Course analysis VT23-5HI014

After the course has ended, the course leader fills in this template.

Course code 5HI014	Course title **Degree project in health informatics**	Credits 30
Semester 4	**Period**	

Course leader **Sabine Koch**	Examiner **Sabine Koch, Nadia Davoody**
Other participating teachers **Several supervisors and reviewers**	**Other participating teachers**

Number of registered students 23	Number passed after regular session 20	Response rate for course survey (%) **30.43%**
Methods for student influence other than course survey Oral feedback and discussions with the students at seminars		
How will the results from the course analysis be communicated to students Distributed through Canvas and published on the open course pages as well as in the Canvas pages for this and upcoming instances of the course.		

1. Description of any implemented changes since the previous course

Only minor changes compared to the previous year such as updates of literature and instructions.

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. Enclose results from the course evaluation)

Only 7 out of 23 students have completed the course evaluation survey. Six students had a clinical background and one a technical background. Most results of the quantitative answers are comparable to previous evaluations, all above 4, with the exception of two questions that were rated low. These were "Teaching was based on real examples", rated 3.7 and "Course was challenging enough", rated 3.1. Those questions had also the largest standard deviation and might have depended on the chosen thesis topic. Otherwise, the students seem to be happy with the course.

Strengths of the course:

- Organisation and structure of the course with several milestones
- Active and responsive supervisors, course leader and reviewers
- The checkpoints and feedback during the course

Suggestions for improvement of the course:

- More sessions with the course leader (at least one meeting per month)
- More time for the thesis presentation
- Provide more thesis topics

Further strengths and weaknesses were mentioned, that however do not apply to course, but to the programme as a whole. Those will be taken care of by the programme director.

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

21 out of 23 students participated in the examination by the end of the spring term. Results are shown in figure 1. 3 students will do the re-examination in August. Their results are not presented here.
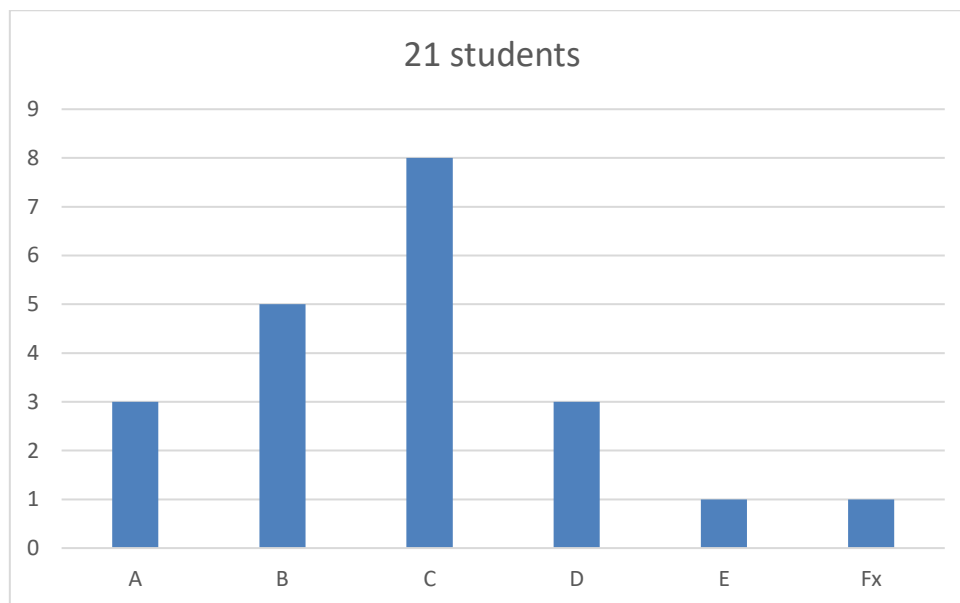

Figure 1: Thesis grades

Course strengths:
Set-up and structure of the course are perceived as strengths as well as the (non-mandatory) seminars in smaller groups together with the course leader. Those are very valuable but vary from between groups depending on how present, active and prepared the students are.

Course weaknesses:
The thesis presentation time was perceived as short and stressful, and I can agree with this and will increase to 15 minutes next year. The students get three sessions with the course leader and an introductory seminar, which resembles almost one per month. There are no resources to cater for more seminars. There is always a wish to have more suggestions for

thesis topics and we try different ways to achieve this, but it is also the students' responsibility to get in touch with e.g. guest lecturers from companies, healthcare providers, research groups etc. who they met during the programme and actively find possible topics themselves.

4. Other comments

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.)

No major changes planned. Eventually make the seminars mandatory again. There are plans by the department and also by KI Innovation to arrange extra events where students meet LIME:s research groups and a company fair respectively to interact specifically regarding master thesis topics.