Course analysis (course evaluation)

Course code	Course title	Credits
4BI116	Applied Biomedical Communication and Professional Development	7.5 HP
Semester (VT/HT-yr)	**Dates**	
VT2023	Feb 17th 2022 to March 21st 2022	

Course Director	Examiner
Matthew Kirkham (MK)	Lena Ström
Teachers in charge of different parts of the course	**Other participating teachers**
Main teachers: Scientific writing in biomedical research, 4.5 hp: - Terese Bergfors - Herwig Schüler *Main teachers: Personal Development and Applied Biomedical Communication, 3.0 hp* - Ana Oliveira - Natalie Jellinek - Peter Lind	- Gabriella Ekman

Number of registered students at the 3-week check	Number passed at final course day	Response frequency course valuation survey
46	44 (46 passed by end of May)	63%
Other methods for student influence (in addition to the final course valuation/survey) - Course council meet with course representatives- Held after the course is completed - Through continues discussions between course representatives and the course director during the course - Through Informal discussions between students and course director during the course		
Feedback reporting of the course evaluation results to the students Course analysis is uploaded on to course website. Emailed to the course representatives		

Note that...

The analysis should (together with a summarising quantitative summary of the students' course evaluation) be communicated to the education committee at the department responsible for the course and for programme courses also to the programme coordinating committee.

The analysis was communicated to the education committee on the following date: Sept 1st 2023
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1. Description of any changes implemented since the previous course occasion based on the views of former students

-Restructure and simplified the course canvas pages.
- The workshop held by Terese Bergfors was restructured. The first major change was the schedule the workshop so that it was more spread out giving the students more time to give peer to peer feedback and make corrections to their own text. An extra round of peer-to-peer feedback on the discussion was also added so that students could see if the changes they made improved the text. This was requested by students the previous year. Also, the number of texts the students should peer review was reduced.

-One of the main assignments is a text written on the style for a scientific research article. As a starting point for inspiration previous published popular science articles were used. This created confuse to the students and limited creativity. This year the student could choose their own inspirational text. Either from journal clubs from previous course or research topics from internships.

-Previous year the student was asked to give feedback on the feedback they received. This feedback on feedback did not work as expected and was highly dependent of the student, the student text and the first round of feedback. This year this was removed, and the students were asked to assess and give feedback on a standard text/example text. This was included in the 2nd 'feedback' workshops on the course. This now focused on results and figures and the students had to assess a standardised text.

-An additional introduction workshop/lecture to scientific writing track was added that briefly reviewed what is meant by the terms experimental plan/ figure plan/ results plan. The idea being to get the students to plan what will be in their written assignment passed on a scientific paper before they start to write it. In this session ideas of storytelling and flow through were also introduced.

- An additional workshop in figure design and basics of software 'affinity' was added into the first week of the course. This aim was to help students when they are creating the figures for their written assignment based in a scientific text and also introduce the software before they need for their graphic abstract.

-The assignments for the internationalization/ personal development part of the course were reviewed. This results in changings to the order of the assignments and to clearly the connect assignments to elements in the course. The aim to make it easier for the students to reflect on group work.

-During the workshops linked to graphical abstracts a better explained of what a good graphical abstract it was added. Also, only affinity software was discussed this year as the students found it confusing to discuss other graphic design program such as illustrator or at the same time.

2. Brief summary of the students' evaluation of the course

(Based on the students' quantitative responses to the course valuation and key views from free text responses. Quantitative summary and any graphs are attached.)
*-Additional from discussion with the student representatives*

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 3.7 out of 5) and that the feedback the students received was important for their development and learning (mean score 3.9 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 3.7 out of 5) and examination was relevant (mean score 3.9 out of 5). The answer frequency was 63%.

What is your overall opinion of the course?

What is your overall opinion of the course?	Number of responses
very poor	1 (3.4%)
poor	1 (3.4%)
ok	4 (13.8%)
good	11 (37.9%)
very good	12 (41.4%)
Total	29 (100.0%)
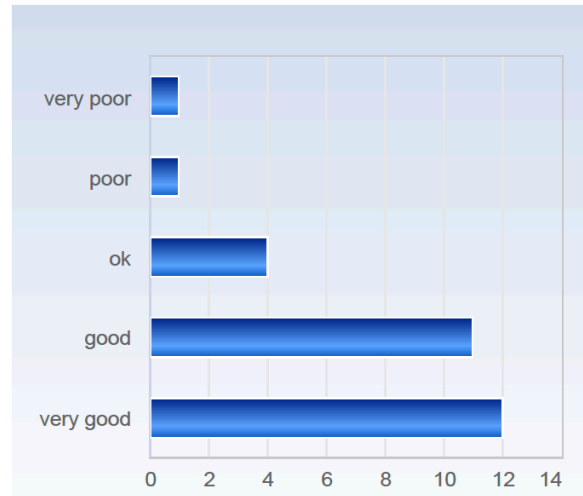
	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
What is your overall opinion of the course?	4.1	1.0	24.7 %	1.0	4.0	4.0	5.0	5.0

Most relevant responses for student online survey on improvements

- I think this course is very important for this Masters. It enables us to develop our soft skills, our critical thinking as well as very relevant techniques for writing, designing and overall presentation.
- Overall, this was a very helpful course that provided us the opportunity to practice and review scientific writing and presenting. Although there were many assignments to complete, we had enough time to do them, which made the course less stressful than I imagined at first. I personally also really enjoyed the career and personal development parts, as they gave us good insights for future planning.
- There are too many deadlines, although it makes me not leave everything to the last minute.
- I think overall it is well organised and well structured. However, for the discussion feedback, I would advise you to have a results feedback results. Indeed, it is usually difficult to understand the discussion without having seen the results. Additionally, it can affect the feedback by adding unnecessary content in it.
- The course was well-structured, but sometimes there was uncertainty regarding deadlines and assignments which is definitely something that can easily be improved next year.
- I can only think of a couple of things that would be useful for the future. One is maybe using the same groups throughout the whole course, rather than dividing them into smaller and bigger groups (numbers and letters). Since there is a lot of reflection to do about feedback and group work, I think it's useful to be in the same groups so we can make the most out of the experience and have more to reflect on in relation to this course . For example the group agreement exercise would be more useful if then we kept the same group for the actual exercises.

Most relevant feedback from Student reps

- General the course was very well received by the students. The student representatives said that the students general appreciated the variety in assignments and the pace of the course.

- There was some confusion on deadlines for assignments. Especially those related to the personal development track.
- There was also some confusion over which track was related to which course moment and subsequently which specific assignment.
- Student rep recommend that more of the assignments could have been completed 'in class'. If the student was no present, then the assignment could have been completed then 'at home'.
- Student rep also reported that the students felt that there was a lot of feedback on the abstract and a lot of feedback on the discussion compared to relatively little on the results section.

3. The Course Director's reflections on the implementation and results of the course

Strengths of the course (what worked well)
- The students appreciate the practical tips and workshops on writing and graphic design.
- The students also really appreciated the career awareness and personal development part of the course that gives them a better perspective on career paths and their own professional development.
- The students were stimulated that they had a board scope of papers to choose from, and they were less stressed as they could choice a topic that they were familiar with.

Weaknesses of the course (what could be improved)
- There was still some confusion about deadlines though this was greatly improved from the previous year.
- Still the balance of how much and when to give peer to peer feedback can be improved.
- The structure and integration of the global health and the internalization could be improved. Though students did appreciate the course moments, there place in the schedule meant that the on-campus attendance was very low in some cases.

3. Other views
- There was a lot of advice and feedback give during on campus activities. Though these sessions were generally well attended it is noticeable that 25% 33% of the students only appeared for mandatory activities. This was slightly lower than last year.
- Also unique for this year, the group work was not as high quality. I noticed that some groups worked extremely well while others seem to be dominated by students that seem to be more interested in other extracurricular activities (this could include working in the lab already for their lab project 1). This meant that this students missed out.

4. Course Director's conclusions and any suggestions for changes

(If changes are suggested, state who is responsible for implementing them and provide a schedule.)
- The workshop on scientific writing and use of hedge words was good and worked better with a gap of 2 days between the first and second session. I think that there is still slight room for improvement. We discuss with responsible teacher to create a plan for improvements. Teresa Bergfors responsible for implementation
- As the students requested an add extra step of peer feedback to the results section will be added. MK responsible for implementation.

- Move more of the personal development assignments into the 'classroom'. Allocate the last 30mins of the campus sessions related to the personal development self-reflections on group work and internalisation to completion of these assignments. MK responsible for implementation.
- Add more focus on experimental design, framing of results and general planning of the text required for the student written assignment based on a scientific paper. This should be in the beginning of the course and could be together with a requirement for them to finish the results section earlier in the course. MK responsible for implementation.
- More clear instructions on the deadlines and how they related to different course moments. MK responsible for implementation. Maybe restructure canvas. MK responsible for implementation.
- Include better examples of good and bad graphic abstracts on the course canvas pages. Also add a short class discussion on reviewing these examples. MK responsible for implementation.

Appendices: