



Course analysis template

After the course has ended, the course leader fills in this template. This is an important part of the quality assurance of the programme. The programme director decides whether the template should be supplemented with further information/questions.

Course code 5HI021	Course title Current Research and Trends in Health Informatics		Credits 15 HP
Semester HT2021		Period 50% during the whole semester	
Course leader Nadia Davoody		Examiner Sabine Koch	
Other participating teachers Therese Scott Duncan, Natalia Stathakarou, Uno Fors, Panagiotis Papapetrou		Other participating teachers	
Number of registered students 33	Number passed after regular session 32	Response rate for course survey (%) 54.55%	
Methods for student influence other than course survey The course consists of two moments/blocks and the course leader elicit feedback from the students throughout the course.			

Note that...

This analysis shall (together with a summary of the quantitative results of the students' course survey) be submitted to the LIME educational committee.

This analysis has been submitted to the LIME educational committee on this date:

1. Description of any implemented changes since the previous course based on previous students' comments

This year, we provided two new themes in the course. Themes 2 and 3 were changed from "ICT4D for health informatics" to "Current health informatics opportunities in response to the Covid-19 pandemic" and from "Visualization techniques for health informatics" to "Precision Medicine". We continued providing more information about the poster session and the seminars during the course.

2. A brief summary of the students' evaluations of the course

(Based on the students' quantitative answers to the course evaluation and comments. Quantitative compilation and possible graphs attached.)

Majority of the students who have filled the survey expressed that they have achieved all the learning outcomes of the course. Nine students were chosen *to a large extent* and 8 students were chosen *to a very large extent*. The students agreed that there has been a common theme running throughout the course (*to a large extent* 7 (38,9%) and *to a very large extent* 8 (44,4%)) and that the course has promoted a scientific way of thinking and reasoning (*to a large extent* 6 (33,3%) and *to a very large extent* 10 (55,6%)).

Majority of the students were satisfied with the way the teacher was open to ideas and opinion about the course structure and content (*to a large extent* 6 (35,3%) and *to a very*



large extent 10 (58,8%). They were even satisfied with the way the teaching was based on real examples to develop students' professional knowledge (to a large extent 3 (16,7%), to a very large extent 13 (72,2%). The course was challenging *to some extent* for some students 4(22,2%), *to a large extent* 7 (38,9%) and *to a very large extent* 5 (27,8%).

The students expressed their satisfaction with group collaboration, inspirational lectures, supervision meetings throughout the course. They liked new challenges and linking research with real-life examples. They even liked that the course included different themes and that they could dig deeper on a specific theme. They expressed satisfaction with the assignments and mentioned that performing a scoping review, doing the project and a poster was a good practice to writing scientific articles.

The students, however, had some suggestions about how to improve the course. The students mentioned that they would like to “include standardization as a theme next time”. They would like to have clear instructions about the project topic and scope. In addition, they would like to have more practical tasks and to be able to follow the content of other themes and have access to the materials of other themes. Currently, the students have access to all materials in Canvas. However, perhaps not all of them know how to find the materials of other themes in Canvas.

3. The course-responsible reflection on the course implementation and results

Based on the students' feedback from last year, we added two new themes in the course, namely, Current health informatics opportunities in response to the Covid-19 pandemic and precision medicine. In addition, we continued involving guest lecturers and alumni within the different themes. We even provided more information about the poster session, project work, grading system and the course structure.

Course strengths:

- Having supportive supervisors during the whole course.
- Group works and inspirational lectures.
- Being able to choose between different topics/themes and being able to dig deeper on a specific theme.
- Assignments and new challenging tasks.

Course weaknesses:

- Lack of a theme regarding standardization in health informatics.
- Lack of information regarding the project in block 2

3. Other comments

None.

4. The course-responsible conclusions and any proposals for changes

(If any changes are proposed, please specify who is responsible for implementing these and a time schedule.)

We are going to add a new theme regarding standardization in health informatics. We even are going to make the grading system clearer. In addition, we are going to provide more information regarding the structure of the course. We will go through the canvas page during the course and show the students where they can find the materials for other themes.