

Course analysis (course evaluation)

Course code 4BI114	Course title Frontiers in Biomedicine: Research Project 1	Credits 15hp
Semester (spring/autumn) VT24	Period March 20 - June 2, 2024	

Course coordinator Bernhard Lohkamp	Examiner Bernhard Lohkamp
Teacher in charge of component	Other participating teachers various

Number of registered students during the three week check 54	Number approved on the last course date 52	Response frequency course valuation survey 63.0%
Other methods for student influence (in addition to concluding course valuation) Meeting with course representatives to discuss survey and analysis.		
Feedback reporting of the course valuation results to the students Survey (without comments) published on open Kursweb Drupal. Whole survey sent to students who have participated in the survey. Discussed with student representatives and will be presented at the start of next course.		

Note that...

The analysis should (together with a summarising quantitative summary of the students' course valuation) be communicated to the education committee at the department responsible for the course and for programme courses also the programme coordinating committee.

The analysis was communicated to the education committee on the following date: **20/08/24**

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1. Description of any conducted changes since the previous course occasion based on the views of former students

The course introduction (kick-off meeting) was conducted in its own (rather than with term 3 information) to not overload students with information.

The course and assessment information was clarified and a Q&A session was conducted.

The word count for the project report was marginally increased and the separated Materials and Methods received its own word limit.

Assessment criteria have been revised with clearer instructions to supervisors. A finer grading scale for the written report was introduced to make the grade for this part (and hence final grade) more representative.

A reflection on AI usage (if done) was introduced for the written parts.

The presentation and discussion session was extended to allow for more presentation and discussion time.

A document on scientific writing considerations was provided to ensure correct formalism are used.

2. Brief summary of the students' valuations 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 course appears to be appreciated by the students as it provides an opportunity to do research, learn new methods, get to know research groups etc. Students developed new skills and trained scientific thinking and reasoning as well as feedback.

Despite clarified information and extended communication, the information about the course still appears to be intricate to access and unclear at times. Furthermore, the examination session continues to prove challenging in concept to students and examining teachers alike and requires even more clarifications. Students have difficulties finding projects partially due to the limited extend of the course.

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

Strengths of the course:

The course allows the students to learn a new method in the context of a short research project. This is an excellent opportunity to learn (new) methods, get aquatinted with research in general and research groups at KI in particular. This allows students early on to build a network in scientific research. Students appreciate their own choice of research topic and group. Very relevant assessment using discussion session. Project meetings give students opportunities to discuss, meet, reflect on their project and progress.

Weaknesses of the course:

Information flow was at times lacking and content was not clear enough and/or difficult to find. Assessment criteria appear not comprehensive enough and some criteria appear to be too advanced for this course. Restriction on report length is too stringent.

3. Other views

By mistake the peer review was not conducted in the planned groups and at the planned time.

4. Course coordinator's conclusions and any suggestions for changes

(If changes are suggested, state who is responsible for implementing them and provide a schedule.)

An information meeting for this course will be conducted/offered ahead of the course – potentially online and/or in conjunction with other information sessions (BLo, J. Laurencikiene, M. Jonegård).

To allow more flexibility and give more detailed information where necessary, the information documents of the course will be revised to contain less detail, instead more detail will be provided on Canvas. (BLo)

Progress meetings will be reviewed again and potentially have the second even later to include not just progression but results. Alternatively, the second meeting may be replaced by a self-reflection survey with an optional meeting (BLo, C. McGrath).

Canvas will be used as much as possible for all assessments incl. scoring in the course. Moderated assessment in Canvas will be implemented for the project report which will allow more feedback directly in Canvas as well as a unified assessment. At the same time the assessment criteria for the report could be more specified for the respective sections of the report and/or more detailed information on the criteria will be provided (BLo, C. McGrath).

Since the focus of the project is methodology the word count for the Materials and Methods part will be increased as it was too short for several projects. (BLo)

An ongoing issue is that even though supervisors and examiners have been clearly informed of their obligations it appears they not always adhere to the instructions given. An information meeting (online) will be conducted with both the supervisors as well as the examining teachers to ensure that they are (better) aware of scope of the course, the format of the assessment as well as assessment criteria (BLo).

To support students better in their search for project places earlier deadlines will be introduced and more information provided. (BLo)

Note: the examination session in form of a round-the-table discussion should not be changed since this is a deliberate different form of examination and hence different to other used ones and a very real situation. Sadly, this is very often misunderstood by the students (and even some examining teachers). In the future we will avoid the use of presentation and power-point and rather use *discussion* and *figures* in an attempt to avoid confusion with full on presentation using a presentation software package.

Appendices:
Survey