Kursanalys (kursutvärdering)

Kurskod	Kurstitel	Högskolepoäng
4BI124	Avancerad biomedicin: Forskningsprojekt 2	15
Termin (vt/ht-år) HT2025	**Tidsperiod** 251110--260118	

Kursansvarig	Examinator
Juan Du	Ute Römling
Momentansvariga lärare	**Övriga medverkande lärare** 110 Supervisors and co-supervisors 33 Evaluating teachers

Antal registrerade studenter vid treveckorskontrollen	Antal godkända vid sista kursdatum	Svarsfrekvens kursvärderingsenkät
58	58	34,48%

Övriga metoder för studentinflytande (utöver avslutande kursvärdering)

We conducted a research project-based course based on individual research project self-chosen by the Biomedicine students and to be conducted in a research laboratory of their choice. Prerequisite for acceptance were scientific soundness of the research project, active conductance of the research project by the student (data acquisition and evaluation), inclusion of a senior scientist (principal investigator with project responsibility (research leader)) and compliance with safety and ethical demands. During the preparation period where the students were looking for research projects, we sent out questionnaires to follow up on students' engagement and success to acquire a project before the project started.

We also arranged two online lectures to inform in detail about the course rules and implementation and to answer in detail questions from the students. In addition, the students were educated on how to prepare posters in a specific lecture. Regular email communication was maintained during course preparation and course duration in case any questions.

Återkoppling av kursvärderingsresultat till studenterna

2026-02-17

Observera att…

Analysen ska (tillsammans med sammanfattande kvantitativ sammanställning av studenternas kursvärdering) delges utbildningsnämnd vid kursgivande institution samt för programkurser även programansvarig nämnd.

Analysen har delgivits utbildningsnämnd följande datum: 2026-02-17
Analysen har delgivits programansvarig nämnd följande datum: 2026-02-17

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1. **Beskrivning av eventuellt genomförda förändringar sedan föregående kurstillfälle baserat på tidigare studenters synpunkter**

The course 4BI124 offers students the opportunity to carry out self-selected research projects in a research group at a brooad range of institutions, including at the home university KI, other national and international universities and research institutes, as well as within academia, industry, and government agencies. The examination format remained largely consistent with the previous year, in alignment with the learning outcomes related to increase in, and performance of different presentation skillsduring conductance of the Master's programme in Biomedicine.

In response to student feedback, the written examination components were further clarified by adding more detailed formatting guidelines for the report and abstract. Information about the course was communicated to students on two separate occasions: once in March and again during an online kickoff seminar held on the first day of the second course week. Throughout the spring and summer, multiple surveys were distributed to monitor students' progress in securing research placements and preparing project descriptions. A lecture by Matthew Kirkham on poster design was also offered toward the end of the project period.

A key development this year is the continued positive rise in student enrollment, already high last year, the number of students has grown to a new high level. This increase added complexity and time demands to all the course administration, including the course director and course examiner when assessing project descriptions and revisions, arranging research placements, securing examiners, organizing the oral examinations and other practical issues and questions related to the course. The oral part of the examination took place in the form of a mini-conference, poster workshop held across five locations at Biomedicum, KI. All students were expected to attend the entire examination day and actively engage in discussions of the projects. A few students participated remotely via Zoom due to being abroad for their master's thesis, with special arrangements made regarding the timing of their examination. Written assignments, including the abstract, poster, and laboratory report, were submitted 4 days prior to the oral presentations to allow enough time for the examiners' preparation of the reviews and for poster printing.

2. Kortfattad sammanfattning av studenternas värderingar av kursen

(Baserad på studenternas kvantitativa svar på kursvärderingen och centrala synpunkter ur fritextsvar. Kvantitativ sammanställning och ev. grafer bifogas.)

Student feedback indicates an overall positive experience with the course. Participants appreciated the opportunity to engage in practical laboratory work and to develop hands-on skills. The flexibility and autonomy offered, along with the ability to choose research projects aligned with personal interests, were particularly valued. The feedback received was seen as meaningful for their learning and professional development.

