



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 VT25	Period 20250224-20250329	

Course leader Nicola Orsini	Examiner Nicola Orsini
Other participating teachers Hugo Sjöqvist Javier Louro Katelyn Battista	Other participating teachers

Number of registered students 59	Number who have not completed the course¹ 55	Number passed after regular session² 53
Methods for student influence other than course survey³ Open dialogue with the two class representatives		

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

Participation in the learning activity DICE should be encouraged by recognizing 1 point per week.

Some of the questions in the weekly graded quizzes can be further improved in terms of clarity.

Doing exercises in small groups has been appreciated and should be continued.

A typical lecture should aim to:

- start with key (saying 3) learning points of the day
- include not only statistical theory but also a worked example (no software output) comparable to what they have in the final exam
- end the lecture with a kahoot or similar quizzes to emphasize the learning points

A typical lab should include:

- Part 1 covering statistical concepts and interpretations of statistical inference that requires minimal hand calculations (like the final exam). Part 2 covering the use of a statistical software to conduct the analysis.

Description of conducted changes since previous course occasion

This course did the following changes

1. The statistical software used for the daily exercises and DICE activity changed from Stata to R.
2. Afternoon sessions dedicated to practical exercises is no longer supervised. Daily exercises and solutions are shared on Canvas.
3. Active participation to the weekly DICE provided points.

Summary of the students' response to the course valuation

A total of 35 out of 60 students (58%) filled in the evaluation form. The typical median score obtained on all questions was 4 in a scale from 1 to 5. Had the course not reached the learning outcomes in a positive learning environment, it would be quite difficult to get such numerical responses.

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

Overall, the course has been well received and appreciated. Based on the written feedback, some students are suggesting:

- Strengthen R Training
- Add demonstration/guidance in data analysis
- More time for DICE group activity and less time for oral presentations

The summative assessment, pen and paper with a calculator, has 75% of the weight. The rest of the points are accumulated during the course with weekly graded quizzes, weekly DICE activity, group reviews, and Software assignment.

Course leader's conclusions and suggestions for improvement

Suggestions for improvement are:

- 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

Other comments