Course analysis (course evaluation)

Course code	Course title	Credits
5MT012	Frontiers in Translational Medicine	13
Semester (VT/HT-yr)	**Dates**	
HT-2024	2024-10-18 - 2024-12-18	

Course Director	Examiner
Louisa Cheung	Rachel Fisher
Teachers in charge of different parts of the course	**Other participating teachers**
Alexander Espinosa, Fredrik Wermeling, Anna Navis, Bernhard Schmiere, Elin Rönnberg Höckerlind, Onur Parlak, Helena Idborg, Sylvain Peuget, Mingmei Shang, Aida Collado Sánchez	Helga Westerlind, Hong Jin, Cecilia Österholm Corbascio, Lars Bräutigam, Wendela Vester, Li-Sophie Rathje

Number of registered students at the 3-week check	Number passed on the final course day	Response frequency course valuation survey
34	33	19 of 34 (56%)
Other methods for student influence (in addition to the final course valuation/survey) Course council with student representatives		
Feedback reporting of the course evaluation results to the students Published on Canvas and the course web page		

Note that...

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

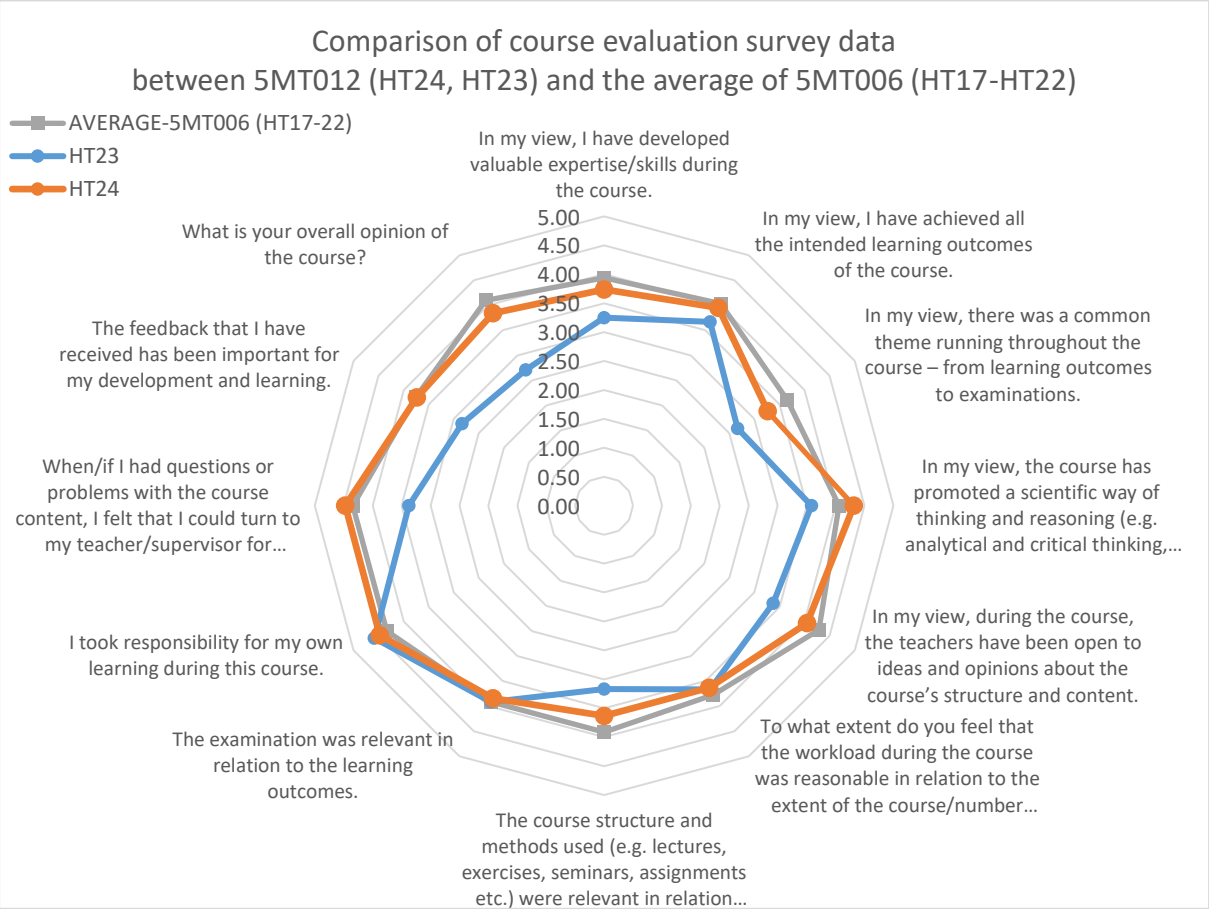
The analysis was communicated to the education committee on the following date: 2024-04-24
The analysis was communicated to the programme coordinating committee on the following date: 2024-04-24

