

Learning Goals

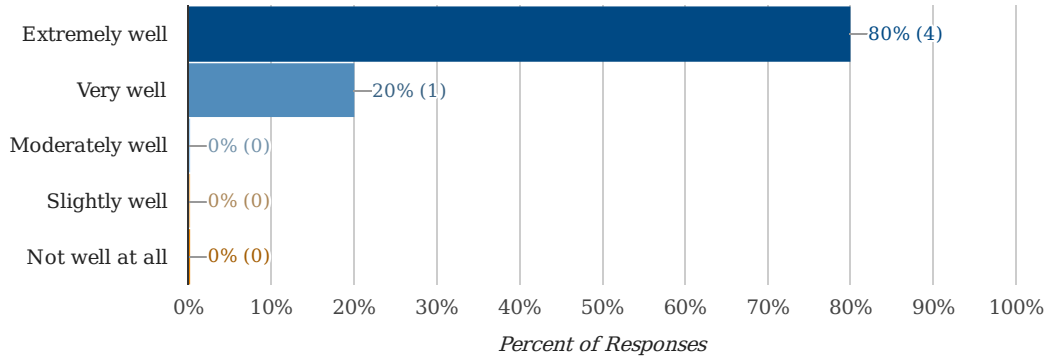
We want your feedback about your experience using the course evaluation system and reporting. To provide your feedback, please click [HERE \(https://stanforduniversity.qualtrics.com/jfe/form/SV_9WxxjNycVY9uOj3\)](https://stanforduniversity.qualtrics.com/jfe/form/SV_9WxxjNycVY9uOj3) to answer one question.

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

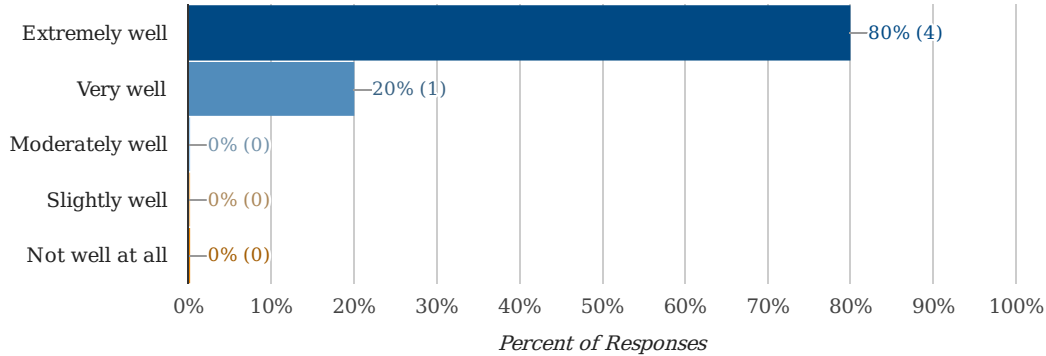
- The goals are clearly articulated in the syllabus and/or directly to students
- There's a clear connection between the goals and the exams, quizzes, and/or assignments in the class
- Students have adequate practice doing work that is relevant to the goals

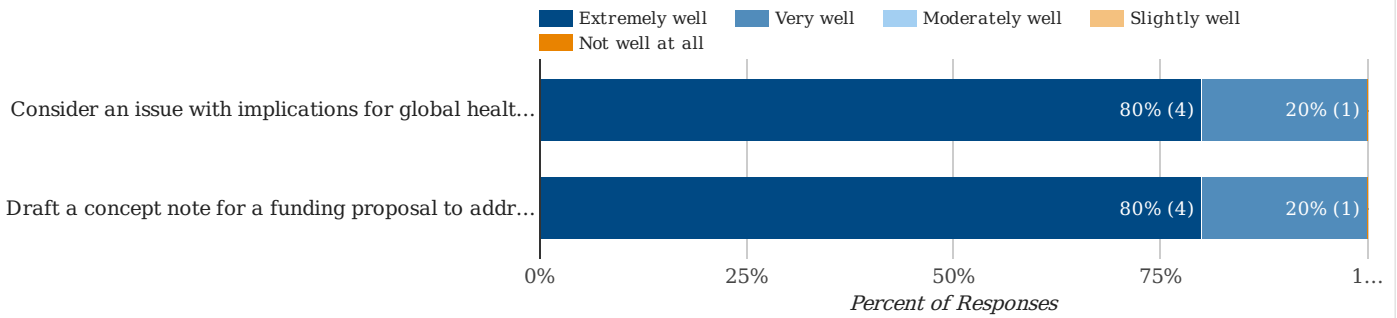
For information on writing effective learning goals, please see Writing Learning Goals (<https://evals.stanford.edu/end-term-feedback/how-write-learning-goals>).

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 thi...



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 collab...

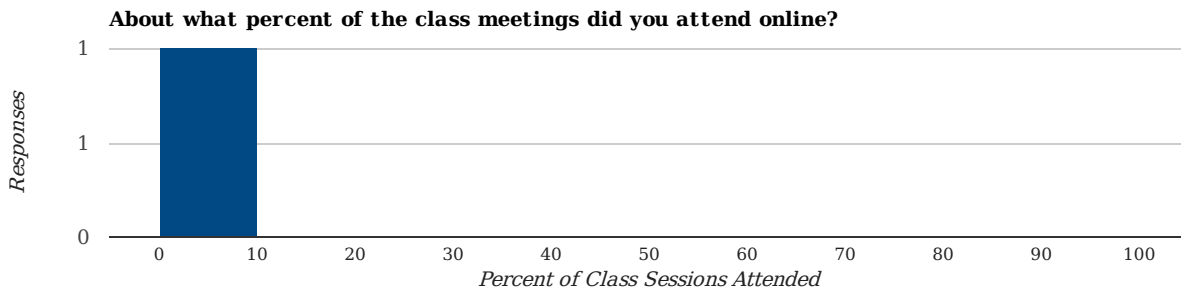
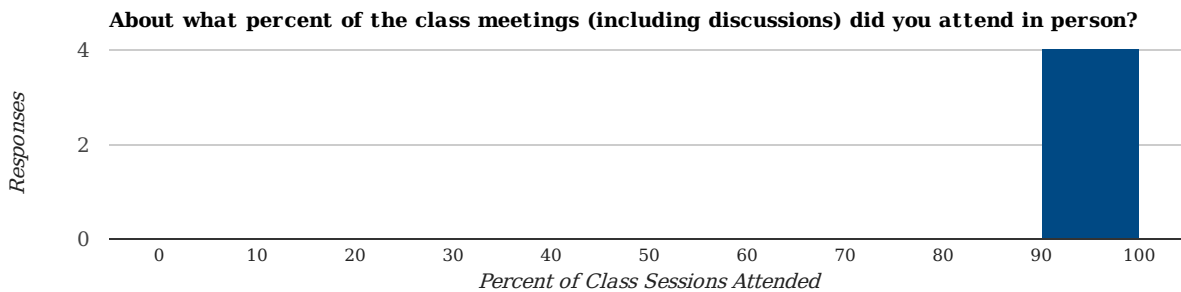




Question	Number of Responses	Response Rate	Course Mean	Course Median	STDEV	5	4	3	2	1
Consider an issue with implications for global health and develop a tractable research question, that, if answered, would contribute information to help improve the situation. How well did you achieve this learning goal in this course?	5	55%	4.8	5	0.4	80%	20%	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?	5	55%	4.8	5	0.4	80%	20%	0%	0%	0%

