



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	Course title Communication in bioentrepreneurship 1	Credits 3
Semester HT2023	Period Autumn semester	

Course leader Anna Birgersdotter	Examiner Madelen Lek
Other participating teachers <i>Anna Bergström, academic writing</i>	Other participating teachers

Number of registered students 31	Number passed after regular session 25	Response rate for course survey (%) 74%
Methods for student influence other than course survey <i>Open dialogue, cocreation</i>		

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 fifth time the course has been given.

The content and number of sessions and assignments have been reduced for each iteration-but this year I brought back team communication due to feedback from other teachers on the programme that the student might need it. The session was non-mandatory but most of the class participated.

The last reduction was that the academic writing involvement is still a 2 hour session, but without a written assignment.



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 students are positive when it comes to learnings, and the learning atmosphere.

As it is such a short course it is hard to check all the boxes with for example scientific search, where the span of if it was included or not is bigger.

Considering comments on ethics. As I earlier removed one assignment that include group presentation (with ppt) where they had to present on challenging subjects they might even not agree with themselves or as a group on. The ethical content of the course is now more focusing on inclusive communication, thus the grades are weaker on those spots. I do think the tools provided help them to have troublesome conversations, and looking at the figures I might have to emphasize that and the correlation of those skills in relation to ethical dilemmas.

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

Course strengths: Openness, safe space, interesting subject

Quotes:

"The level of closeness in the class and between me and my peers was clearly boosted by Anna. I feel grateful for have been given the space to share even the most hard stories from each of us in class."

Course weaknesses:

This year, they clearly want more presentation assignments.

Otherwise it is a small short course, with the challenge of running in parallel of the KTH exam period.

4. Other comments

I need to think about how to navigate this year's feedback with previous years's feedback (ie previous thought that there was too much).

Even if they write that they want more, this year's students also talked about being immensely stressed due to the KTH course.

Another thing that came up verbally, but nobody wrote about it in the survey, was an interest of science communication. Perhaps I could organise one science communication session, with a presentation workshop after focusing on pitch your science. It would add time, but if it is not an assignment it will be nonmandatory and perhaps less stressfull to take part of.



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.)

The schedule for the autumn will be more problematic than usual as the KTH has organised their exams in my last week, thus I have rebuild my structure. I still when writing this don't know when the KTH exam will take place (I usually learn about their plans in June).

I have reached out to a science communication colleague about organising one hour session with him, and then I could do one hour session. Perhaps we could after that do a presentation assignment that is not "planned" but on the spot and they get to iterate it during the day. But would increase workload so I am not 100% sure yet, I need to see the KTH schedule before I know for sure how to structure the course.

Otherwise I keep it like it was this year.