



## 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 4BP40	Course title “Communication in Bioentrepreneurship”	Credits <b>3</b>
Semester <b>Autumn 2022</b>	Period First year	

Course leader <b>Anna Birgersdotter</b>	Examiner <b>Anna Birgersdotter</b>
Other participating teachers Gabriella Ekman from Academic writing support,	Other participating teachers

Number of registered students  38 at beginning	Number passed after regular session 31	Response rate for course survey (%) <b>60%</b>
Methods for student influence other than course survey <b>Discussion, cocreation in class</b>		

### 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 third time this course is delivered. The course was designed based on interviews with teachers and feedback from previous students and companies. Based on the first two year's deliveries, the course has been “dieted”. One group presentation has been taken away. Material on canvas dealing with team communication and professional communication has been omitted.



## **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.)

The learning experience was a positive for the students. The grade for positive atmosphere was very high and also several positive comments. The intended learning outcomes were met and skills were developed- although 2022 I think there is a higher portion that seem to know it all before or did not develop new skills.

The ratings on scientific way of thinking search for data and scientific evidence and the ability to use scientific methods was acceptable, particularly considering the nature of the subject.

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

Course strengths (students):

- 1) Content
- 2) Good atmosphere

Course weaknesses (students):

- 1) It is a bit uneven in how it was received based on whether they learned new skills or not.
- 2) Some comments on focusing it more on presentation techniques
- 3) Some comments on that there are too many subjects

## **4. Other comments**

One student really took their time to write a long feedback text on how the students were scientists and that should be approach more.

The course leader had covid first week, so the first 2 sessions was on zoom.

## **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.)

- 1) In discussions with some colleagues reintroduce the material on professional communication

These changes will be implemented 1 month before course start



- 2) Be 100% sure that Gabriella Ekman/ academic writing mentions what you are allowed to reference and how and “copying” as that has been up with the people that took the course 2 years ago with them writing the thesis. *(not reflected in evaluation but from teachers)*
- 3) Based on the feedback from student I think rewriting material on canvas to fit into the Shannon Weaver model, reworking the material according to this theory might create a feeling of a stronger red thread.

#### *General reflections*

- As this is the third year, I think it is a bit challenging to “change” the course on the spot based on each year’s feedback. The first year wanted more workshops. The second year wanted less workshop and less material.
- Another reflection is that the grades for the course is lower in 2022 than it was in 2020 despite adapting to each year’s feedback.
- Both this year and last year has commented on the order of courses (Both orally and written), that perhaps communication 1 and 2 should be earlier.