Course analysis (course evaluation)

Course code 4BI108	**Course title** Applied Biostatistics	**Credits** 7,5
Semester (VT/HT-yr) HT-25	**Dates** 251015-251113	

Course Director Matteo Bottai	**Examiner** Matteo Bottai
Teachers in charge of different parts of the course Mahmood Ul Hassan	**Other participating teachers** R Intro: Pinar Kara

Number of registered students at the 3-week check 47	**Number passed at final course day** 39	**Response frequency course valuation survey** 40,43 %
Other methods for student influence (in addition to the final course valuation/survey)		
Feedback reporting of the course evaluation results to the students 251128 Canvas		

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

More structured opportunities were provided for students to work independently and apply concepts directly in R during daily practical sessions. This responded to earlier requests for more hands-on learning time.

The course continued to build on the successful model where lectures are followed by labs, allowing students to immediately practice statistical methods in R. This approach was consistently appreciated by students.

The examination was designed to reflect the intended learning outcomes more clearly, and students reported that the exam accurately assessed key course components.

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.)

Overall, the students' evaluation of the course was positive, with good quantitative outcomes.

The course as a whole received a mean rating of 4.2 out of 6, showing general satisfaction. Students strongly appreciated the daily structure combining lectures with practical labs, describing it as an effective way to learn R and applied biostatistics.

Students felt included and respected during the course, with a high score of 5.1 out of 6, indicating a supportive learning environment.

The workload was seen as reasonable and appropriate for the credits awarded (mean 5.3 out of 6).
Examination relevance was rated very highly (mean 5.4 out of 6), confirming good constructive alignment.

Key views from free-text responses highlighted that students valued:

- Extensive practice materials and assignments
- Practical relevance for biomedical research
- Clear structure and strong preparation for the exam

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

Strengths of the course:

The course has several clear strengths:

- Students benefit greatly from the daily combination of theoretical lectures and immediate hands-on practice in labs.
- Many students recognized the usefulness of biostatistics and R programming for biomedical and experimental work.
- Weekly assignments and exam samples were considered excellent preparation and matched the expected level of the final assessment.
- Students reported feeling respected and included, showing that the teaching climate was positive and professional.

Weaknesses of the course:

Some areas for further enhancement were identified:

- Several students wished for slightly more time to complete exercises before solutions were discussed.
- Students suggested that optional group-based activities or small projects could further strengthen engagement.
- As students enter with different backgrounds in statistics and R, additional preparatory guidance could help ensure everyone starts from a similar level.

3. Other views

The students demonstrated strong commitment throughout the course. Attendance and engagement in the practical components remained high, and students took responsibility for their learning (mean 5.6 out of 6).

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.)

The overall structure of the course continues to work very well, particularly the combination of morning lectures followed by afternoon lab sessions, which students appreciate as an effective way to connect statistical theory with practical implementation in R. The examination and practice materials also remain well aligned with the intended learning outcomes.

No major changes are planned for the next course occasion, as the course is already functioning well. However, a few small adjustments could further enhance the learning experience. For example, slightly extending the lab working time would give students more opportunity to complete exercises on their own before going through the solutions together.

These minor improvements are intended to provide additional support for student learning while preserving the overall successful course structure.

Appendices: