

<b>Course Code:</b> 4BI116	<b>Course Title:</b> Applied Biomedical Communication and Professional Development	<b>Credits:</b> 7.5 HP
<b>Semester:</b> VT2022	<b>Period:</b> Feb 18 <sup>th</sup> 2022 to March 22 <sup>nd</sup> 2022	

<b>Course director:</b> Matthew Kirkham (MK)	<b>Examiner:</b> Matthew Kirkham
<b>Main teachers: Scientific writing in biomedical research, 4.5 hp:</b> - <a href="#">Terese Bergfors</a> - <a href="#">Gabriella Ekman</a> - <a href="#">Herwig Schüler</a>	<b>Main teachers: Personal Development and Applied Biomedical Communication, 3.0 hp</b> - <a href="#">Ana Oliveira</a> - <a href="#">Natalie Jellinek</a> - <a href="#">Peter Lind</a>

<b>Number of Students</b>	<b>Number who have not completed (March 22<sup>nd</sup> 2022 )</b>	<b>Number passed by the end of the course (March 22<sup>nd</sup> 2022)</b>
43	3	40 (23VG)

### Conclusions From previous course evaluations:

This is the first time the course has been run, therefore there are no previous course evaluations

### Improvements implemented:

This is the first time the course has been run, therefore there are no previous improvements to implement.

### Feedback for course HT 2021-2022

Most relevant feedback from Student reps from class meeting (some of the comments have been summarized by the course director)

- We all want to say thank you for a great course. We all developed and learned how to improve our academic writing. The diversity of teachers and tasks was highly appreciated and stimulating. Thank you for your engagement and enthusiasm.
- Improve the structure of canvas course pages, make it clear the type (mandatory /graded) and deadlines of assignments.
- The peer feedback workshops and tasked were not always appreciated in the current order and form. The quality of the provided feedback varied a lot depending on the students. The material to give feedback on also varied, depending on the manuscript.
- The workload should be even. the order of the deadlines could be adjusted. We experienced difficulties in starting with the discussion, so the discussion we submitted for the first deadline was not the one we used in the final manuscript.
- The students also requested real data to base the figures and results on. This would save time and give us the chance to focus on academic **writing** rather than manipulating or creating data. We do understand that it triggers our creativity, but the focus should be on the writing.
- We appreciated the sessions on careers in Biomedicine and found them helpful.

- The group assignments (assignment on communicating in groups PD track) were not applied to actual group work. We would suggest either making the presentations a group work / include a group work OR move this section to the first course of the program (Frontiers in Biomedicine) since we had a lot of group work where this assignment could be helpful.
- The session on verbal communication were great. We all enjoy his sessions and find it helpful in order to develop. We also appreciated that we would request feedback on specific parts of the presentation, and receive feedback from both Lecturer and students.
- Regarding the graphical abstract: We would suggest focusing on ONE software, and that the instructor uses the same one as the students. The focus should be on creating the abstract rather than technicalities regarding downloading fonts. For next year: Stress the importance of inspiration. We didn't fully understand the importance and use of an inspirational picture until after the assignment. We would also appreciate a clear communication about what is expected from us. WHAT is defined as a good digital abstract? We highly appreciated the workshops on how to use the different design programs.
- We would suggest having the workshops in the start of the course, both to get the skills early on to use it for academic writing, and to even out the workload. We would like to change the order of the deadlines and to have even more clear communication about expectations. Overall, a very helpful experience which provided practical tools to improve our academic writing and communication skills.

#### Most relevant responses for student online survey on strengths of the course

- The Feedback for the scientific writing assignment.
- I really appreciated the digital abstract workshop! I learned a whole skill in two days. I also liked the more creative formats of assignments, especially the digital exhibition.
- The diversity of the course programme and the engaging teaching methods and assessments
- The strengths of this course include the scientific writing modules, the various career development modules and the graphic design modules. After this course I am much more confident in my abilities in scientific writing. I also specifically appreciated hearing from individuals from different science career paths and the help with CVs/Linkedin. Additionally, the global health module was really interesting and offered exposure to something many of us wanted to learn more about!
- Diversity in the types of assignments

