Course evaluation template

After the course has ended, the course leader must fill in this template. The program director and education management will use your reflections to make adaptations to the program and/or the next time the course is given. The reflections will also be posted on the program web for students to read.

Course code 4FH087	Course title Biostatistics 2	Credits 7,5 hp
Semester 2	Period *20220221-20220325*	

Course leader Nicola Orsini	Examiner Nicola Orsini
Other participating teachers Hugo Sjöqvist Viktor H. Ahlqvist Diego Yacaman Mendez Elena Raffetti Filip Andersson	Other participating teachers

Number of registered students 43	Number who have not completed the course[1] 7	Number passed after regular session[2] 36
Methods for student influence other than course survey[3] Weekly review and collection of "muddy moments".		

[1] *At the time of completed grading and mandatory assignments/revisions.*
[2] After first summative examination.
[3] State: how the students were given the opportunity to participate in the preparation and decisions at course level, how the students were given the opportunity to provide feedback on the course and how this forms the basis of the analysis and proposals below, response frequency (for example, concluding survey 70 % response frequency, post-it notes – improvement suggestions after the second course week 90 % response frequency, course council 85 % attendance).

Conclusions from the previous course evaluation

Suggestions are to continuously remind ourselves, the teacher, to:

1. recognize the variation in learning pace
2. maintain a positive learning environment

The course provides solutions combining questions, interpretations, and code into a single file. A possible improvement could be to better separate exercises proposed to understand the statistical concepts (minimal calculations starting from given output, writing or drawing) from exercises proposed to learn the statistical language (syntax, coding skills). Related to this, one could offer 1-hour Stata workout every week.

Description of conducted changes since previous course occasion

Last year (spring 2021) the course was 100% on Zoom while this year (spring 2022) the couse was 100% on Campus. No major changes were implemented relative to the previous course occasion. For the first time we offered a "Biostat Booster" every Friday morning as a practical help from 2nd year students to 1st year students.

Summary of the students' response to the course valuation

Based on students' evaluations, the feedback was overall good. With the only exception of ethical issues (median 3), median response for all questions was 4 in a scale ranging from 1 to 5.

The course leader's reflections on the implementation and results of the course

I am overall satisfied of how the students progressed during the course. A total of 36 out of 43 students (84%) passed the course at first attempt. A total of 10 students passed with distinction and 7 students failed at their first attempt. Students were encouraged to learn throughout the course using supervised and unsupervised exercises, weekly quizzes, weekly reviews. Accumulating points during the course is highly appreciated by the students because it's removing unnecessary pressure and unhelpful fears of failing to pass the course.
The mid-course assignment is covering the ability to use professionally a statistical software. The final exam is covering the ability to derive and interpret statistical inference based on regression models. The structure of the course can bring forward a large and heterogenous class of students. The course is structured in a way to balance and facilitate the connection between statistical thinking, the application of statistical methods, and a careful interpretation of its results.

Course leader's conclusions and suggestions for improvement

Open feedback by the students suggested possible improvement regarding learning the statistical software Stata. One thing is minimal use of a programming language to learn basic statistical concepts during the practical sessions. Another thing is broader use of a programming language to do anything that is not strictly statistical analysis (data handling, visualizations, use of programming and statistical functions, automating tasks, abstractions/simulations). It seems to be appreciated and valuable the ability to be fluent and confident in both statistical analysis and the programming language. There is also an indication that such programming skills in Stata should be formally evaluated.
Possible ways to improve the course is to offer one afternoon every week dedicated mainly to the use of Stata programming language and have two final exams, one based on Stata and one based on pen and paper about statistics. This should be discussed with the program director and administrator for feasibility.

Other comments