

SUMMARY OF COURSE FEEDBACK QUESTIONNAIRES.

Generally, the responses were very positive. In particular, the usefulness of the course topics to the participants was ranked highly. A similarly very positive result was found in the general evaluation of the courses, with the international dimensions of the courses rated very highly. Although all responses to the usefulness of the course topics were positive, the usefulness of the course work on learning Kolb's cycle was ranked lower than the other topics. In the general questionnaire, all responses were positive, but the question of the relevance of the course to the respondents' daily work was rated somewhat lower than the others.

In the responses to the questions on whether the courses were too broad/narrow and too elementary/advanced, several questionnaires found that the courses were rated both as too broad and as too advanced. This may not have meant however that the levels were pitched wrongly, since a broader based course would normally be expected to cover topics at a less advanced level. The result could have been due a misunderstanding by the respondents of the scoring system.

There were many written comments about the excellence and professionalism of the teaching. Most of the areas for improvement commented on related to administrative issues, such as prior information being available on the course content, the location of the accommodation, a request for more imposing certificates on completion of the course, and problems on the distribution of the money to cover subsistence expenses. Constructive suggestions were also made on course content, such as having more material on NCDs.

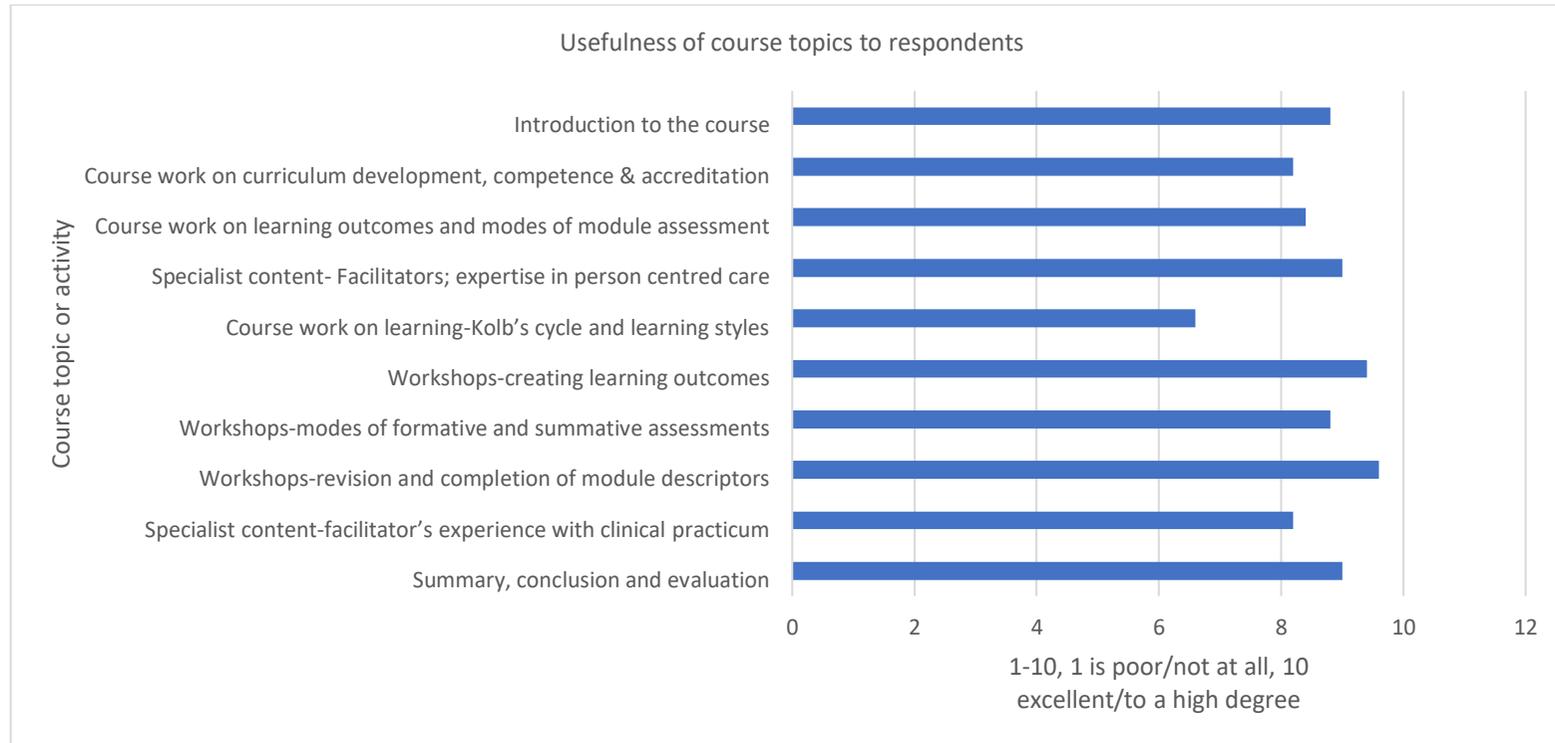
A fuller breakdown of responses for each course is shown below.

1. Courses for visiting students.

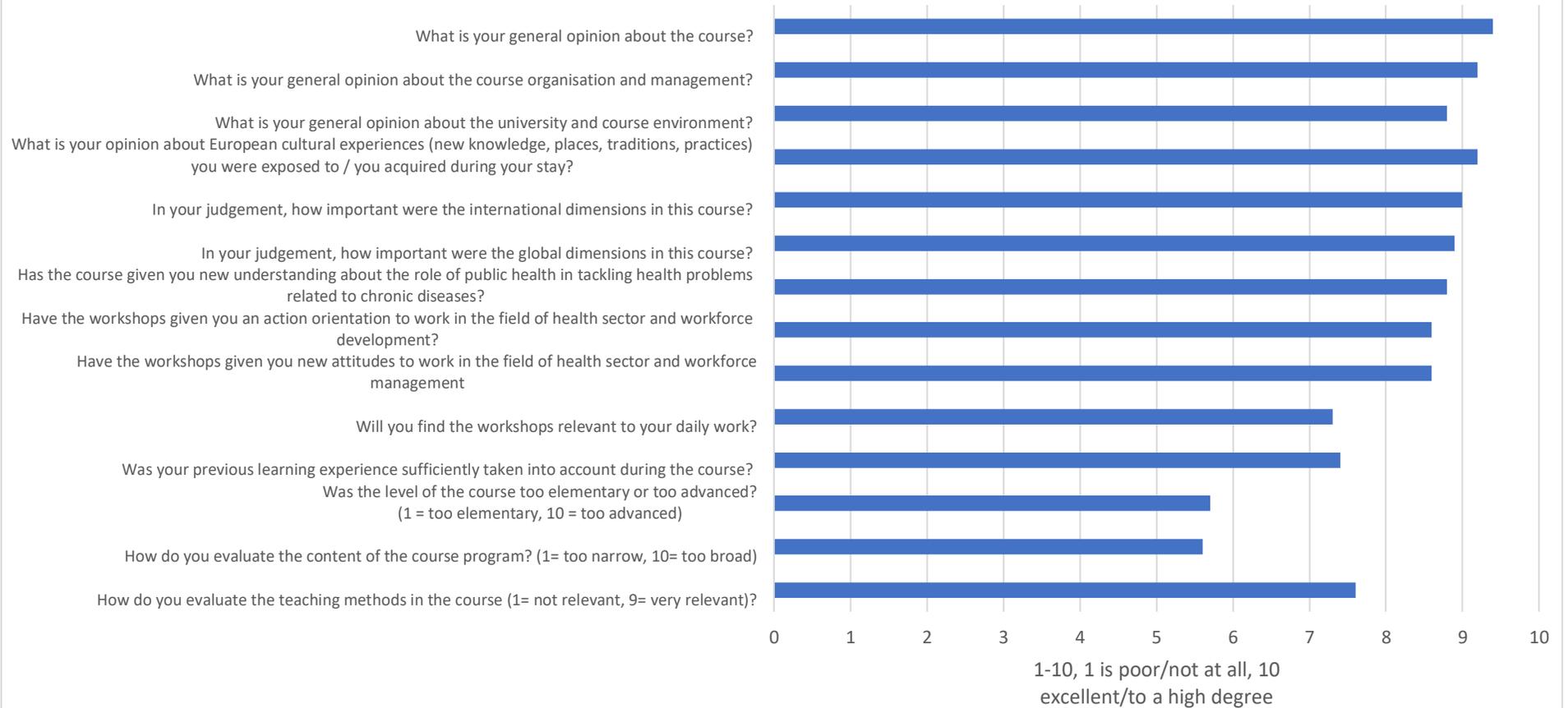
University College Dublin

November 2019, 4 weeks.