### Most relevant responses for student online survey on improvements

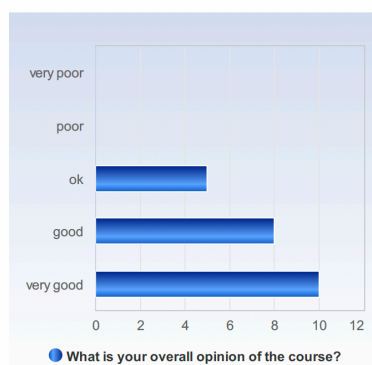
- I would try and explain the manuscript assignment a bit better, there was a lot of confusion on it. The feedback aspects also were convoluted... maybe they can be more streamlined.
- I think the PD track assignments should be grouped together in one single assignment. There were not very relevant since we didn't have any group "work". The questions should be more related to the actual work we had, or we should have a group work. Indeed, we only commented each other individual work without needing to collaborate, so I don't think we really had a group dynamic.
- The group work part of the course would be better with actual group work - maybe groups could work on one single manuscript and give feedback on one another's tasks. It would involve more communication and coordination that way.
- The whole feedback on feedback thing as well as feedback on manuscript drafts took a lot of time and was not taken seriously by everyone. In regards to the length of this course I felt like there were many things that could have been skipped and shortened.
- In the scientific writing task, I felt like the order of the assignments was not very effective. I first wrote an abstract without having a clear idea of what my experiments would be, so then I had to change it various times. It would have been maybe easier to start from the results.
- Maybe some more workshops for graphic design. It is something that most of us have never done and struggled a bit to learn to use the tools in so few days. However, I liked it and I think it is quite useful.
- Learning across cultures class: The idea was good but I feel like I didn't learn a lot.

### Summary of students' student online survey

In general, 78% of the students thought the course was very good or good (see diagram below). The survey also demonstrated that the students felt that they had developed valuable expertise /skills during the course (mean score of 3.8 out of 5) and that the feedback the students received was important for their development and learning (mean score 4.3 out of 5). Furthermore, most of the students felt to a large extent or very large extent that the course structure was good (mean score 3.9 out of 5), the workload was reasonable (mean score 4.1 out of 5) and examination was relevant (mean score 4.3 out of 5). The answer frequency was 53%.

## What is your overall opinion of the course?

What is your overall opinion of the course?	Number of responses
very poor	0 (0.0%)
poor	0 (0.0%)
ok	5 (21.7%)
good	8 (34.8%)
very good	10 (43.5%)
Total	23 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
What is your overall opinion of the course?	4.2	0.8	18.9 %	3.0	4.0	4.0	5.0	5.0

## Course director summary of Course

The course in general was a success. Most of the students were positive about the level and diversity of the course content. Also, they praised the quality of lecturers. This is reflected in the course survey with a high approval rating. The attendance of different on campus elements was generally good and there was a very high pass rate of the assigned assignments.

Some of the highlights of the course were the lectures given by the career services and Alumni of KI, highlighting career paths in the biomedical field. Workshops on graphic design for biomedical researchers, and the workshop on Global health. In general, the different elements of the course came together remarkable well with very little overlap. I feel all the students improved their verbal and written communication skills during the course.

As this was the first time the course was run there were a few organization issues. This included the structure and organization of canvas pages and how some of the information about some of the assignments was communicated. This was especially notable in the first week of the course when the students started working on the academic writing assignment. Also, at the end of the course, where many students had missed deadlines to do with journaling assignments of their personal development. The order that some of the elements appeared in the course could be changed to increase understand and to balance out the course deadlines. The course was generally good but there is room for improvement.

## Aims for improvements on new course

- Review and simplify course canvas pages
- Add additional introduction workshop/lecture to scientific writing track. This introduction should look at the structure of published work.
- Add workshop on experimental plan/ figure plan/ results plan. Idea of storytelling and flow through the paper.
- Change the order of different elements by combining the text abstract, graphical abstract and figures into the first week of the course, with workshop on affinity. The move the graphical abstract deadline to the second week of the course.

- Review the 2 feedback workshops. Maybe use a standard text that students need to give feedback in addition to the student's text.
- Review assignments for the internationalization and the Global Health Exhibition. Make a clearer connection when the assignments should be answered and what part of the course they relate to.
- Add clearer instructions explaining to what a good graphical abstract is, maybe add a discussion exercise
- During the workshops linked to graphical abstracts and use only affinity software.