Course analysis template

After the course has ended, the course leader fills in this template.

Course code	Course title	Credits
4HM022	Statistics II	5,0 HP

Semester	Period	
HT24	2024-09-02---2024-09-24	

Course leader	Examiner
Marika Ström	*Niklas Zethraeus*
Other participating teachers	**Other participating teachers**
Henrike Häbel, Samuel Wiqvist, Azadeh Chizarifard, Marie Linder	

Number of registered students	Number passed after regular session	Response rate for course survey (%)
34	32-34	32.35

Methods for student influence other than course survey
In class discussions during lectures and exercises.

How will the results from the course analysis be communicated to students

1. Description of any implemented changes since the previous course

We had an in class "Statistics 1 repetition in TBL format" with repetition of Statistics 1 including both theory of statistics and practice in a TBL format. We also had one "Computer exercise 0: Repetition Intro to R" with repetition of R including hands on practice in R to recall the learnings from Statistics 1 regarding programming in R.

2. A brief summary of the students' evaluations of the course

The positive feedback was split into a array of topics. Three expressed that it was well organized with a thread and two enjoyed the CBEs and one that it was split into CBEs, seminars and individual assignment. They were happy with improvements compared to last years statistics I course with more examples, better feedback, more useful learnings and more time to digest the learnings. One enjoyed the teacher interactions, and one pointed out that the repetition of statistics I was good and one liked that CBEs were in one classroom instead of two computer rooms. Finally, two thought that it was good with statistics in the individual examination for VG.

Five students expressed that they would like to practice more on interpretations of results and less on details in statistical theory. Other thoughts were that the free days were not useful but would have liked more teacher led classes and that a seminar type of choosing statistical methods would be nice to summarize the course.

In my view, I have developed valuable expertise/skills during the course.
The answers were split into the most prevalent a large extent (8 students) and to some extent (3 students) with median 4.0 and mean of 3.7

In my view, I have achieved all the intended learning outcomes of the course.
The answers were split into the most prevalent a large extent (6 students) and to some extent (5 students) with median 4.0 and mean of 3.5

In my view, there was a common theme running throughout the course – from learning outcomes to examinations.
The answers were split into the most prevalent a very large extent (5 students), to a large extent (4 students) and to some extent (2 students) with median 4.0 and mean of 4.3

In my view, the course has promoted a scientific way of thinking and reasoning
The answers were split into a large extent (6 students) and to some extent (5 students) with median 4.0 and mean of 3.5

In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.
A large majority of answers were to a large extent (8 students). A couple answered to a very large extent (2 students) and one answered to some extent (1 students) with median 4.0 and mean of 4.1

The demands of the course were reasonable in relation to the learning outcomes.
The answers were split into the most prevalent a large extent (5 students), to a some extent (4 students) and to a very large extent (2 students) with median 4.0 and mean of 3.8.

My ability to communicate orally around the subject has increased during the course.
Most answered to some extent (8 students), the second post prevalent answer was to a large extent (3 students), the third most prevalent was to a very large extent (2 students) and one answered to a small extent with median 3.0 and mean 3.5.

My ability to communicate in writing around the subject has increased during the course.
A large majority of answers were to some extent (7 students). A couple answered to a very large extent (2 students), one answered to a large extent (1 students) and one answered to a small extent (1 student) with median 3.0 and mean of 3.4

There was a good atmosphere during the course.
A large majority of answers were to a large extent (8 students). A few answered to a very large extent (3 students), one answered to some extent (1 students) with median 4.0 and mean of 4.2.

I have had enough time to reflect on what I learned during the course.

Most answered to a large extent (6 students) or to some extent (4 students) and one answered to a very large extent with median 4.0 and mean of 3.7.

The course was well organized.
The answers were split into a large extent (5 students) and to a some extent (5 students). One answered to a very large extent (1 students) with median 4.0 and mean of 3.6.

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

Course strengths:
The structure of the course was good with lectures in the morning and CBEs on the lecture topics afterwards. This gives context to the statistical methods on the same time as it gives practice using a statistical tool.

Course weaknesses:
It is quite heavy to learn R on top of learning the statistics.
The course covers a lot of material. This year the students thought they had enough time to digest the material but all suggestions to improvements were to focus more on interpretations and examples. Maybe it would be better to have less material to have time for more practical and health economics examples.

4. Other comments
This year we had a good number of teachers. Not too few gave the teachers enough time to prepare for the lectures and CBEs and not too many made it possible to keep a thread. The CBE material had been worked through during the summer.

5. The course-responsible conclusions and any proposals for changes
The structure of the course is good with lectures in the morning and CBEs after that to learn statistical tools and apply the learnings on examples.
The new implementation of repetition lectures on both statistics and R programming was very good and appreciated. The improvements suggested was to increase the amount of practice on interpretations. We should add in class exercises.
One could consider lifting out the statistical reasoning and bias seminar. Also, the three lectures on ANOVA might be good to cut down to focus more on regression analysis. This would also give more time for more practice in interpretations, examples and practice in choosing statistical methods.