



Course evaluation template

After the course has ended, the course leader must fill in this template. The program director and education management will use your reflections to make adaptations to the program and/or the next time the course is given. The reflections will also be posted on the program web for students to read.

Course code 4FH087	Course title Biostatistics 2	Credits 7,5 hp
Semester Spring 26	Period 20260223- 20260327	

Course leader Nicola Orsini	Examiner Nicola Orsini
Other participating teachers Hugo Sjöqvist Andrej Pyko Robert Thiesmeier	Other participating teachers

Number of registered students 55	Number who have not completed the course¹ 7	Number passed after regular session² 47
Methods for student influence other than course survey³ Oral contact with class representative		

¹ At the time of completed grading and mandatory assignments/revisions.

² After first summative examination.

³ State: how the students were given the opportunity to participate in the preparation and decisions at course level, how the students were given the opportunity to provide feedback on the course and how this forms the basis of the analysis and proposals below, response frequency (for example, concluding survey 70 % response frequency, post-it notes – improvement suggestions after the second course week 90 % response frequency, course council 85 % attendance).

Conclusions from the previous course evaluation

- weekly workout and/or assignment on the use of software
- scaffolded exercises, graded “R challenges” per week
- try to compact linear and logistic regression (2 weeks) to leave more time for practice

Description of conducted changes since previous course occasion

Two major changes were implemented in the 2026 course iteration compared to the previous course occasion:

- **Reintroduction of Stata as the primary software**
The course returned to using Stata as the main analytical tool for exercises and demonstrations. This change was made to strengthen alignment with students’ broader

training in the program and to provide a more standardized and reproducible workflow for applied statistical analysis.

- **Replacement of the DICE framework with a “Biostat Booster” session**
The **Biostat Booster session** were scheduled every Thursday afternoons. These sessions were designed to:
 - consolidate key concepts introduced earlier in the week
 - provide additional guided practice
 - offer opportunities for clarification and discussion

Summary of the students’ response to the course valuation

The course evaluation (22/55 responses; 40%) indicates an overall positive student experience, with high ratings for inclusion, atmosphere, and perceived improvement in the ability to communicate statistical concepts . Students appreciated the active learning components, including group work and the Biostat Booster sessions. A recurring theme in some comments was the pace of the course, with indications that the volume of material limited time for reflection and consolidation. Some variation in perceptions of teaching style and materials was also observed, likely reflecting the diversity in students’ prior experience and learning preferences.

The course leader’s reflections on the implementation and results of the course

The course was implemented with a strong emphasis on interpretation of statistical models, active learning, and alignment between teaching activities and assessment. The use of whiteboard-based teaching supported step-by-step reasoning, while written lecture notes provided a structured reference for independent study. The evaluation suggests that these approaches contributed positively to students’ understanding and communication of statistical concepts. At the same time, the combination of a dense curriculum and heterogeneous student backgrounds likely increased the cognitive load for some students, particularly those with less prior experience. This highlights the importance of clear structuring and explicit connections between lectures and supporting materials to facilitate learning under time constraints.

Course leader’s conclusions and suggestions for improvement

The course is pedagogically strong and achieves its intended focus on interpretation and applied understanding, but there is scope to improve how students navigate and cope with the dense material. Future iterations will maintain the current structure and level, while introducing clearer signposting of key concepts (e.g., goal–strategy–take-away) and strengthening the links between lectures and written notes. The Biostat Booster sessions will continue to be used to support consolidation and provide additional opportunities for guided practice. These adjustments aim to improve clarity and accessibility without reducing the academic level or changing the non-mandatory structure of the course.

Other comments

Students achieved a higher average score in the mid-course Stata software assignment, and no concerns were raised regarding the use of Stata. Although not formally evaluated, the

transition from R to Stata appears to have reduced the cognitive load associated with coding, allowing students to focus more on interpretation and understanding of statistical models. This supports the decision to use Stata as the primary software in the course.