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 **4FH083**	Course title Biostatistics 1	Credits **7,5 hp**
Semester **HT22**	Period ***20221107-20221209***	

Course leader **Nicola Orsini**	Examiner **Nicola Orsini**
Other participating teachers Hugo Sjöqvist, GPH, KI Viktor Ahlqvist, GPH, KI Robert Thiesmeier, GPH, KI Charilaos Chourpiliadis, IMM, KI Stephanie Pitt, IMM, KI	**Other participating teachers**

Number of registered students **42**	Number who have not completed the course[1] **3** missed the final exam and **1** failed	Number passed after regular session[2] **38**
Methods for student influence other than course survey[3] Weekly collection and reporting of "muddiest" 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

The teaching team was able to deliver a good course that allowed the student to appreciate fundamental statistical concepts. The balance and connection between statistical theory, interpretation of statistical analysis, and computation of statistics remain the most challenging thing of teaching/learning this course.

Possible areas of improvement, at least on my side, could be to structure or present the material in a way to better separate the why, how, when, and the "so what" of any statistical method. In addition, try to allocate the right amount of time to each of these questions.

Description of conducted changes since previous course occasion

Relative to the previous occasions, major changes were

1. Every tuesday afternoon was dedicated to learn and practice with the chosen statistical software Stata
2. Friday morning, an optional Biostat Booster (2-hours on-line consultation) was offered to help students progressing during the course

Summary of the students' response to the course valuation

Less than half (48%) of the students filled in the evaluation form.
The typical median score obtained on all questions was ranging from 3 to 4 in a scale from 1 to 5. Had the course not reached the learning outcomes, it would be quite difficult to get such responses.

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

Overall I am satisfied with how the course was delivered and received by the students. Given the usual heterogeneity in backgrounds and interests, teaching statistics presents challenges. I have seen student's commitment and participation throughout the course. Only few students skipped weekly quizzes and mid-course home assignment. A total of 39 out of 42 students showed up at the first final exam on Campus and 38 passed the course. About 59% of the students passed with distinction (91+ out of 100 points) and only one failed to pass.

The morning sessions were dedicated to introduce new concepts through lectures and examples. The afternoon sessions were dedicated to computer exercises using Stata software. Solutions to exercises were then shared on Canvas.

Weekly quizzes were important for the students to check their knowledge. One home assignment was used to evaluate the ability of the students to work with a statistical software in a professional way and to present the analysis in numerical and graphical forms.

Course leader's conclusions and suggestions for improvement

Possible suggestions for improvement are

- Start with a synthetic presentation of the main points of the day
- Brief recap of the morning lecture before introducing the afternoon lab
- Increase from 2 to 4 dedicated Stata sessions to practice more on Stata
- Move the demonstration of Stata knowledge through an home assignment at the end of the course
- Dedicate Thursday entirely to group work (design, simulate, analysis, interpretation, presentation)

Other comments