23 questionnaires completed.



General Questionnaire



Comments.

Strengths and advantages of the course:

“University is excellent”

“Thank you for excellent organisation, interesting lessons, interactive lectures and kind relation to foreign students.”

“UCD in my heart”

“The programme was brilliant! Thank you for your work and organisation of the programme”

“Valerie you are our fairy!”

“All good!”

Areas for improvement:

“I’d like to give comment for future accommodation. It was hard, but sometimes funny to live with four persons in one small room. Probably on the future you will have ability to improve accommodation. But it not so important! We had a wonderful time in Dublin. Amanda, Mary and Valerie, you are amazing. We really love you”

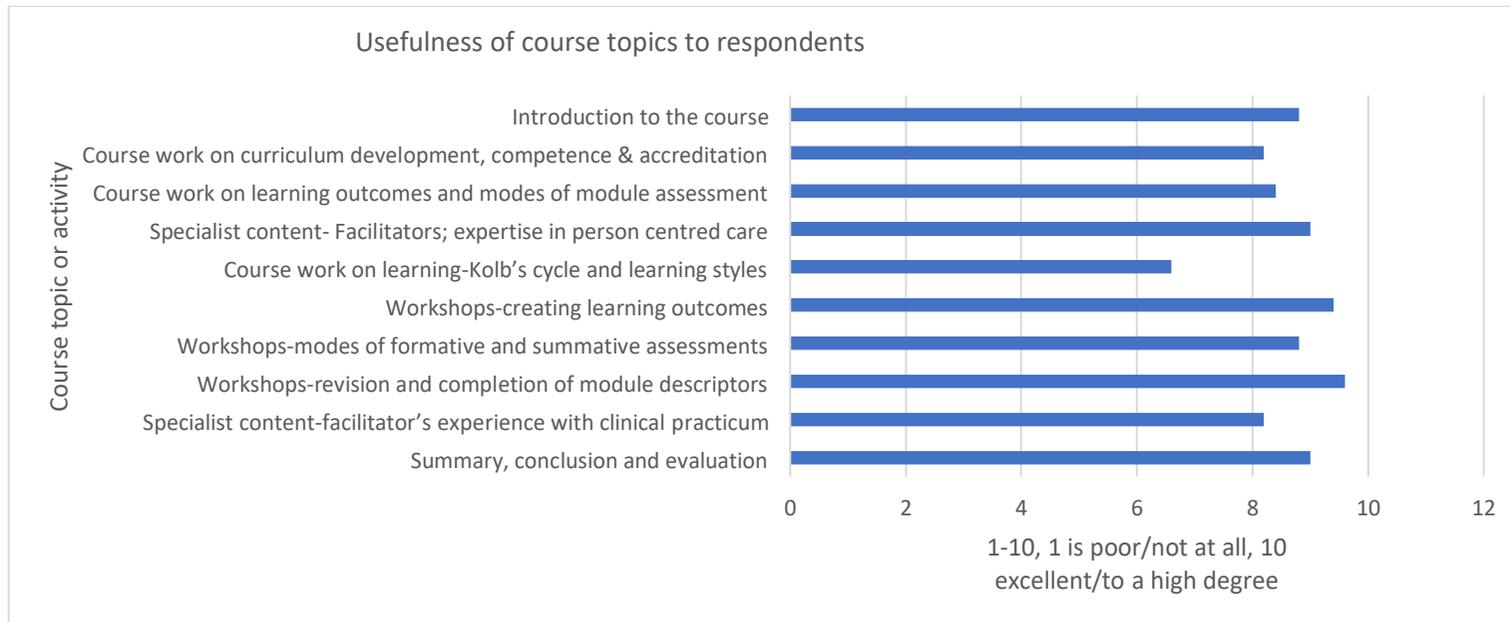
“Thank you”

“The Weather ☺”

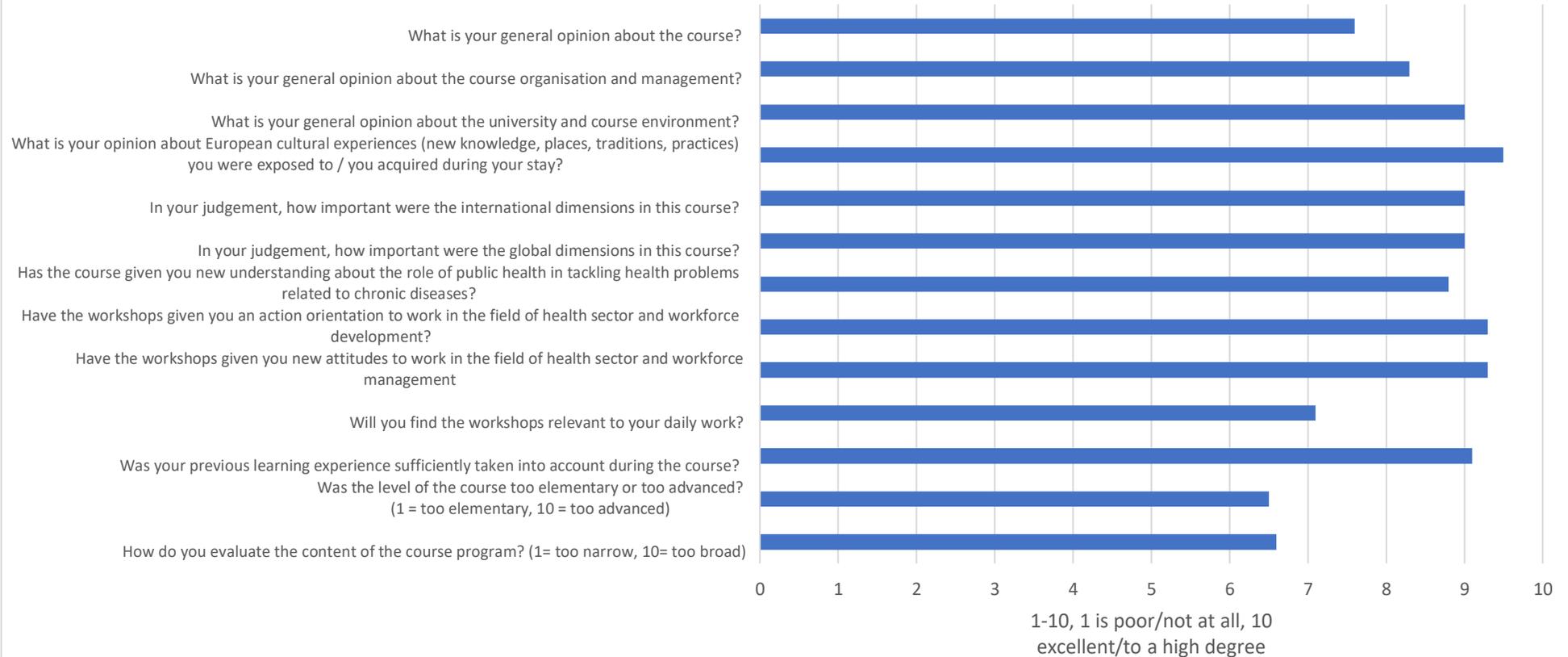
Lithuanian University of Health Sciences

November 2018. 4weeks

20 questionnaires completed.



