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| **Modul** / *module*: | The Economics of Prevention in Health |
| **Modulansvarlig** / *module coordinator*: |  |
| **Semester (f.eks. forår 2016)** / *Semester (e.g. spring 2016)* | 2nd semester |
| **Svarprocent /** *response rate***:** | 42,3% |

**Handleplan - undervisningsevaluering /** *Plan of action - evaluation of teaching*  
*(Please respond in English for modules on the master programme!)*

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| **Hvilke positive udsagn gik igen under kommentarfelterne?** / *Which positive statements were repeated in the comments?* |
| Engage and competent teacher  Interesting topics |
| **Hvilke negative udsagn gik igen under kommentarfelterne?** / *Which negative statements were repeated in the comments?* |
| One person requests a course book (as supplements to articles) |
| **Hvilke forslag til forbedringer fremgik af evalueringen?** / *Which suggestions to improvements were raised in the evaluation results?* |
| More (math) exercises  Lack of time for exam readings (also mentioned at the oral evaluation that I made at the end of the course) |

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| **Bemærkning til evalueringsresultaterne /** *Comments to the results* | | |
| Fra studielederen /  From the head of studies | Fra studiekoordinatoren /  From the study coordinator | Fra studiesekretæren /  From the study secretary |
| No comments | No comments | No comments |

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| **Handlingsplan** / *Plan of action* |
| This is the first time that I teach the course. Based on the evaluation (also the oral evaluation that I did with the students) the overall structure of the course (including student presentations, buzz groups and guest lectures) is considered successful. Developments of the course will be made based on the experience and evaluation from this year’s teaching. Primarily this implies some adjustments to the topics and literature.  The course is originally developed at the Health Economics Department (by colleagues and I) and as such does not constitute a regular provided course. Consequently, there is no obvious text book available (as pointed by one of the students) and the course can potentially cover a wide range of (advanced) topics. One these grounds I have tried very carefully to: 1) make detailed course plan with focus on a few central topics; 2) engaging students in learning activities  A final note: the course is a bit challenge by the fact that not all students have had health economics/economic evaluation. The understanding of economic concepts thus differs greatly. It could be discussed whether the lectures in economic evaluation (taught by Troels Kristensen as part of the evaluation course) should be made a prerequisite. |