

## 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.

<b>Course code</b> 4BP040	<b>Course title</b> Communication in bioentrepreneurship 1	<b>Credits</b> 3
<b>Semester</b> HT2025	<b>Period</b> Autumn semester	

<b>Course leader</b> Anna Birgersdotter	<b>Examiner</b> Madelén Lek
<b>Other participating teachers</b> <i>Gabriella Wikström, academic writing,</i>	<b>Other participating teachers</b>

<b>Number of registered students</b> 33	<b>Number passed after regular session</b> 29	<b>Response rate for course survey (%)</b> 19/33= 59%
<b>Methods for student influence other than course survey</b>		
<i>Open dialogue, cocreation</i>		

### 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 is the fifth time the course has been given.*

*This year we only had one guest teacher, due to both time and budget issues. From what I can see in the evaluation, the course would have benefited from that lecture. Some of the comments asked for context of the tools involved.*

*The last reduction was that the academic writing involvement is still a 2 hour session, but without a written assignment. I wanted to bring in the written assignment as an exercise, but as we have changed the system with examinations, we did not have access to the written exam from the previous course.*

## 2. A brief summary of the students' evaluations of the course

The students are positive when it comes to learnings, and the learning atmosphere.

As it is such a short course it is hard to check all the boxes with for example scientific search, where the span of if it was included or not is bigger.

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

**Course strengths:** Opennessinteresting subject, most of them seem to enjoy the classes. Interactivity and learning by doing. Usually students comment on the safe space but not this year.

**Quote:**

*“Nothing comes to mind. The course was very useful and presented very well”.*

**Course weaknesses:**

This year, students seemed to ask for more sessions, which is interesting as they have been reduced to lessen the stress.

**Quote:**

*“More in-person sessions”*

*“Maybe the duration of the course as I learned a lot ... So it felt that if there was more time to learn”*

*“I would have liked a bit more time to absorb what i learned in this course”*

Otherwise it is a small *short* course, with the consistent challenge of running in parallel of the KTH exam period.

## 4. Other comments

This year, which is concerning, there are comments that not all students feel included or listen to by their peers. We need to look into this.

*“There appears to be a prevailing attitude amongst the students in the class that undervalues or looks down upon students from the Global South.”*

## 5. The course-responsible conclusions and any proposals for changes

This is the last round of the course, so no changes needed.