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

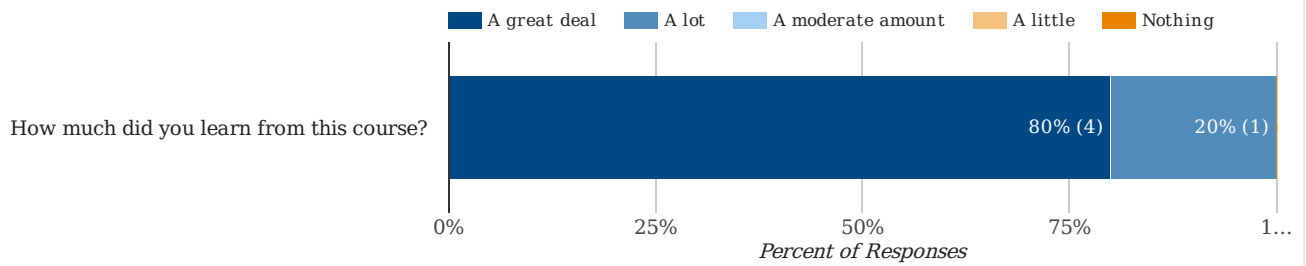
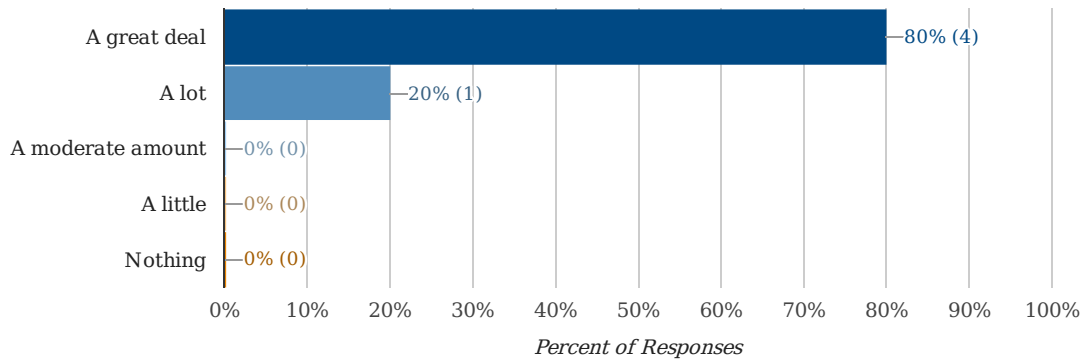
Attendance and Engagement



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/stanford-s-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?	5	55%	4.8	5	0.4	80%	20%	0%	0%	0%

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

(3 comments)

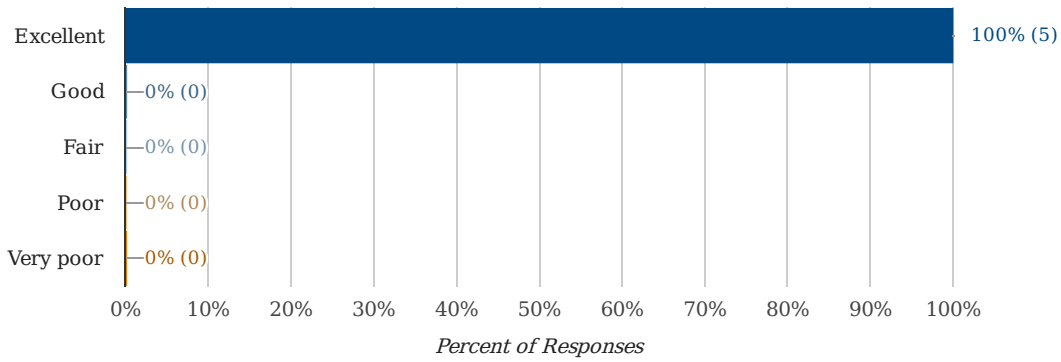
Q: What skills or knowledge did you learn or improve?

- 1 Writing, global health applications, research process, grant writing
- 2 I learned how to structure thoughts scientifically and take an idea into a form that is ready to apply for funding (almost)
- 3 I learned a lot about not only how to put together a concept note but also how what doing global health research entails and how to think about it.

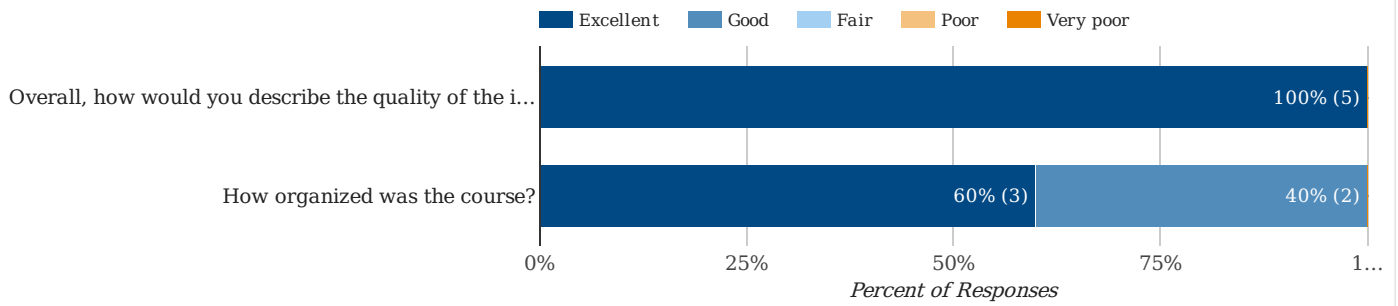
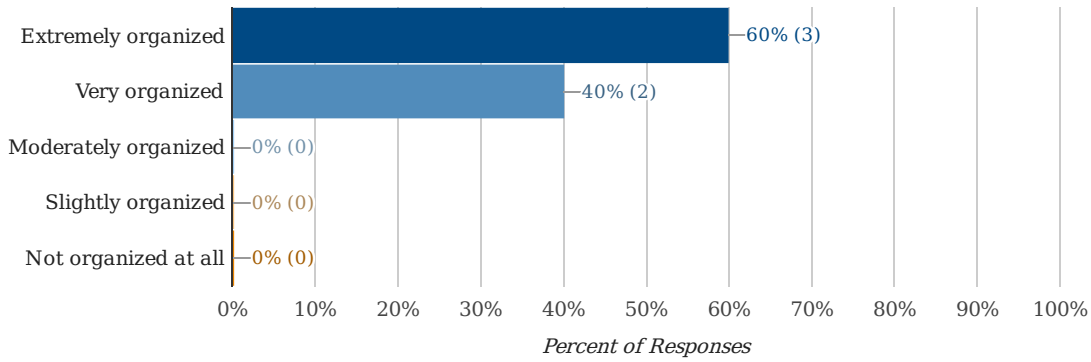
Instruction and Organization

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

Overall, how would you describe the quality of the instruction in this course?



How organized was the course?



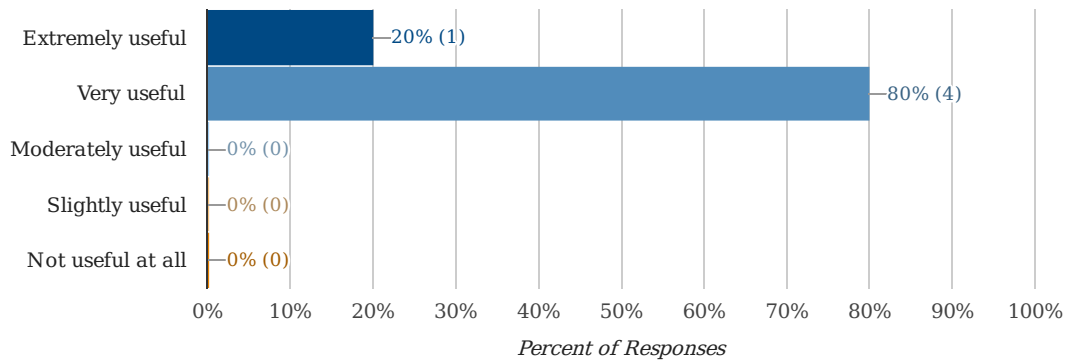
Question	Number of Responses	Response Rate	Course Mean	Course Median	STDEV	5	4	3	2	1
Overall, how would you describe the quality of the instruction in this course?	5	55%	5.0	5	0.0	100%	0%	0%	0%	0%
How organized was the course?	5	55%	4.6	5	0.5	60%	40%	0%	0%	0%

