In my view, I have developed valuable expertise/skills during the course.


|  | Mean | Standard <br> Deviation | Coefficient of <br> Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| In my view, I have <br> developed <br> valuable expertise |  |  |  |  |  |  |  |  |
| /skills during the <br> course. | 3.2 | 1.1 | $33.1 \%$ | 1.0 | 2.0 | 3.5 | 4.0 | 5.0 |

In my view, I have achieved all the intended learning outcomes of the course.


|  | Mean | Standard <br> Deviation | Coefficient of <br> Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| In my view, I <br> have achieved all <br> the intended |  |  |  |  |  |  |  |  |
| learning <br> outcomes of the <br> course. | 3.1 | 0.7 | $22.6 \%$ | 2.0 | 3.0 | 3.0 | 4.0 | 4.0 |

In my view, there was a common theme running throughout the course - from learning outcomes to examinations.


|  | Mean | Standard <br> Deviation | Coefficient of <br> Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| In my view, there <br> was a common <br> theme running <br> throughout the <br> course - from |  |  |  |  |  |  |  |  |
| learning outcomes to <br> examinations. | 3.0 | 0.9 | $30.4 \%$ | 2.0 | 2.0 |  |  |  |

In my view, the course has promoted a scientific way of thinking and reasoning (e.g. analytical and critical thinking, independent search for and evaluation of information)


|  | Mean | Standard <br> Deviation | Coefficient of <br> Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| In my view, the <br> course has <br> promoted a <br> scientific way of |  |  |  |  |  |  |  |  |
| thinking and <br> reasoning (e.g. |  |  |  |  |  |  |  |  |
| analytical and <br> critical thinking, <br> indenendent search <br> for and evaluation <br> of information) | 3.7 |  |  |  |  |  |  |  |

In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.

| In my view, during the course, <br> the teachers have been open to <br> ideas and opinions about the <br> course's structure and content. | Number of responses |
| :--- | :---: |
| To a very large extent | $4(18.2 \%)$ |
| To a large extent | $9(40.9 \%)$ |
| To some extent | $8(36.4 \%)$ |
| To a small extent | $0(0.0 \%)$ |
| To a very small extent | $1(4.5 \%)$ |
| Total | $22(100.0 \%)$ |



|  | Standard <br> Deviation | Coefficient of <br> Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| In my view, <br> during the <br> course, the <br> teachers have <br> been open to <br> ideas and |  |  |  |  |  |  |  |
| opinions about <br> the course's <br> structure and <br> content. |  |  |  |  |  |  |  |

The course structure and methods used (e.g. lectures, exercises, seminars, assignments etc) were relevant in relation to the learning outcomes.

| The course structure and methods <br> used (e.g. lectures, exercises, <br> seminars, assignments etc) were <br> relevant in relation to the learning |  |
| :--- | :---: |
| outcomes. |  |$\quad$ Number of responses | To a very large extent | $1(4.5 \%)$ |
| :--- | :---: |
| To a large extent | $4(18.2 \%)$ |
| To some extent | $15(68.2 \%)$ |
| To a small extent | $2(9.1 \%)$ |
| To a very small extent | $0(0.0 \%)$ |
| Total | $22(100.0 \%)$ |




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|  | Mean | Standard <br> Deviation | Coefficient of <br> Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| The course <br> structure and <br> methods used (e.g. <br> lectures, exercises, <br> seminars, <br> assignments etc) |  |  |  |  |  |  |  |  |
| were relevant in <br> relation to the <br> learning outcomes. | 3.2 |  |  |  |  |  |  |  |

## The feedback that I have received has been important for my development and learning.



|  | Mean | Standard <br> Deviation | Coefficient of <br> Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| The feedback that I <br> have received has <br> been important for |  |  |  |  |  |  |  |  |
| my development <br> and learning. | 3.8 | 1.0 | $27.0 \%$ | 1.0 | 3.0 | 4.0 | 4.0 | 5.0 |

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Indicate how many hours per week you have spent on the course, in average, including both self-studies and scheduled study time.


|  | Standard <br> Deviation | Coefficient of <br> Variation | Min | Lower Quartile | Median | Upper Quartile | Max |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Indicate how many <br> hours per week <br> you have spent on <br> the course, in |  |  |  |  |  |  |  |  |
| average, including <br> both self-studies <br> and scheduled <br> study time. |  |  |  |  |  |  |  |  |

The workload was reasonable in relation to the course's credits.


|  | Mean | Standard <br> Deviation | Coefficient of <br> Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| The workload was <br> reasonable in <br> relation to the |  |  |  |  |  |  |  |  |
| course's credits. | 4.5 | 1.0 | $22.2 \%$ | 1.0 | 5.0 | 5.0 | 5.0 | 5.0 |

## I took responsibility for my own learning during this course.



|  | Mean | Standard <br> Deviation | Coefficient of <br> Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| I took responsibility <br> for my own learning <br> during this course. | 4.0 | 0.8 | $18.9 \%$ | 2.0 | 4.0 | 4.0 | 4.0 | 5.0 |

When/If I had questions or problems with the course content, I felt that I could turn to my teacher/supervisor for guidance.


|  | Standard <br> Deviation | Coefficient of <br> Variation | Min | Lower Quartile | Median | Upper Quartile | Max |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| When/If I had <br> questions or <br> problems with the <br> course content, I |  |  |  |  |  |  |  |  |
| felt that I could <br> turn to my teacher |  |  |  |  |  |  |  |  |
| /supervisor for <br> guidance. | 3.6 | 1.0 | $27.6 \%$ | 1.0 | 3.0 | 4.0 | 4.0 | 5.0 |

## The examination was relevant in relation to the learning outcomes.

| The examination was relevant in <br> relation to the learning outcomes. | Number of responses |
| :--- | :---: |
| To a very large extent | $1(4.5 \%)$ |
| To a large extent | $8(36.4 \%)$ |
| To some extent | $8(36.4 \%)$ |
| To a small extent | $4(18.2 \%)$ |
| To a very small extent | $1(4.5 \%)$ |
| Total | $22(100.0 \%)$ |



|  | Mean | Standard <br> Deviation | Coefficient of <br> Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| The examination <br> was relevant in <br> relation to the <br> learning outcomes. | 3.2 |  |  |  |  |  |  |  |

What is your overall opinion of the course?

| What is your overall opinion of <br> the course? | Number of responses |
| :--- | :---: |
| Very good | $1(4.5 \%)$ |
| Good | $8(36.4 \%)$ |
| Ok | $10(45.5 \%)$ |
| Poor | $2(9.1 \%)$ |
| Very poor | $1(4.5 \%)$ |
| Total | $22(100.0 \%)$ |



|  | Mean | Standard <br> Deviation | Coefficient of <br> Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| What is your <br> overall opinion <br> of the course? | 3.3 |  |  |  |  |  |  |  |