General Questionnaire



Comments

Strengths and advantages of the course:

“No weaknesses”, “Very professional teachers”, “Almost all teachers very interesting and professional”, “Course content very useful”, “Good organisation”, “Useful contrast for physician looking at public health”, “Great teachers”, “Everything was great”.

Areas for improvement:

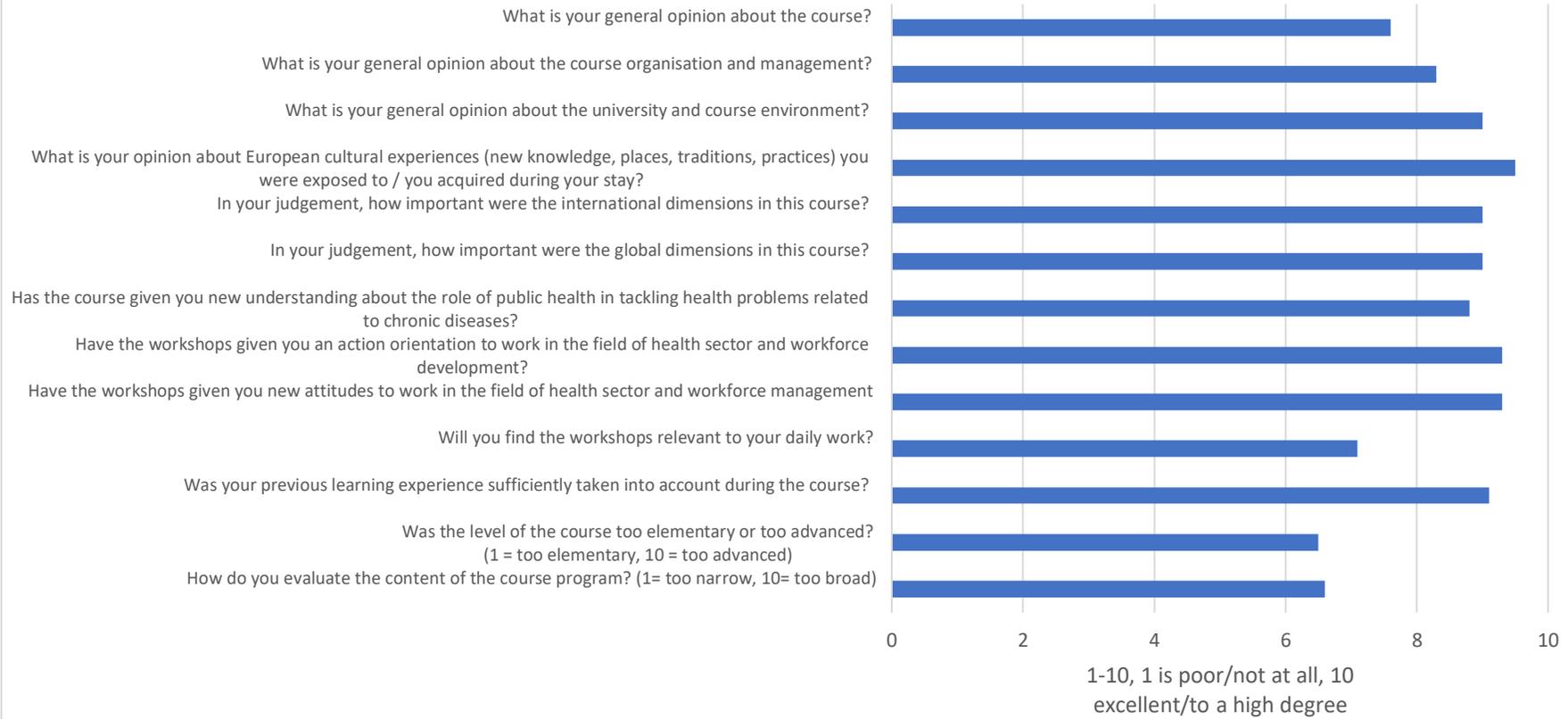
“Some topics too elementary, too advanced for others”, “Course too broad”, “Promised visit to info centre did not happen”, “Needs more focus on NCDs”, “More discussion needed about public health in different countries”, “Would be useful to have prior information about course”.

University of Pavia

June/July 2019. 4 weeks

8 questionnaires completed.

General Questionnaire



Comments

Strengths and advantages of the course:

“This course provided me medical knowledge in various aspects which support my career a lot and also enhance my knowledge and logical thinking in medicine. Most of course I have enjoyed a lot and I highly appreciate supports of Prof. Giovanni for giving us wonderful content of the course.”

“The professors are very nice and friendly. The course is very useful, some lectures are very interesting.”

“(i) Professors with vast global experience, well-respected experts in their own fields, and with a satisfactory knowledge of the home countries of the IHOD participants. (ii) Exchange of ideas and cultures from the three participating countries, Russia, Vietnam, and Uzbekistan, as well as the local Italian fellows. (iii) A balance between indoors class-activities and other academic activities, like site visiting. (iv) The academic coordinator, Prof. Giovanni, proved to be very dedicated, passionate, professional and paying special attention to details during the entire duration of the program. The program coordinator, Ms. Michela, did her background work amazingly as well. (v) The visit to the vineyard was an excellent idea (Ideas worthy to be awarded a special prize) which became the single stone that killed many birds; more was achieved! More of such outdoors (or out of the classroom) activities are recommended for future programs. (vi) There was a balance between the global aspect of chronic diseases and the corresponding clinical aspects, thereby accommodating all the participants from different academic backgrounds. (vii) There was a good balance between collective academic time and individual free time. (viii) Most of the Professors provided useful links and contacts. (ix) The duration of the stay was ample enough to capture a significant amount of the desired qualities and ideas. (x) The choice of the location of the hosting university was ideal - a simple and easy to navigate small town. (xi) The local people were sociable and welcoming.”

“The teachers, all of whom are really experienced and good in their fields, and the great final dinner.”

“This course allow to know new in different areas in medicine”

Areas for improvement:

“The only thing that disappointed me most is related to the finance thing. There have been no money transferred to us which made our stay so difficult and uncomfortable.”

“We have not received money from Erasmus as announced.”

