Course Evaluation and Feedback

Advanced Information Seeking in Health with Focus on LICs: The Key to the Locked Room

IMCH, Spring 2011

As well as showing what aspects of the course have worked well, this form can help us to identify ways in which the course can be improved. Your comments will be very helpful.

For each unit you will be asked a series of questions. Please rate them on a scale of 1–5 where 1 is the lowest score (i.e. the unit was not useful and was of poor overall quality) and 5 is the highest score (the content was very useful and of excellent quality).

Exercise set #1: Exercises for first week

Objectives: The exercises were designed to help you understand some of the challenges that health professionals in the LICs face in finding and using such resources.

The set covered the following resources. The primary point is given in parentheses.

HINARI	(Not all LICs are included; not all Band 1 countries receive all journals listed)
JSTOR	(Information about cost is given under 'participation'.)
POPLINE	(Delivery to free to 'developing countries', but those are not defined.)
Highwire	(The journals free to developing economies links to World Bank tables)
NA Press	(Description of eligibility for free PDFs is out-of-date.)

Were the objectives of the unit met?	1	2	3	4	5
How would you rate the unit overall?	1	2	3	4	5
How useful was this unit's content?	1	2	3	4	5
Was the time given to this unit:	Too short		About right		Too long

Suggestions for improvement & other comments on this exercise set:

Exercise set #2: Access to journal articles

Objectives: These exercises were intended to give you an introduction or review of various programmes and access routes for free journals that are available everywhere or in the LICs.

The set covered the following resources. The primary point is given in parentheses.

HINARI	(How the system works in real life; resources other than journals.)
OARE/AGORA	(What they have to offer health professionals that is different from HINARI.)
Medline/Pubmed	(How to use the free full-text filer.)
DOAJ, etc.	(Reasons to visit open-access sites other than Medline.)
PubMed Central	(Finding free articles with supplementary materials, e.g. questionnaires.)

Were the objectives of the unit met?	1	2	3	4	5
How would you rate the unit overall?	1	2	3	4	5
How useful was this unit's content?	1	2	3	4	5
Was the time given to this unit:	Too short		About right		Too long

Suggestions for improvement & other comments on this exercise set:

Exercise set #3: Access to journal articles, continued

Objectives: This exercise set introduced two access programmes that supplement HINARI and Medline/PubMed but are generally underused.

The set covered the following resources. The primary point is given in parentheses.
INASP (Resources vary by country, and registration is very complicated.)
Oxford Press (Example of national provision, but instructions are incomplete.)

Were the objectives of the unit met?	1	2	3	4	5
How would you rate the unit overall?	1	2	3	4	5
How useful was this unit's content?	1	2	3	4	5
Was the time given to this unit:	Too short		About right		Too long

Suggestions for improvement & other comments on this exercise set:

Exercise set #4: Access to free books

Objectives: This exercise set was intended to provide a quick introduction and review of some major sources of free e-books in health, both independent sites and catalogues associated with major health agencies.

The set covered the following resources. The primary point is given in parentheses.
Medical Student, FreeBooks4Doctors, MSF, Bookshelf (Most e-books are free to everyone, not just to LIC professionals; e-books vary in format.)
NLM Catalog and WHO WHOLIS (Catalogues can contain links to free e-books, filters for these may be obvious or hidden.)

Were the objectives of the unit met?	1	2	3	4	5
How would you rate the unit overall?	1	2	3	4	5
How useful was this unit's content?	1	2	3	4	5
Was the time given to this unit:	Too short		About right		Too long

Suggestions for improvement & other comments on this exercise set:

Exercise set #5: Access to EBM resources

Objectives: Since most clinicians in the LICs need 'EBM literature' rather than just individual research articles, this exercise introduced a variety of EBM resources, including ones free for everyone and one requiring access via a programme such as HINARI.

The set covered the following resources. The primary point is given in parentheses.

Medline/PubMed (Using filters, it is possible to find reviews, meta-analyses, systematic reviews, consensus statements, and practice guidelines)

Medline + HINARI (Searching in Medline after logging in at HINARI increases the hits in all of these categories)

Cochrane (System is confusing because of the many possible entry routes; Cochrane reviews are not available to everyone, and eligibility information is not prominent.)

Were the objectives of the unit met?	1	2	3	4	5
How would you rate the unit overall?	1	2	3	4	5
How useful was this unit's content?	1	2	3	4	5
Was the time given to this unit:	Too short		About right		Too long

Suggestions for improvement & other comments on this exercise set:

Final assignment: Independent work

Objectives: The INFORM sourcebooks, now almost 200 pages long, provide descriptions of different resource categories and detailed guidance in accessing and using individual resources within each category. This assignment gave each of you the experience of identifying an information need, exploring to find the available free resources online, and writing a short guide to those resources.

Were the objectives of the unit met?	1	2	3	4	5
How would you rate the unit overall?	1	2	3	4	5
How useful was this unit?	1	2	3	4	5
Was the time given to this unit:	Too short		About right		Too long

Suggestions for improvement & other comments on this exercise set:

Overall course evaluation

Did the course fulfil your personal learning objectives? Did you get out it what you hoped to?	1	2	3	4	5
How well did the course prepare you for finding information resources online if you live or work in a LIC after leaving IMCH?	1	2	3	4	5
To what extent did the course provide you with an introduction or review of free online information resources that are useful to you immediately in your own study and research?	1	2	3	4	5
This course only included a few short and limited lectures, for example, on EBM literature. How would you rate these in terms of usefulness?	1	2	3	4	5

Is there any other information/topic that you think should be included in the course? Please specify:

What improvements could be made to the course? (e.g., to scheduling, materials, methods)? Should the course be scheduled at another time? Should the sourcebook be provided in printed form? Should there be more lectures? Fewer lectures?

Please feel free to share any thoughts you have about how information training should be provided at IMCH.

Please return this form to Jenny in the international education office at IMCH.
You may email it to: IMCH.education@kbh.uu.se