



Course analysis (course evaluation)

Course code 4BI117	Course title Biomedical Research Literacy	Credits 6 hp
Semester (VT/HT-yr) HT-2023	Dates 2023.08.28-2023.11.03	

Course Director Rongrong Fan	Examiner Rongrong Fan
Teachers in charge of different parts of the course Tomas Månsson for the web part of the course	Other participating teachers Christian Riedel Christian Alexandrou Eckardt Treuter Francesca Castoldi Rongrong Fan Maria Eriksson Federico Pietrocola Tim Willinger Hong Qian Vanessa Lundin Sidinh Luc Andreas Lennartsson Peter Svensson Gwladys Revechon Bianca Jutte Stylios Lefkopoulos (Editor of Nature Cell Biology)

Number of registered students at the 3-week check 45	Number passed at final course day 45	Response frequency course valuation survey 19
Other methods for student influence (in addition to the final course valuation/survey) Discussion with the students		
Feedback reporting of the course evaluation results to the students		

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: 2023-11-20
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1. Description of any changes implemented since the previous course occasion based on the views of former students

We have included the oral presentation part of assignment 1 into the final grading. Nothing else was changed.



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.)

The students generally gave good comments to the lectures, which are 'relevant and informative'. They also think that the course has helped them 'solidify background information and understand in depth how to communicate complex projects'. They especially think the practical part of Assignment 3 in which they participated in the peer review process of different manuscripts useful to them. Most of the respondents believed they have achieved their learning outcomes to a large or very large extent. There are also several suggestions by the students. Like last year, many students think it is not necessary to have the gaps between the two parts of the course. Although the gap time was initially planned for the students to have more time working on Assignment 1, it is not considered as necessary by most students. There are also minor criticism of redundancy in some parts of the lectures which can be improved next year. There are also suggestions to make the assignment instructions more detailed and informative, which can also be improved next year.

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

Strengths of the course:

Strong lecturers. We have invited many very experienced researchers to deliver lectures to the students. We also invited editor from high profile journals (Nat Med in 2022 and Nat Cell Bio in 2023) to the lectures. These efforts were highly appreciated by the students.

Good practical exercises. We have provided opportunities for the students to work on their own project proposals and act as peer reviewers for real manuscript drafts. Through discussion with active researchers and authors of the manuscripts, the students have gained very useful practical experience.

Weaknesses of the course:

The timeline of the course may need a bit reorganization. There is some redundancy from different lecturers. And the communication between the students and the course leader needs to be further improved.

3. Other views

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.)

Based on the comments from both 2022 and 2023, I would propose to slightly reorganize the timeline of the course and shorten the gap between the first and second parts of the course.

Appendices: