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	Course title	Credits
4BP038	Theory in bioentrepreneurship	4

Semester	Period	
Fall	28 August to 27 Sptember	

Course leader	Examiner
Hanna Jansson	Madelen Lek
Other participating teachers	**Other participating teachers**
Annelie Hultman	

Number of registered students	Number passed after regular session	Response rate for course survey (%)
31	14	70.97

Methods for student influence other than course survey
Like previous years, we had a mid-course survey instead of a course council.

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

The workshop that was planned already last year was added to kick off the individual written assignment. In this workshop, we collaboratively started screening articles provided for the individual assignment and searched for a contemporary article. The number of articles to read was reduced for the individual written report but also for one of the practice exercises. Assignment instructions were updated for both assignments. Last but not least, a new case was prepared and added to one of the learning activities (team project).

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.)

General questions

According to the students' quantitative answers to the course evaluation, most thought that the course developed **valuable expertise/skills** to a large extent (mean 3.7). Most thought they had achieved **all learning outcomes** to a very large extent (mean 4.3). To most respondents, the course follows a **common theme** to a large extent (mean 4.3). The course promoted a **scientific way of thinking** and reasoning (mean 4.0).

Programme questions

According to the course evaluation, most respondents thought that the **teachers had been open** to ideas and opinions about the course structure and content to a very large extent (mean 4.2). All thought they were **given the opportunity** to reflect on learnings during the course to a large or very large extent (mean 4.8). The responses to the question, if the course developed abilities to **search for data** and scientific evidence, is more evenly spread among all five alternatives even though most respondents said to a large extent (mean 3.5). The same goes for the question if the course develops abilities to **use scientific methods**, except that the most common answer was to some and to a large extent (mean 3.4). All respondents thought that there was a good **atmosphere** during the course to a large or very large extent (mean 4.9). Most respondents thought that the **psychosocial environment** was good to a very large extent (mean 4.7). The replies for ethical issues are spread among all alternatives (mean 3.7). The overall result was similar to the question of the course helped to prepare to deal with **ethical considerations** (mean 3.3).

When asked to describe how the course could be improved one student mentioned that the learning outcomes were perfect, but it was too fragmented. One student wished for an introduction to Canvas and a tutorial on how to reflect. It was also suggested that more ethics in bioentrepreneursship research could be included. A few students had comments about the written assignment; that one deadline was too short, the session about analysing texts could come earlier and that it was over whelming. One student was very negative and suggested that theory in entrepreneurship could be included in the communications course instead.

Course-specific questions

According to the course survey, the respondents thought that the **structure and methods** used were relevant in relation to the learning outcomes to a large extent (mean 4.2). Overall, all but one felt that they had actively **related new knowledge** to previously achieved knowledge, experience and perspectives to at least some extent (mean 4.0). All students had received **feedback important for their learning** to some, large or very large extent (mean 4.0).

When asked to describe what had been particularly good during the course the great class atmosphere during campus session were mentioned by three students. The consistent structure and method of teaching including self-learning combined with relevant practice was also mentioned.

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

Course strengths:
- The course lays a foundation for the rest of the programme to understand the main subject. The students are introduced to bioentrepreneurship as a discipline, illustrating the broad definition (different theories) of the same and the general application of social science (no right or wrong, etc.).
- The course lays a foundation for the rest of the programme regarding the pedagogical model. Based on the theoretical understanding of bioentrepreneurship, the course also introduces the students to pedagogic theories and trains generic skills such as entrepreneurial and self-directed learning.
- The mix of theory and application, utilising the blended learning approach with theory from webpages and recorded videos mixed with "practice exercises" and campus seminars for discussion, drives the individual learning processes forward.

Course weaknesses:
- As the first course at the programme both content and pedagogy are new but there must be a balance in how much time is spent on introduction to different learning activities.
- The theoretical focus is not what all students expect as the first course of the programme.

4. Other comments
After the first examination date, 45% of the students passed the course with the grade Pass or PwD. Since this is the first course of the programme it is important to set the standard, and many of the students that did not meet the criteria did so because they had not fully adhered to the formal instruction for the assignment. If that was the case only a minor revision was needed, and this was clearly communicated. On the second examination date (4 weeks after the first assessment was communicated), all students passed, and of those 41% passed with distinction.

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.)

- The workshop where we collaboratively start the screening (content analysis) of the knowledge sources provided for the assignment will be scheduled earlier in the course.
- Will consider offering an optional introduction to Canvas.
- Will consider adding another case to the team project learning activity.