Course analysis (course evaluation)

Course code	Course title	Credits
4BI108	Applied biostatistics	7,5
Semester	**Period**	
fall	221012-221110	

Course coordinator	Examiner
Kamilla Sagrelius	Matteo Bottai
Teacher in charge of component	**Other participating teachers**
Samuel Lapworth	

Number of registered students during the three week check	Number approved on the last course date	Response frequency course valuation survey
45	**45**	71 %
Other methods for student influence (in addition to concluding course valuation)		
Feedback reporting of the course valuation results to the students Open course web and course web in Canvas		

Note that...

The analysis should (together with a summarising quantitative summary of the students' course valuation) be communicated to the education committee at the department responsible for the course and for programme courses also the programme coordinating committee.

The analysis was communicated to the education committee on the following date:
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1. Description of any conducted changes since the previous course occasion based on the views of former students

Based on feedback form former students the computer labs were adjusted so that instead of having 2 hours of explanation of the code we instead had 1 hour for the students to work through the questions themselves then 1 hour to explain the answers to the questions. Also the assignments were marked as if they were exam submissions to help prepare the students for the exam.

2. Brief summary of the students' valuations of the course

Overall the reception of the course was good however there were issues keeping some of the more advanced students invested in the course and some found the delivery to be boring. However, the extra help given to those who felt they needed it was appreciated.

3. The course coordinator's reflections on the implementation and results of the course

Strengths of the course: The course is constructed in a way such that people with little to no knowledge of statistics or programming will not feel overwhelmed and can come away from the course feeling like they have learnt a new skill to help them in their careers. A lot of the programming concepts are grounded in realistic examples of biological studies to help the students understand why what is covered is important.

Weaknesses of the course: The focus on tailoring the course for the less experienced students and the time spent giving them extra teaching and help left the more knowledgeable students feeling like the course was too easy and did not have much to offer them. Some of the rooms were a little difficult to hold a programming lab in due to a lack of desk space and power outlets for the students to charge their laptops from.

3. Other views

Unfortunately, I got sick right at the start of the course and lost my voice for 3 days of teaching. I had back up recordings of the lecture content, but I think having those days without formal lectures and having to just watch the recordings hurt a lot of the engagement in the course

4. Course coordinator's conclusions and any suggestions for changes

The combination of this being the first course that I have taught in person and me getting sick put this off to a rocky start however I think in future I need to create more resources for the more knowledgeable students to interact with (harder labs, more complex explanations of the mathematics involved in the statistics, etc.). The students tend to have a large variation in their prior knowledge coming into this course and that makes it easy to focus on the people that need more help and leave those that don't feeling like the course is a bit too easy. However, the students that needed a bit more help did appreciate being able to contact me out of hours for explanations or extra teaching, so this is something I would suggest keeping while adding a bit more complexity to the course in other ways. One suggestion from the students that I think was very good was the idea to convert the lecture notes into PowerPoint slides and then give the lecture using a combination of PowerPoint slides, whiteboard, and questions for the students to answer to help keep the lecture part of the course more fluid and interactive. I think the lab part of the course is good overall and the only changes I would suggest are the creation of a more difficult set of questions for those who are more experienced and comfortable with programming and scheduling an intro to programming concepts lecture either just before the course begins or during one of the study days to help people who feel completely lot in the labs. Overall the course went well, I think it had value o a lot of the students and the students appreciated the extra work that went into helping them and giving constructive feedback to the assignments. Some tweaks just need to be made to help the lectures be more engaging in general, and more complexity should be added to the course for those come into it already knowing most of what will be covered as the large variation in prior knowledge is present often in this course.