

World Cancer Report Updates Teaching Toolkit

Module 1: Rationale and Scope of Cancer Research for Cancer Prevention

Use Case 1

Teaching future public health professionals about the rationale and scope of cancer research for cancer prevention



University
Master's level



**12 Future
professionals**
Public health sector



France
Paris

Date(s)	November 2022
Duration	1 teaching session of 2 hours
Language	English
Title of the programme or the conference	Master of Public Health. Course on "The Rationale and Scope of Cancer Research for Cancer Prevention"
Location	École des hautes études en santé publique (EHESP), Paris, France
Audience	12 Master's level students

Summary:

The first module of the Teaching Toolkit, "Rationale and Scope of Cancer Research for Cancer Prevention", was used for a 2-hour session with students of a Master of Public Health (MPH) programme in Paris, France. The session was held in English for a small and motivated audience of 12 people, seated around a U-shaped table. The teacher was a scientist from the International Agency for Research on Cancer (IARC), who was a guest speaker of the MPH programme. The content and level of complexity of this module seemed relevant and appropriate to the audience. The students participated actively and asked many questions during and at the end of the class.

Feedback from the teacher



Dr Catherine Sauvaget

Scientist, Early Detection, Prevention, and Infections Branch
International Agency for Research on Cancer

What motivated you to use the toolkit?

The content of the module corresponded well to the topic of my teaching session. The module included some additional content compared with what I was used to presenting within the framework of this MPH programme. I thought this additional content was relevant and kept it for the session.

The nice-looking, ready-to-use PowerPoint slides were also an incentive.

How much time did you spend on adapting the material to your training needs?

About 4–6 hours, mostly to review the material and read the notes related to each slide.

What modifications/customizations did you make?

I didn't make any modifications to the PowerPoint slides. I used the short exercises but not the longer one ("Cancer Burden Profile"). In total, I presented 40 slides in about 1.5 hours, and I kept 30 minutes for questions and answers.

From 1 (poor) to 5 (excellent), how would you rate the module, content-wise?

Completeness: the module covers the main aspects of "rationale and scope of cancer research for cancer prevention".	★★★★☆
Accuracy: the content is accurate and up to date.	★★★★☆
Relevance: the content is relevant to my target audience.	★★★★★
Complexity: the level is neither too easy nor too difficult for my target audience.	★★★★☆
Attention-grabbing: content, examples, and questions attracted the attention of the audience.	★★★★★
Interaction: there is a good balance between lecture and exercises/interactions proposed.	★★★★★

Comments:





The module covers most of the rationale and scope of cancer research for cancer prevention, from the perspective of IARC. A teacher from a different institution might find some gaps, for example with regard to treatment and tertiary prevention.

The students showed great interest and asked a lot of questions, thereby confirming the relevance of the topic to them.

The notes related to 1–2 slides seemed a bit more complex to convey to my audience. I guess they could have been divided into smaller pieces of information. I passed through those slides more quickly.

I had the chance to teach to a motivated audience, in a room setting that facilitated active participation (U-shaped table). This certainly contributed to the positive experience from the teacher's and the students' perspectives.

From 1 (poor) to 5 (excellent), how would you rate the module, with regard to the following criteria?

Ease of use	
Clarity of the text and instructions for the trainer	
Completeness of the text and instructions for the trainer	
Quality of the slide design	

Feedback from students

Did you collect feedback from your audience? If you did, please provide a summary of findings and/or any related figures.

Nice PowerPoint slides, nice colour and design.

Interesting content.

For a non-medical audience, acronyms (such as "NHL" in the Global Cancer Observatory figure for "Non-Hodgkin lymphoma") are difficult to understand.

The module mentions that 71% of deaths worldwide are due to noncommunicable diseases. Would it be possible to have a map showing the data for each country?