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

Responding to the students' feedback from the previous course occasion, we further reduced the number of teachers involved and built a tighter core course faculty. The Canvas course setup was revised in response to the students' comments, and weekly updates were sent out as announcements on Canvas. Learning activities with the course leader were scheduled weekly to enhance communication and help the students understand the course setup. Translation medicine was presented as the common theme for the course, and the "From bedside to bench and back again" cartoon was presented regularly.

2. Brief summary of the students' evaluation 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 general pattern from the feedback returned to the historical average for the course 5MT006, with all except two questions having 4 as medians. Those two questions that had a median score of 5 were:

"I took responsibility for my own learning during this course." and

"When/if I had questions or problems with the course content, I felt that I could turn to my teacher/supervisor for guidance."

	Mean (SD)	**Median**
What is your overall opinion of the course?	3.8 (0.9)	4
The highest from the five general questions		
In my view, the course has promoted a scientific way of thinking and reasoning (e.g. analytical and critical thinking, independent search for and evaluation of information).	4.3 (0.8)	4
The highest two from the programme-specific questions		
I took responsibility for my own learning during this course.	4.5 (0.8)	4
When/if I had questions or problems with the course content, I felt that I could turn to my teacher/supervisor for guidance.	4.5 (0.8)	4
The lowest from the five general questions		
In my view, there was a common theme running throughout the course – from learning outcomes to examinations.	3.3 (1.2)	4
The lowest from the programme-specific questions		

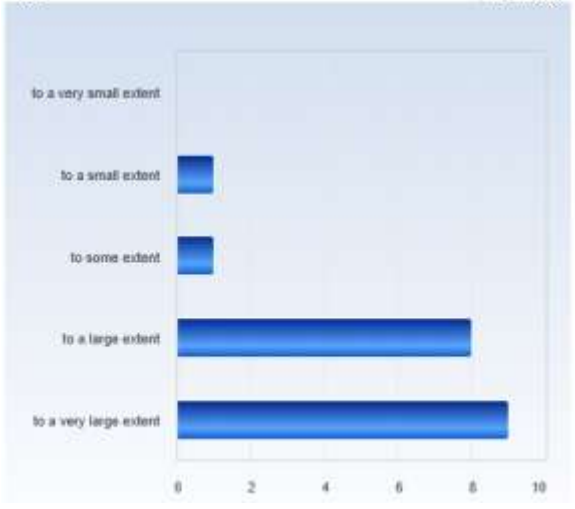
The course structure and methods used (e.g. lectures, exercises, seminars, assignments etc.) were relevant in relation to the learning outcomes.	3.6 (1.1)	4

Normal distributions were observed in most survey questions. The deviations were higher in questions with lower scores. The lowest-rated KI general question showed a bimodal distribution.

(A) The highest-rated KI general question:

In my view, the course has promoted a scientific way of thinking and reasoning (e.g. analytical and critical thinking, independent search for and evaluation of information).

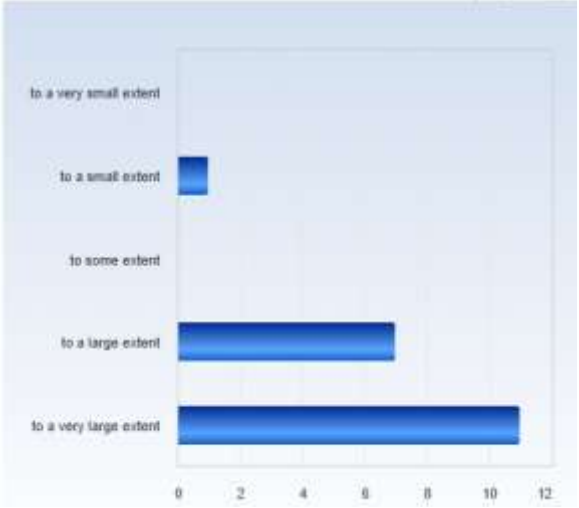
In my view, the course has promoted a scientific way of thinking and reasoning (e.g. analytical and critical thinking, independent search for and evaluation of information).	Number of responses
to a very small extent	0 (0.0%)
to a small extent	1 (5.3%)
to some extent	1 (5.3%)
to a large extent	8 (42.1%)
to a very large extent	9 (47.4%)
Total	19 (100.0%)



(B) The highest-rated programme-specific question:

When/if I had questions or problems with the course content, I felt that I could turn to my teacher/supervisor for guidance.

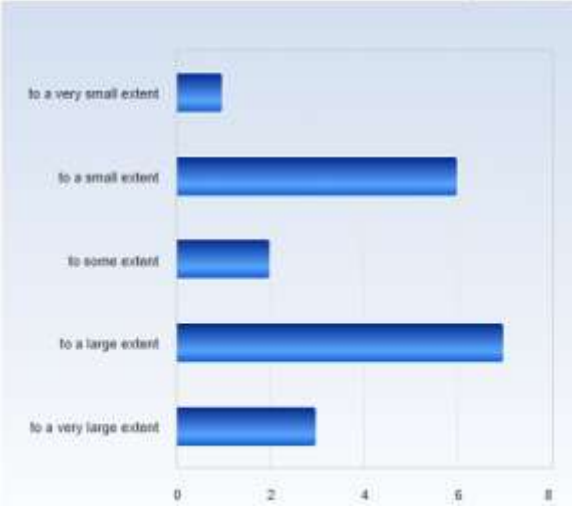
When/if I had questions or problems with the course content, I felt that I could turn to my teacher/supervisor for guidance.	Number of responses
to a very small extent	0 (0.0%)
to a small extent	1 (5.3%)
to some extent	0 (0.0%)
to a large extent	7 (36.8%)
to a very large extent	11 (57.9%)
Total	19 (100.0%)



(C) The lowest-rated KI general question:

In my view, there was a common theme running throughout the course – from learning outcomes to examinations.

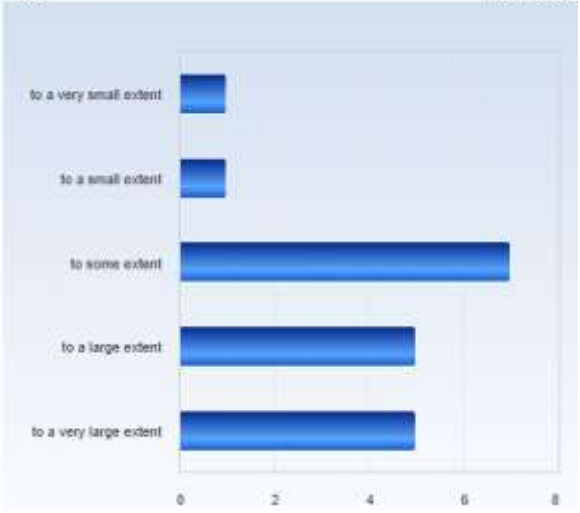
In my view, there was a common theme running throughout the course – from learning outcomes to examinations.	Number of responses
to a very small extent	1 (5.3%)
to a small extent	6 (31.6%)
to some extent	2 (10.5%)
to a large extent	7 (36.8%)
to a very large extent	3 (15.8%)
Total	19 (100.0%)



(D) The lowest-rated programme-specific question:

The course structure and methods used (e.g. lectures, exercises, seminars, assignments etc.) were relevant in relation to the learning outcomes.

The course structure and methods used (e.g. lectures, exercises, seminars, assignments etc.) were relevant in relation to the learning outcomes.	Number of responses
to a very small extent	1 (5.3%)
to a small extent	1 (5.3%)
to some extent	7 (36.8%)
to a large extent	5 (26.3%)
to a very large extent	5 (26.3%)
Total	19 (100.0%)



Microsoft Copilot summarised the free text answers under the question “strengths of the course”:

1. Practical and Hands-On Learning: The lab courses, facility visits, and experimental design exercises provided valuable hands-on experience and practical application of theoretical knowledge.
2. Diverse and Relevant Content: The course covered a wide range of scientific topics, including precision medicine and CRISPR, which were interesting and relevant to current advancements.
3. Development of Critical Skills: Emphasis on critical thinking, decision-making, and scientific reasoning helped students develop essential skills for research and professional practice.
4. Supportive and Engaging Teaching: The course coordinator and teachers were open to feedback, provided constructive guidance, and demonstrated passion for teaching, creating a supportive learning environment.
5. Collaborative and Interactive Activities: Group work, feedback opportunities, and activities like research proposal exercises and Labster simulations enhanced engagement and collaborative skills among students.

These points reflect the comprehensive and engaging nature of the course, with a strong emphasis on practical application, diverse content, and supportive teaching.

The AI-generated summary aligned with the comments made during the course council meetings and discussions with students after classes.

From the free text answers to “the suggestions for improvement”, some “suggestions” were contradictory to the stated “strengths”. Copliot was asked to analyse these contradictions:

1. Practical Learning vs. Lab Group Sizes: While hands-on lab courses were a strength, the suggestion to reduce lab group sizes indicates that the current setup may not provide enough individual practice.
2. Diverse Content vs. Condensed Content: The wide range of topics was appreciated, but there were also calls to condense the content and focus on the most relevant areas, suggesting that some content may be seen as extraneous.

3. Supportive Teaching vs. Clearer Instructions: The supportive nature of the teaching staff was praised, yet there were suggestions for clearer instructions and better organization, indicating that while the support was valued, the clarity of communication could be improved.
4. Collaborative Activities vs. Group Work Dynamics: Group work was seen as beneficial, but there were suggestions to improve the dynamics of group construction and reduce the size of lab groups, indicating that the current group setups may not be optimal for all students.
5. Engaging Activities vs. Relevant Assignments: Activities like Labster simulations were engaging, but there were suggestions to reduce unrelated assignments, indicating that not all activities were seen as directly contributing to the core learning objectives.

Conclusion: The strengths and suggestions for improvement highlight a balance between the engaging and supportive nature of the course and the need for better organization, clearer communication, and more focused content.

It supported the trend observed in recent years that the expectations and the learning experiences varied significantly within the student group.

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

Strengths of the course:

The scheduled meetings with the course leader improved communication and increased student satisfaction. The research project, practical lab work, and diverse topics remained highly appreciated by the students.

Weaknesses of the course:

Although the ILOs were presented with each assignment, some students failed to appreciate their values. We will explore better strategies for the next course iteration.
Establishing a well-presented common theme has proven to be a constant challenge. Despite a noticeable improvement in ratings from HT23, this question remained the lowest-rated, highlighting an area of improvement.

3. Other views

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

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

In summary, the course received positive feedback, highlighting its strengths in practical applications and teacher support. However, improvements are needed in the organisation and clarity of course content, as well as in the communication with students.

	Areas of improvement / Activities	**Responsible**	**Time plan**
1	Communication of course setup	LC, NXL	HT25
2	Communication of assignments aligning to ILOs	LC	HT25
3	Improve feedback (quality, not quantity)	LC	HT25
4	Incorporate planetary health in course content	LC, FW, AE	HT25, HT26
5	Entrepreneurial skills/mindset	LC	HT25, HT26
6	Communication with layman	LC	Pilot HT25, HT26

Appendices: