



Course analysis of VT21-5HI014 course

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 5HI014	Course title Degree project in health informatics	Credits 30
Semester 4	Period	

Course leader Sabine Koch	Examiner Sabine Koch, Nadia Davoody
Other participating teachers Several supervisors and reviewers	Other participating teachers

Number of registered students 18	Number passed after regular session 14	Response rate for course survey (%) 38,89 %
Methods for student influence other than course survey Oral feedback and discussions with the students at seminars		

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 have 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 was the first time that the course was given through Canvas, and a different, modular set-up was chosen due to this. A targeted literature section was introduced to provide several overview articles for different scientific methods that are commonly used. Also, the different templates, instructions and examination criteria were updated. Otherwise, no changes compared to the previous year.

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.)

7 out of 18 students have completed the course evaluation survey. All students had a clinical background. For each question of the survey, mean, standard deviation and coefficient of variation, as a percentage, are presented in Table 1.

#	Question	Mean	Standard Deviation	Coefficient of Variation (%)
1	In my view, I have developed valuable expertise/skills during the course.	3.1	1.2	38.7 %
2	In my view, I have achieved all the intended learning outcomes of the course.	3.6	1.0	27.3 %
3	In my view, there was a common theme running throughout the course – from learning outcomes to examinations.	3.6	0.8	22.0 %
4	In my view, the course has promoted a scientific way of thinking and reasoning (e.g. analytical and critical thinking, independent search for and evaluation of information).	3.6	1.1	31.7 %
5	In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.	3.3	1.4	42.0 %
6	Teaching was based on real examples to develop students' professional knowledge.	3.3	1.3	38.2 %
7	This course built on knowledge I had acquired during the programme's previous courses.	3.0	0.8	27.2 %
8	My previous knowledge was sufficient to follow the course.	3.4	0.8	22.9 %
9	The course was challenging enough for me.	4.1	0.7	16.7 %
10	The support from my supervisor met my expectations	4.0	1.2	28.9 %
11	The reviewer/examiner gave me good feedback during the course	3.3	1.3	38.2 %
12	The course inspired me to want to do research	3.3	1.5	45.5 %
13	The course made me realise new career paths or working fields	3.4	1.0	28.5 %
	AVERAGE	3.5	1.1	31.4 %

Table 1. Summary of the students' evaluation of the course.



As evident from table 1, for most questions there was a high degree of disagreement amongst the students who graded the course with 3.5 on average on a 5-point Likert scale. The grading is much lower than usual for the course, but also participation in the survey was low and in previous versions of the course agreement amongst the students has been much higher.

Strengths of the course:

- Process of independent research and set-up with specific deadlines
- Support from supervisors, feedback and group sessions
- Opportunity to work with other research groups at KI

Suggestions for improvement of the course:

- More lectures about research methods and how to conduct data analysis
- Help for scientific writing and provide help for finding job opportunities after the course
- Strengthen collaboration with other KI departments
- Critique by reviewer/examiner was not always perceived as constructive
- Better communication about the discussion sessions
- Good idea with the library sessions about scientific writing but they have been given in the past and been attended by students already
- Shorter period between the preliminary thesis deadline and the final deadline

Analysis: Communication about the discussion sessions and how to prepare for them will definitively be improved. There have always been some students each year doing their theses at other departments/research groups, and I usually invite previous supervisors to hand in thesis proposals. In autumn 2021, we have also included more researchers from other departments for an applied AI track in the Current Trends course and hope this will lead to further interesting thesis proposals. Lectures about research methods and data analysis belong in the Research Methods course, but I will try to set up modules in Canvas that give more advanced exercises. Help for scientific writing has been provided in form of the library sessions that were obviously not attended by the students who need them and superfluous to those who acknowledge them. Help with job opportunities is completely out of scope.

Due to the extraordinary situation with the Covid-19 in its second year, some additional questions were included into the survey. For each of these questions, mean, standard deviation and coefficient of variation, as a percentage, are presented in Table 2.

#	Question	Mean	Standard Deviation	Coefficient of Variation (%)
14	The digital learning environment such as Canvas, Zoom etc. during the web-based course was adequate.	3.6	0.8	22.0 %
15	Possible changes in the content of the course as a consequence of the current situation (regarding Covid-19) were communicated clearly.	3.9	0.9	23.3 %
16	Possible changes in the examination forms of the course as a consequence of the current situation	4.1	0.9	21.7 %

	(regarding Covid-19) were communicated clearly.			
17	The set-up and activities of the web-based teaching were relevant to the learning outcomes	3.9	0.7	17.9 %
18	In my view, I could demonstrate my knowledge in the web-based examination just as well as in an ordinary examination.	3.7	1.4	37.2 %
19	I have experienced anxiety or had difficulty engaging, as a consequence of the current situation (regarding Covid-19).	3.7	1.0	25.6 %
	AVERAGE	3.8	0.95	24.6 %

Table 2. Summary of the students' evaluation of the course regarding Covid-19.

Compared to the previous year, when the course was given during the start of the pandemic, the students now experienced much more anxiety. Students are by now familiar with the online education and did not experience the changes made due to the pandemic in the same way as students did last year when the course started before the pandemic started.

Quite a number of students experienced anxiety due to the Covid-19 situation, especially if they lack a network in Stockholm,

Evaluation of changes due to the current situation (regarding Covid-19)

Strengths with digital/web-based teaching and examination:

- Easier and more comfortable to present online
- Possibility to work from home

Weaknesses with digital/web-based teaching and examination:

- Loss of University experience
- Few perceived it difficult to present online

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

14 out of 18 students have completed the course by the end of the spring term. Results are shown in figure 1. 4 students will do the re-examination in August. Their results are not presented here.

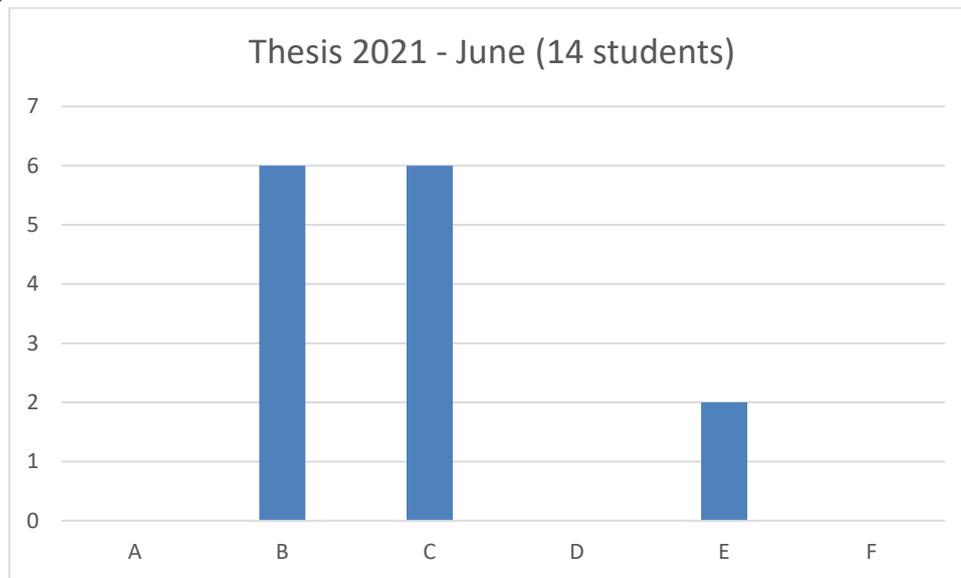


Figure 1: Thesis grades

4. Other comments

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5. 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.)

No major changes planned except adding a module in Canvas with more targeted material/instruction films, mostly regarding methods, e.g. qualitative data analysis and adding some literature about data mining methods.