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

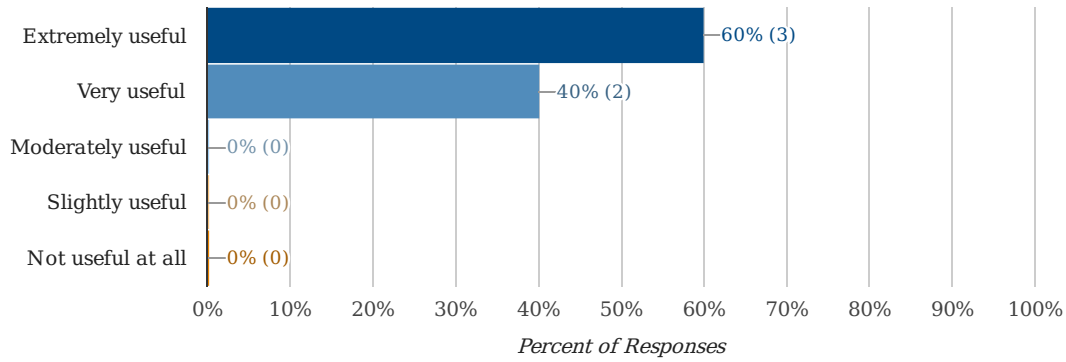
Course Elements

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?	5	55%	5.0	5	0.0	100%	0%	0%	0%	0%
How organized was the course?	5	55%	4.6	5	0.5	60%	40%	0%	0%	0%

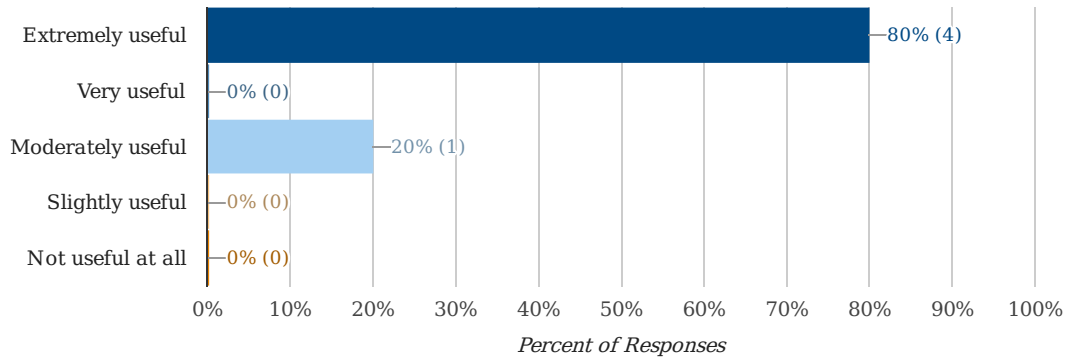
How useful to you were the readings?



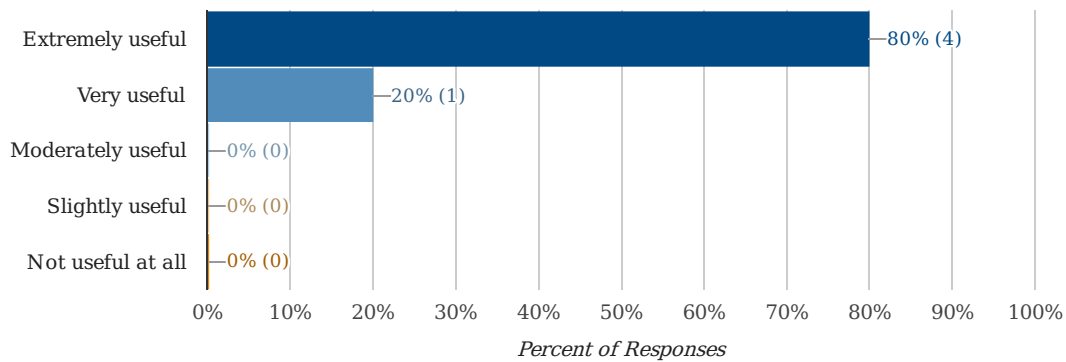
How useful to you were the writing assignments?

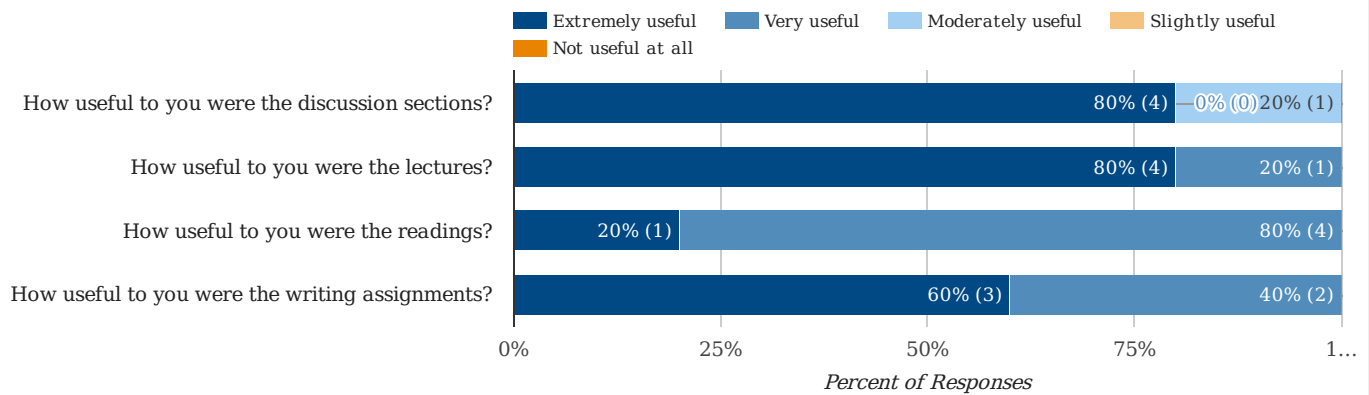


How useful to you were the discussion sections?



How useful to you were the lectures?





Question	Number of Responses	Response Rate	Course Mean	Course Median	STDEV	5	4	3	2	1
How useful to you were the discussion sections?	5	55%	4.6	5	0.8	80%	0%	20%	0%	0%
How useful to you were the lectures?	5	55%	4.8	5	0.4	80%	20%	0%	0%	0%
How useful to you were the readings?	5	55%	4.2	4	0.4	20%	80%	0%	0%	0%
How useful to you were the writing assignments?	5	55%	4.6	5	0.5	60%	40%	0%	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 four weeks after the release of reports to instructors. If you have a question about a comment, please review the guidelines under "Questions or concerns?" at <http://evals.stanford.edu/results/respond-feedback> (<http://evals.stanford.edu/results/respond-feedback>) and write to VPTLevaluations@stanford.edu (<mailto:vptlevaluations@stanford.edu>).

(4 comments)

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

- Great course in global health, particularly if you are interested in doing research.
- Take it! Dr. Luby is a wealth of knowledge with years of experience working within global health and is very open in sharing them with the students.
- Definitely take anything that Dr. Luby teaches including this course
- This class really does teach you practical skills- from how to calculate sample sizes, to time management, to putting together a budget, to collaborating with international organizations.

(2 comments)

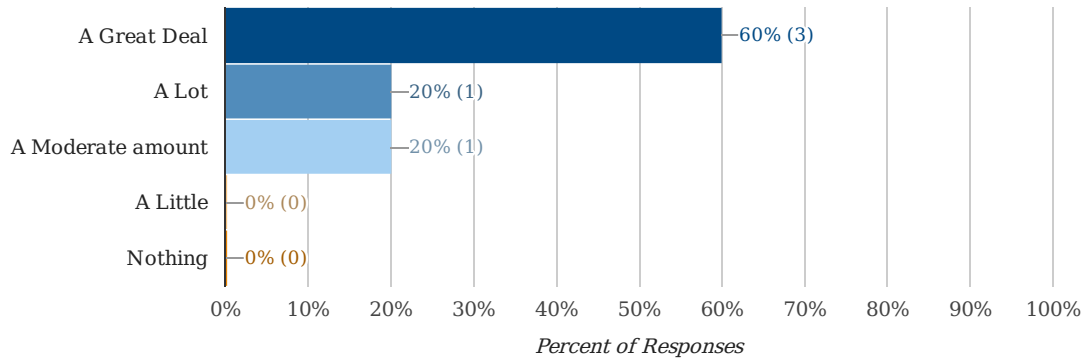
Q: Would you like to provide any other comments about this course?

- Thanks for everything this has been one of my favorite courses at Stanford
- I greatly appreciate how much time Dr. Luby, Ashley, and Allie have spent engaging with us and giving feedback on our ideas.

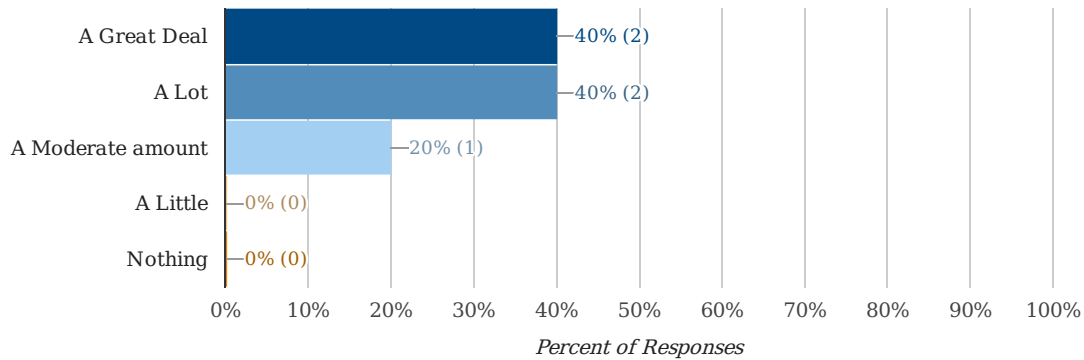
Instructor Added Questions

Close-Ended Questions

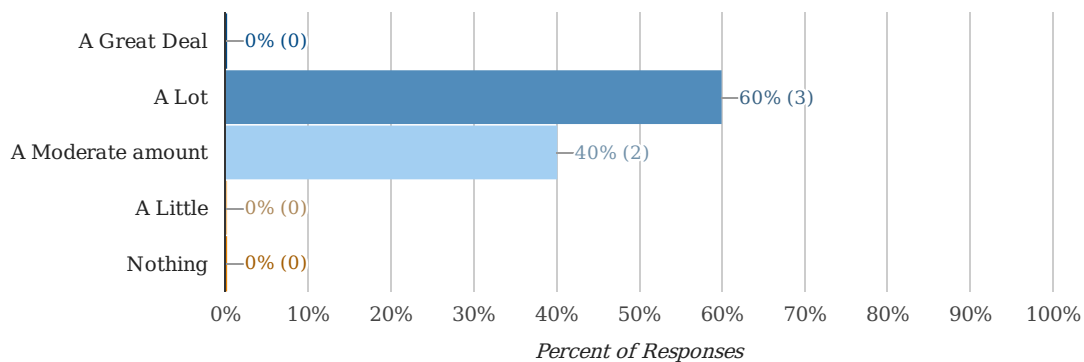
How useful was receiving the teaching assistants feedback on your concept note?



How useful was reading and giving classmates feedback on their concept note?



How useful was receiving classmate feedback on your concept note?



Open-Ended Questions (8 comments)

Q: How did you learn about this course?

1 From other students

2 Explore courses

3 Through the center for innovation on global health

4 Talking to other students in the Epidemiology masters as well as Dr. Luby's presentation in the epidemiology seminar fall quarter.

Q: What advice would you give the instructors to inform prospective students about this course?

1 I would encourage them to provide critical and constructive feedback on each other's concept notes. Most of my group did not provide me any feedback on mine or even show up on the Friday afternoons.

2 Reach out to program managers such as Misty in different departments.

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

1 I think enforcing students comment on each other's notes more would be helpful or how to thoughtfully give critiques for things that are outside the bounds of one's field

2 Having other guest speakers doing global health research present about what they're doing.

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 \(https://vptl.stanford.edu/getting-started-vptl\)](https://vptl.stanford.edu/getting-started-vptl)