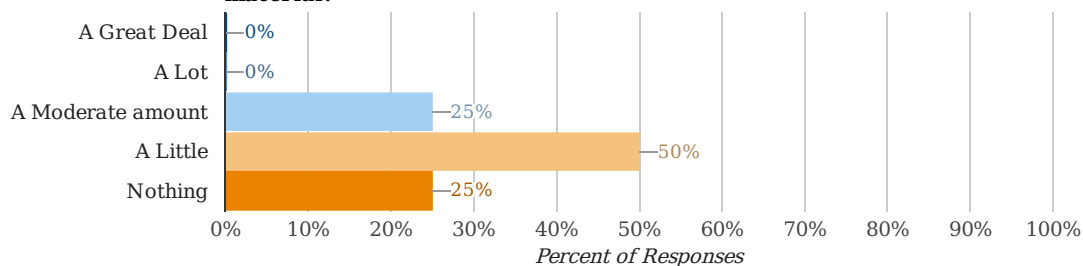
Would you have signed up for the course if it were offered from 1:30 PM - 2:50 PM on Monday, Wednesday, Friday?



How useful was giving and receiving classmate feedback on concept note?



How much did the audio recording of the lectures help you with the material?



Open-Ended Questions (8 comments)

Q: What single change in the class would most improve the learning for future students?

- 1 I would have allowed for more peer review time in person and much less focus on readings/discussion questions. Because these readings/discussion questions were few, I don't think they added as much to the course objectives as would more time to peer review.
- 2 There is very little that I would change from the current arrangement, this is one of the best and most thoughtfully designed course I have taken. One helpful addition would be to read examples of concept notes from Dr. Luby and his research group, including notes that went on to be successful, funded projects, and notes that had instructive shortcomings.
- 3 as concept notes get longer, students should direct the small groups to focus on a particular section when circulating a new draft
- 4 Perhaps having a little bit more detail and examples on sample size - I really struggled with this!

Q: What advice would you give to a student who is considering taking this course next year?

- 1 I would only take this course if you have the intention of carrying out the project after the course is complete. The "realness" of a project forces you to consider a number of practical obstacles and logistics that might be waved away in a theoretical project.
- 2 You will get a lot out of this class, and even more if you come with at the least the barebones of a research idea in mind. Getting regular, incisive feedback from the professor, the TA, and your peer group is an incredible gift, and a fantastic resource for developing a workable research plan.
- 3 allow time to review the papers from your group members
- 4 Absolutely take it! Best class I have taken at Stanford. You will get out what you put in!

Interpreting these results and deciding what changes you might want to make in your course can benefit greatly from a conversation with a colleague and/or a teaching consultant. To discuss your course evaluation feedback with a consultant in the Office of the Vice Provost for Teaching and Learning, please click here: [VPTL Consultation Request Form \(https://jfe.qualtrics.com/form/SV_78KTbL61cIEW5O9\)](https://jfe.qualtrics.com/form/SV_78KTbL61cIEW5O9)