“There were no weaknesses as such; maybe just a few minor details and alternatives that one might find interesting to consider, for example: (i) The constituency of the IHOD participants was gender imbalanced, as reflected by 5 males against 12 females. A relatively gender-balanced group could be an option to consider. (ii) Central coordination of transport logistics to and from the airport is recommended. (iii) The participating IHOD group had the potential to be more diverse, by the inclusion of other nationalities for example, without unnecessarily changing the number of participants. Inclusion of participants from India, Africa, Middle East, etc, for example, would enrich the experience sharing among the participants. (iv) A well-pronounced follow-up strategy is recommended on all the IHOD participants; in order to foster a fertile environment for further productivity and implementation of practical projects in the home countries of the participants; and also, to avoid zeal from extinguishing. (v) Obviously, the main goal was not to have comfort but to

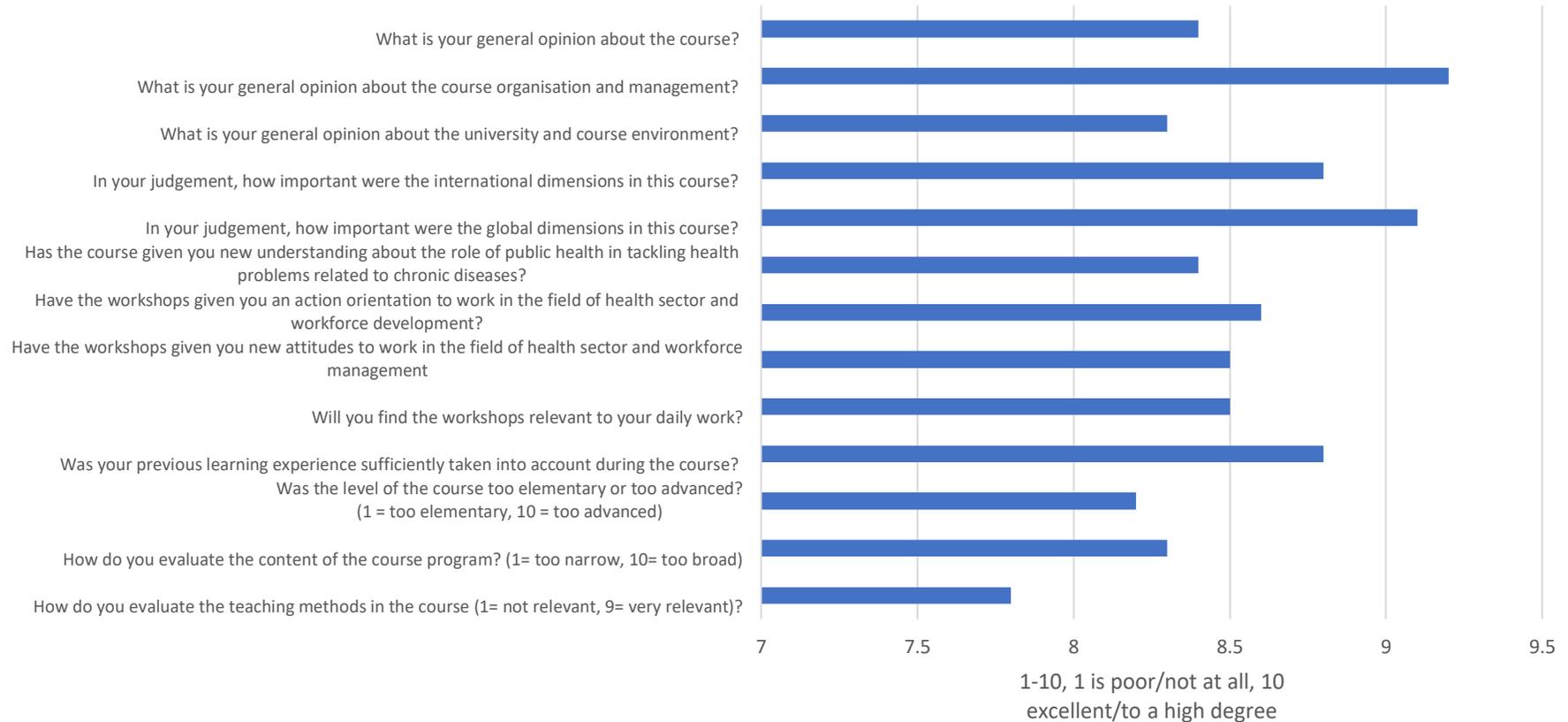
learn, however, there was significant potential to improved the accommodation services. (vi) It is recommended to consider the option of organizing interactive encounters of IHOD participants and local university students (and other foreign students at the hosting university) (vii) Inclusion of a delicately measured dose of sports and cultural activities in the program would be an interesting option to think about, especially with a bias towards the integration of the IHOD group and the local students or related medical staff. (viii) It is recommended to consider providing the participants' stipends during the course of the program. (ix) There is potential to improve the quality and contents of the certificate issued. The certificate could include, for example, a transcript showing the areas covered, corresponding academic hours and/or credits. Equally, the closing ceremony could be improved as well. (x) It is recommended to create a society of IHOD fellows, with the aim of sharing the progress on different projects in different countries. This could also help to motivate other IHOD fellows to engage more in community projects. (xi) Having a common end-prize for all, which is a simple one-page certificate, has its well-known benefits, like teamwork, cooperation, etc, however, it might possibly lack the maximum force to encourage the optimum involvement of all participants. Having one or two special prizes at the end, like a simple nomination for participating in a certain project, being named brand/program ambassador, etc, would be an option to consider as a further incentive (Since humans perform better in the presence of a possible special (not common) incentive, according to psychologists like Clark Hull)”
“Accommodation (hostel).”

2. Staff train the trainers courses.

*Kazan Innovative University, conducted by Lithuanian University of Health Sciences
October 2019. 1 week*

9 questionnaires completed.

General Questionnaire



Comments

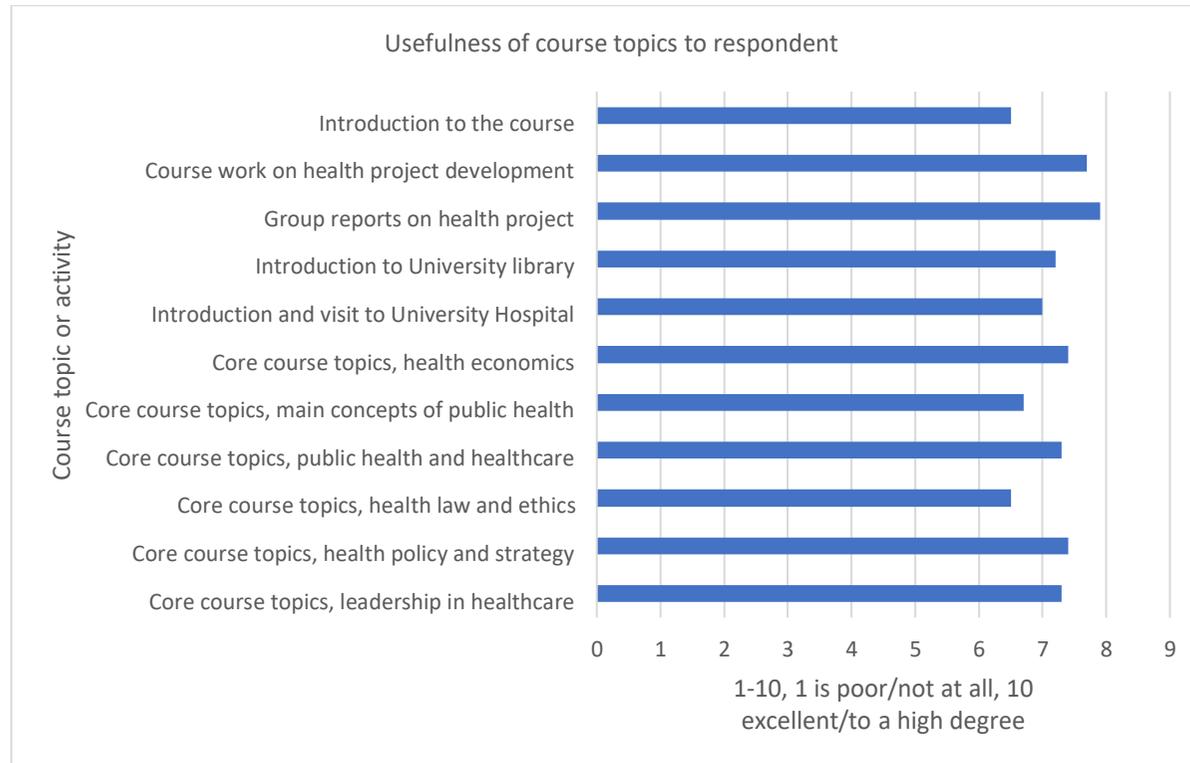
Strengths and advantages of the course: “Very interesting to learn from the great international experience.”

Areas for improvement: “I needed translation into Russian.”

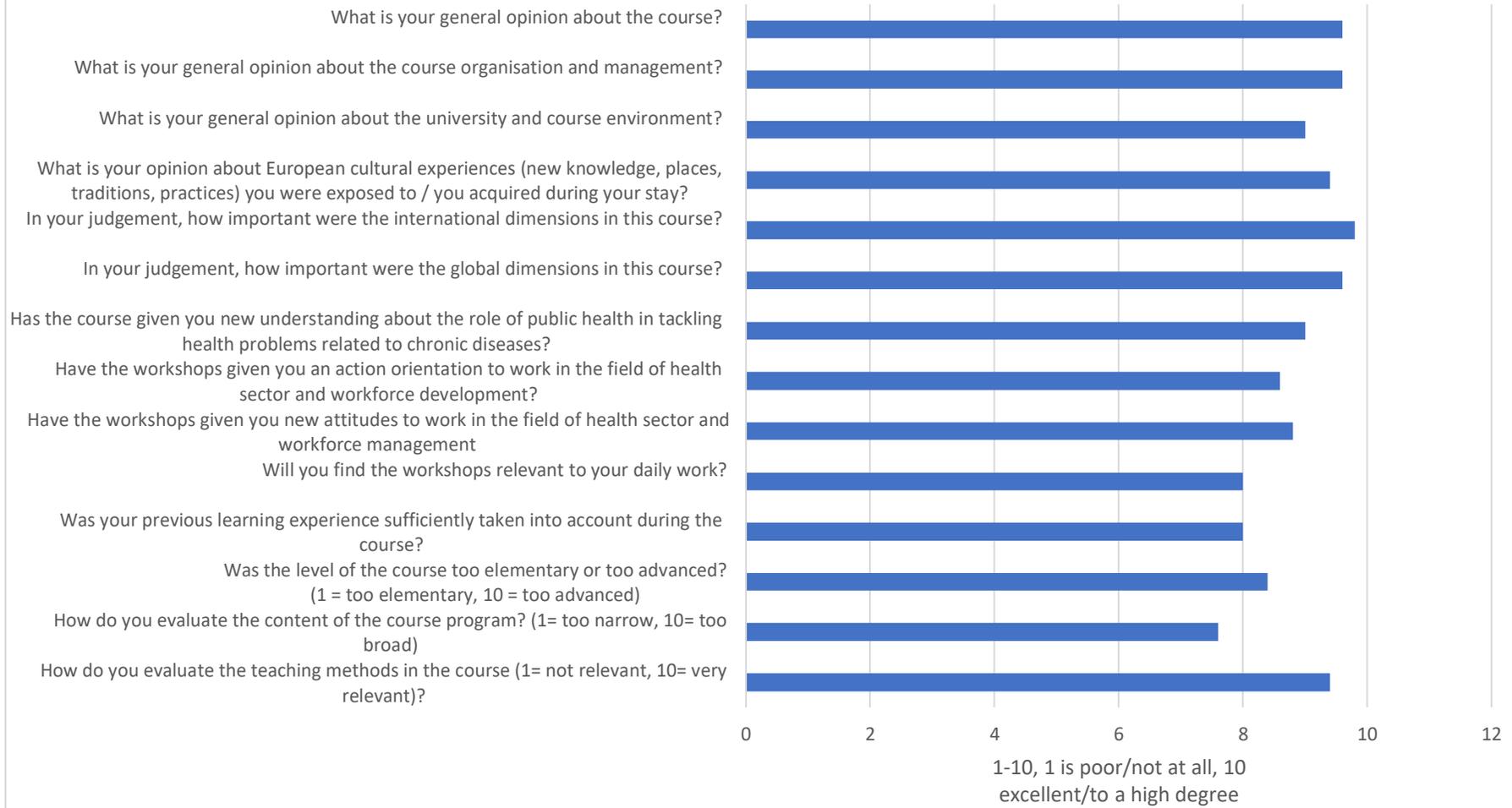
University of Pavia

May 2019, 1 week

11 questionnaires completed.



General questionnaire



Comments.

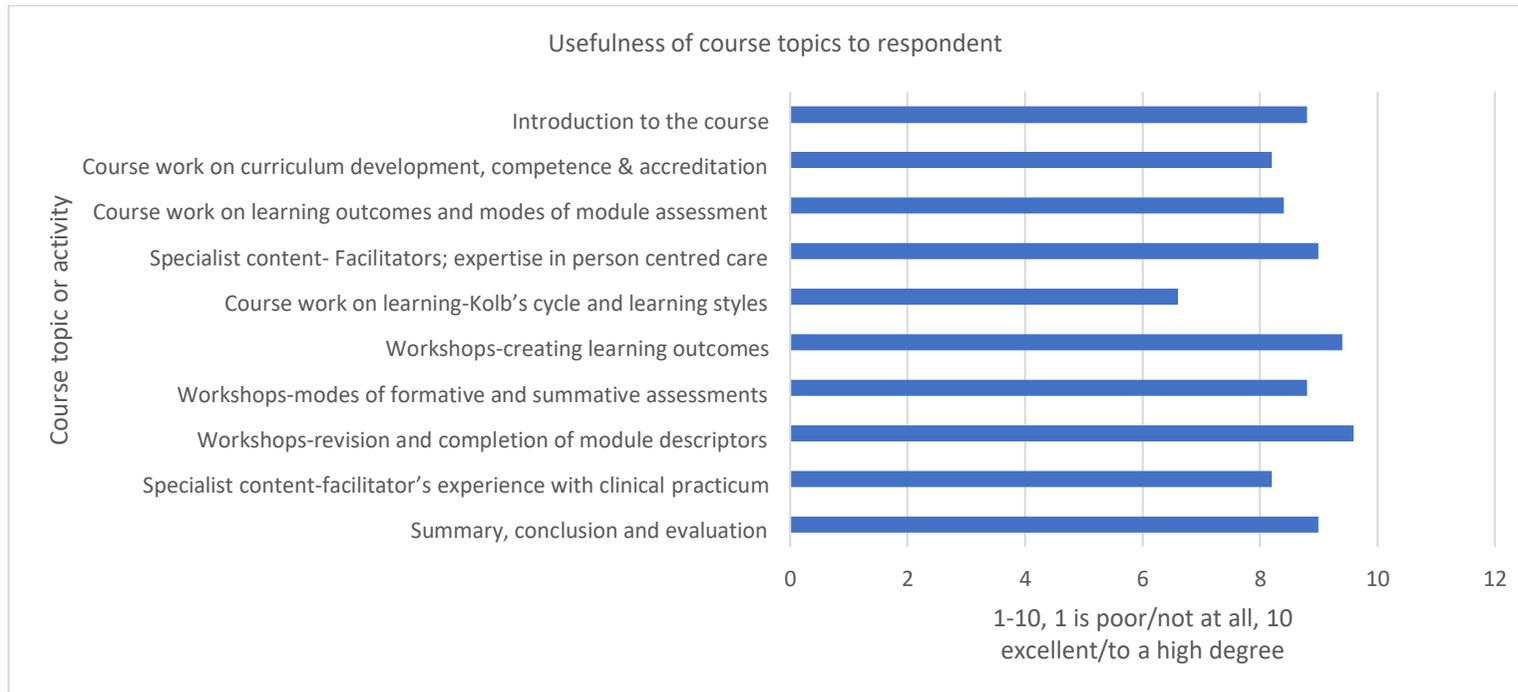
Strengths and advantages of the course:

“Exposure to teaching method was a strength”, “Everything is excellent except location of hotel”, “Hospital visits useful”, “Knowledge of teachers is useful”, “Understanding international approach from European experience”, “Course structure is good”, “Course structure and learning outcomes enable applying skills to practice”. (No responses to “Areas for Improvement”.)

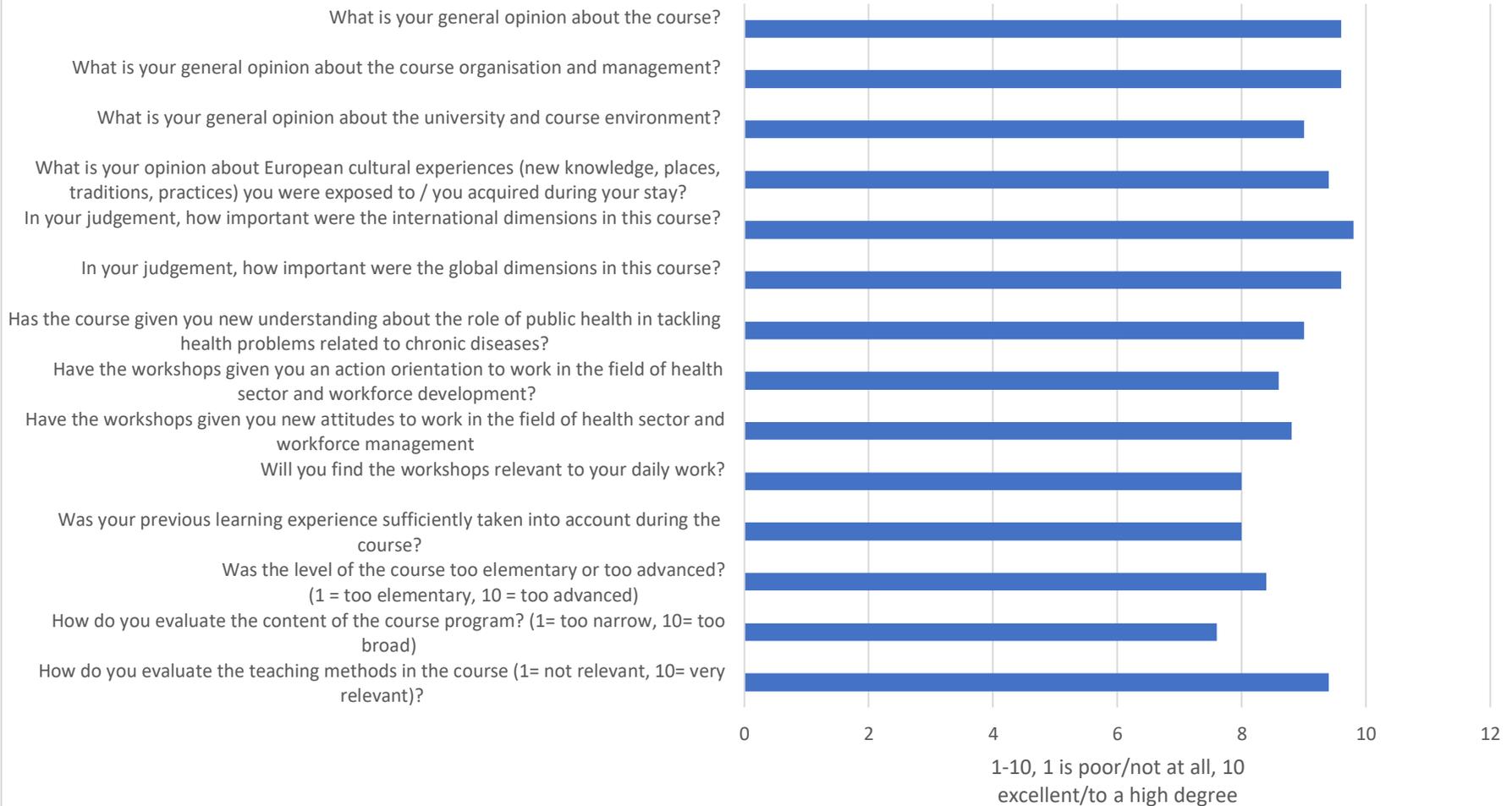
Sechenov Medical University Moscow, conducted by University College Dublin

April 2019, 1 week

5 questionnaires returned



General questionnaire



Comments.

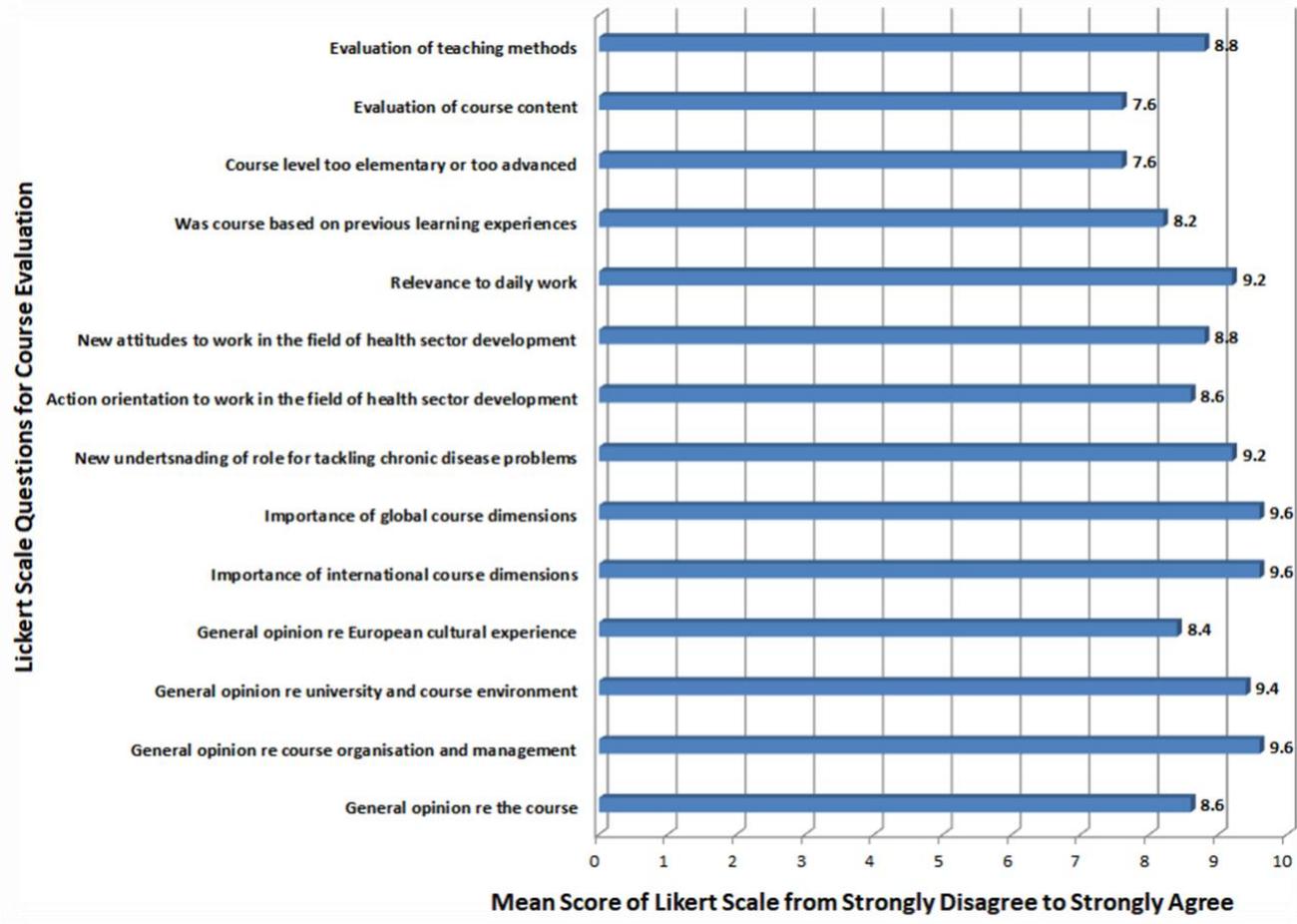
Strengths and advantages of the course: “The teaching methods in the course.” “Very effective work. Links to ASPER List.” “This course summaries my understanding of curriculum development.” “The course was excellent.”

Areas for improvement: “It would be better to start the project with such course (It would make the preparing of modules much more easier [sic].”

Tashkent Medical University and Bukhara State Medical Institute, conducted by University College Dublin

June 2019 , 3 days, (Tashkent), July 2019, 1 week, (Bukhara)

10 questionnaires completed (5 Tashkent, 5 Bukhara).



1 – strongly disagree/negative opinion, 10 – strongly agree/positive opinion.

Comments.

Strengths and advantages of the course: Two respondents provided the exact same comment and felt that active discussions took place.
Areas for improvement: No responses.

Far Eastern Federal University (Vladivostok), conducted by Lithuanian University of Health Sciences.

October 2019, 1 week.

Evaluation

Eight members of the faculty attended the training course. There were only three participants who attended all sessions during 5-day period. This resulted that questionnaire survey for evaluation was not conducted. Instead we conducted only qualitative evaluation in the form of round table discussion in the end of the course. Advantages and disadvantages of such type of workshop were discussed. Participants expressed positive evaluation and mentioned that conducting such course in Russian was important for them and stimulated a closer discussion. It was emphasized that this training provided sustainability of FEFU project team building – Two participants were attending before other training activities in the EU partner countries.

Conclusions

In general, the training course showed the increasing interest of FEFU staff to provide changes in their teaching programmes. This university is a newly established structure which was formed by merging several former universities in Vladivostok. This is why an administration of FEFU has strategy of expanding international collaboration and has strategy to expand teaching in English at the School of Biomedicine.

Some limitations of the process of consolidation in the IHOD team was noticed during discussion and teaching classes. It was observed that IHOD team members have rotation from the beginning of the project. Despite this more ambitious plan - to select and prepare for teaching all IHOD modules instead two or three was accepted.

In summary, the training course resulted in improved consolidation of the IHOD project team and better understanding programme structure, teaching methods and learning outcomes of IHOD master course.

Universitat Politecnica de Valencia. March 25-29 2019

18 responses.

1. Comments on the results of the evaluation

During the week between March 25 and March 29, a series of activities were developed in the Universitat Politecnica de Valencia. Participants from partner institutions of Vietnam, Russia and Uzbekistan took part in lectures and visits according to the proposed agenda.

A total of eighteen questionnaires were filled by the participants in the activity. The questionnaire used has two parts. The first one, corresponding to question 1 (Please rank each of the major topics of the Training Course topics by their usefulness to you) list a series of activities and asks respondents to evaluate each from 1 to 10. The general mean obtained in these evaluations is 7.9 (over 10), a value considered positive. Figure 1 shows the means obtained in each of the activities listed.

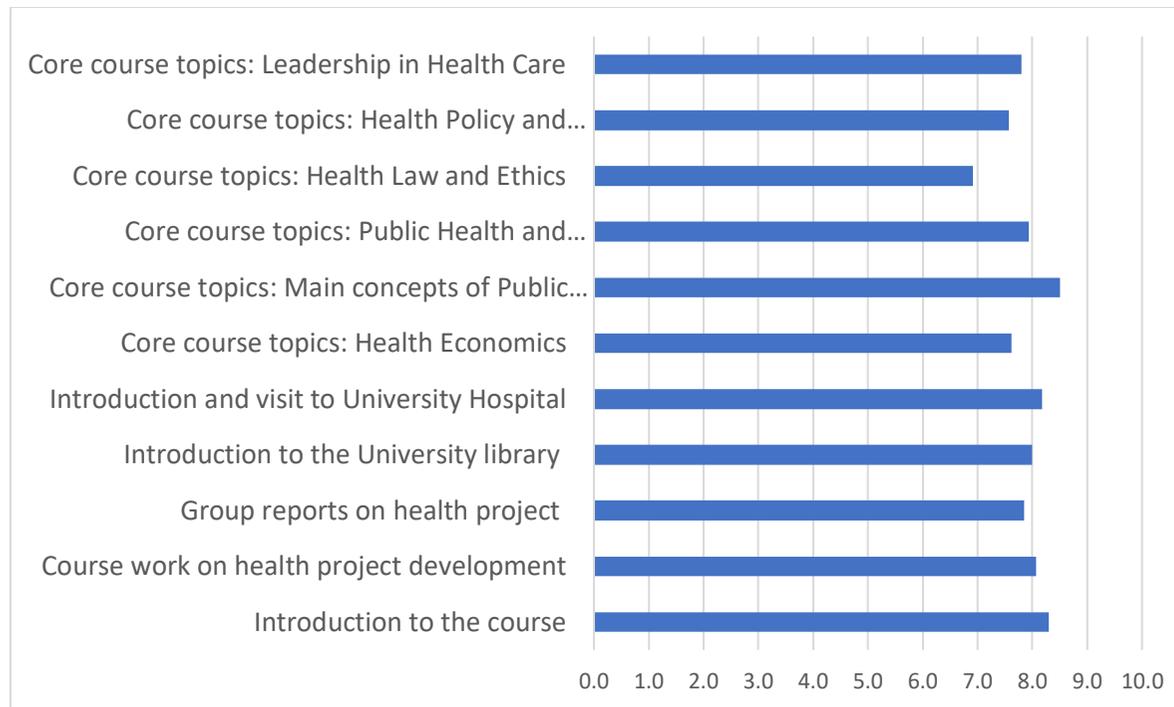


Figure 1. Results of question 1.

The second part of the questionnaire, questions 2 to 18, consists in closed questions to be evaluated in the rank 1 to 10 and two last open questions.

For the numeric response questions, the mean obtained is 8.3 (over 10), a value considered satisfactory. The means for these questions are presented in figure 2. Only few respondents used the open questions to add some comments.

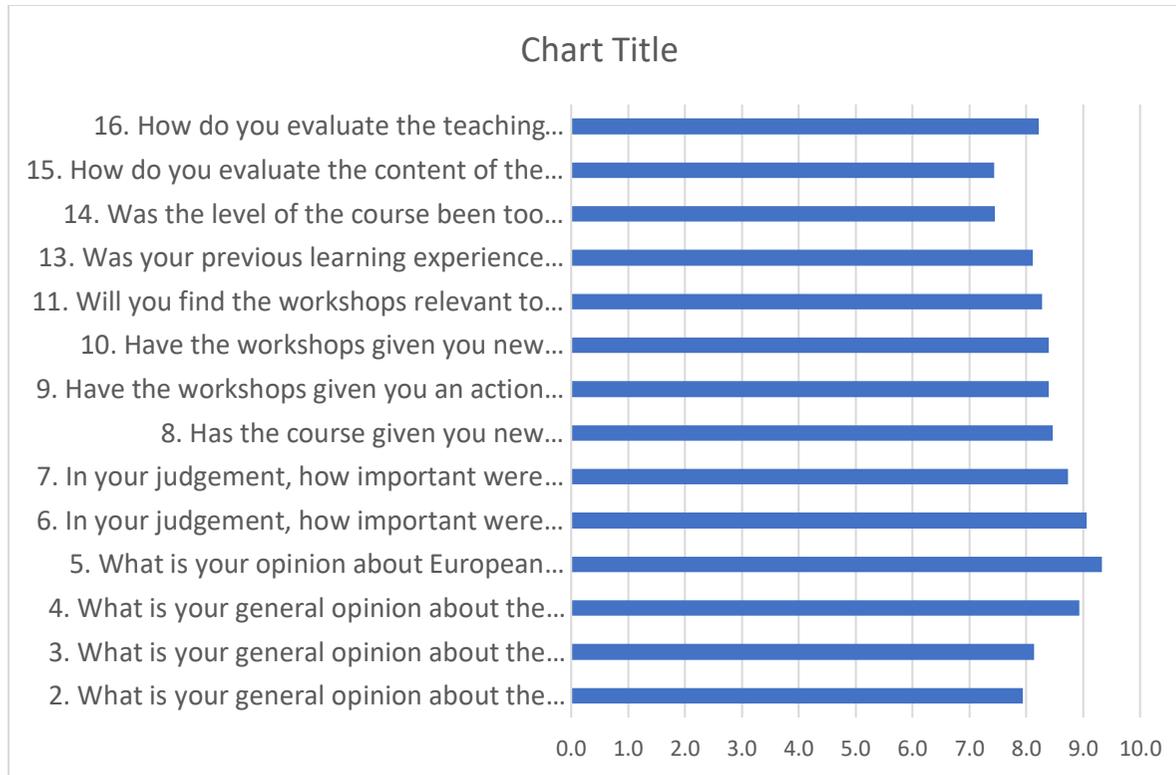


Figure 2. Mean responses for questions 2 to 16.

Tables of Results:

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
1. Please rank each of the major topics of the Training Course topics by their <i>usefulness</i> to you. (Does it mean that all these modules are taken in every activity?)																			
Course Topics or Activities																			
Introduction to the course	8	9	10	9	9	10	9	9	9	9	4	3	10	10	7	8	8		
Course work on health project development	8	10	9	9		10	9	3	10	10	3	4	10	10	8	8	8		
Group reports on health project	7	10	8	9			9	7	10	10	3	1	10	10			8		
Introduction to the University library	8	6	7	8	9	10	9		6	7	4	10	10	10					
Introduction and visit to University Hospital	9	6	10	9	10	10	9	2	6	6	10	10	10	10	6	8	8		
Core course topics: Health Economics	8	9	7	9	8		10	8	9	9	1	1	10	10					
Core course topics: Main concepts of Public Health	9	10	10	9	10	10	9	10	10	10	1	1	10	10					
Core course topics: Public Health and Health Care	7	9	10	9	10	10	9	6	9	10	1	1	10	10					
Core course topics: Health Law and Ethics	7	8	7	9			9	5	8	8	1	1	10	10					
Core course topics: Health Policy and Strategy	9	9	8	9	8	10	9	4	9	9	1	1	10	10					
Core course topics: Leadership in Health Care	9	10	10	10	9	10	9	1	10	10	1	1	10	10	7				
Mean for question 1	8,1	8,7	8,7	9,0	9,1	10,0	9,1	5,5	8,7	8,9	2,7	3,1	10,0	10,0	7,0	8,0	8,0		
2. What is your general opinion about the course?	8		10	8	9	9	9	5				7	3	10	10	6	7	9	9
3. What is your general opinion about the course organisation and management?	9		9		9	10	9	7				7	2	10	10	7	7	9	9
4. What is your general opinion about the university and course environment?	9		9	9	10	9	10	7				9	7	10	10	9	8	9	9
5. What is your opinion about European cultural experiences (new knowledge, places, traditions, practices) you were exposed to and you acquired during your stay?	8		9	10	10	10	10	8				10	10	10	10	8	9	9	9
6. In your judgement, how important were the international dimensions in this course?	9		10	9	10	10	9	8				7	9	10	10	8	9	9	9
7. In your judgement, how important were the global dimensions in this course? (I don't understand the sense of this question)	8		10	9	10	10	9	6				7	8	10	10	9	7	9	9
8. Has the course given you new understanding about the role of public health in tackling health problems related to chronic diseases?	9		10	9	10	10	8	5				7	5	10	10	9	8	8	9

2.

9. Have the workshops given you an action orientation to work in the field of health sector and workforce development?	8		9	9	10	10	9	5			7	5	10	10	8	8	9	9
10. Have the workshops given you new attitudes to work in the field of health sector and workforce development?	9		9	8	10	10	9	5			6	5	10	10	8	8	10	9
11. Will you find the workshops relevant to your daily work?	9	9	9	7	9	10	8	7	9	9	5	4	10	10	8	7	10	9
13. Was your previous learning experience sufficiently taken into account during the course?	8	9	10	7	9	10	8	6	9	9	5	2	10	10	8	7	10	9
14. Was the level of the course been too elementary or too advanced? (1 = too elementary, 9 = too advanced):	8	5	8	8	9	10	9	6	5	6	5	3	10	10	6	8	9	9
15. How do you evaluate the content of the course program (1= too narrow, 10= too broad)?	7	7			8	10	8	5	7	7	5	3	10	10	6	8	9	9
16. How do you evaluate the teaching methods in the course? (maybe instead of directly 'evaluate the teaching method', and more aligned to the scale used can be 'evaluate the interest in the teaching method', or the novelty... or something similar) (1= not relevant, 9= very relevant)?	8	8	9	9	9	9	9	7	8	9	5	4	10	10	8	8	9	9
17. Please comment on what you liked in the course - what you thought were the strengths, and advantages of the course?																		
18. Please comment on any weaknesses you thought the course may have and how to improve on them?																		

Participant feedback questionnaire

Hanoi Medical University January 6-10 January 2021
10 responses. On-line train the trainers course by University College Dublin

Participant feedback questionnaire Hanoi Medical University January 6-10 January 2021 10 responses. On-line train the trainers course by UCD																	
Timestamp	1. What is your general opinion about this overall course (online and synchronous aspects)?	2. What is your general opinion about the course health and management?	3. Has the course given you new understanding about topics such as change at masters level in tackling health problems related to chronic diseases?	4. Has the course given you new understanding about the role of Person Centred Care in tackling health problems related to chronic diseases?	5. Has the course given you new understanding about leadership in tackling health problems related to chronic diseases?	6. Has the course given you new understanding about masters research in tackling health problems related to chronic diseases?	7. Has the course given you new understanding about setting different types of assessments at masters level related to the management of chronic diseases?	8. Have the online and pre-recorded sessions given you new attitudes to working in the field of health sector and workforce development?	9. Have the online and pre-recorded sessions given you new attitudes to working in the field of health sector and for workforce development?	10. Did you enjoy the training course?	11. Will you find the content relevant to your daily work?	12. Was your previous learning experience sufficiently taken into account during the course?	13. Was the level of the course too elementary or too advanced (1 being too elementary and 5 too advanced)?	14. How do you evaluate the content of the course program (1 being too elementary and 5 too advanced)?	15. How do you evaluate the teaching methods in the course?	16. Please comment on what you liked in the course - what you thought were the strengths, and advantages of the course?	17. Please comment on areas that could be improved and indicate how to improve them.
2020/11/2	Very good	Very good	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	4	4	Very good	we would like to keep communication with the teacher as in a network for futher cooperation	should set at weekend for more available time to participate in
2020/11/2	Excellent	Excellent	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	5	5	Excellent	I like the u	Nothing. The course's very good!
2020/11/2	Very good	Very good	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	4	4	Very good	beautiful	Chronic Disease "Enhancing the Curriculum"
2020/11/2	Good	Good	Maybe	Yes	Maybe	Maybe	Yes	Yes	Yes	Maybe	Maybe	Yes	2	2	Good	Lecturers' training	The course should be hold in a longer time with more presentat ions and should have a better linkage with NCDs research and
2020/11/2	Good	Very good	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	4	4	Very good	managem	Add more examples
																All the contents are useful to our	