Students also commended the clarity of instructions and the quality of communication from the teaching team. Additionally, the course was praised for building effectively on prior knowledge, for its overall organization, and for the easy accessibility of all necessary information. The examination in the form of a mini-conference was also appreciated.

The questions in the evaluation form had been updated, making direct comparisons with previous years difficult. However, most average scores remained similar to those from the previous year. The main suggestion for improvement from students concerns the timing of RP2. The course organizers

also wish to move RP2 to a different period of the year in order to secure a full 10 weeks of experimental time for students.

3. Kursansvarigs reflektioner kring kursens genomförande och resultat

Kursens styrkor: Student feedback highlights several strengths of the course. Many students appreciated the opportunity to plan and carry out a research project abroad, noting that being in a new laboratory environment was valuable for building professional connections, adapting to different settings, and learning previously unfamiliar techniques. The poster presentation and examination day were frequently mentioned as positive and engaging experiences. Students enjoyed the format and felt it helped them develop skills in presenting their research in a scientific conference-like setting. The poster session itself was described as both fun and educational. Students also valued the hands-on laboratory experience and the opportunity to design their own poster, as well as to write a scientific report and abstract. The detailed instructions provided for the abstract and laboratory report were particularly appreciated, with one student noting that they made the writing process much smoother. The freedom to choose any research laboratory was highly valued and described as a major strength of the course. Overall, students expressed that the course offered meaningful, hands-on experience in a research topic of their choice while also building important skills in scientific communication and writing.

Kursens svagheter: A major concern raised by nearly all students was the course timing, which overlaps with the Christmas and New Year holidays. Although this period is officially self-study time, most laboratories are closed or understaffed, preventing students from continuing practical work. As a result, effective practical experience in the laboratory and entire project time was reduced to approximately eight weeks rather than the intended ten. The submission deadline for written assignments scheduled one week before the course examination further compressed available course time, creating condensed workload and stress. Both students and us oragnisers suggested rescheduling the project to an earlier point in the autumn term and moving theoretical courses with online components to the holiday period instead. Students also requested clearer guidelines for written assignments and more instruction on poster design. Additionally, an improvement to the poster session voting process was proposed, where students would first vote within their groups and then among group winners, allowing for more informed assessment.

4. Övriga synpunkter

Of the 58 students invited to participate in the course evaluation, 20 responded, giving a response rate of 34.5%. Due to the low response rate, the results should be interpreted with some caution.

Overall, students expressed satisfaction with several aspects of the course. A majority (80%) agreed that the course provided opportunities for active learning (rated 5 or 6 on a 6-point scale), and 80% felt included and respected during the course. The course as a whole was rated positively, with 70% of students giving it a score of 5 or 6. Regarding workload, 70% of students found it reasonable in relation to the number of credits (rated 5 or 6), while 10% rated it lower (3 point). The course structure and methods were considered relevant to the learning outcomes by 95% of students. Additionally, 90% felt that the course built upon their prior knowledge from previous courses. Most students (90%) reported that they have received has been important for my development and learning (rated 4–6).

5. Kursansvarigs slutsatser och eventuella förslag till förändringar

(Om förändringar föreslås, ange vem som är ansvarig för att genomföra dessa och en tidsplan.)

In conclusion, student feedback shows that the course successfully provided valuable hands-on research experience, fostered scientific thinking, and was well appreciated for its flexibility, clear instructions, and engaging poster session. However, its timing and workload posed significant challenges. The overlap with holidays shortened the project duration and limited lab access, hindering students' ability to produce high-quality work and fully benefit from the course. In response, we propose adjusting the RP2 timing to an earlier point in the term to avoid holiday overlap. Additionally, we will improve communication by providing clear guidelines on holiday expectations and ensuring consistent instructions. Implementing these changes would improve the course's effectiveness, reduce student stress, and enhance the overall learning experience.

From the couse administration, examining teachers' and course examiner's point of view the guidelines for reporting the project outcome needs to be strengthened to unambiguously assess project conductance including students' understanding and practical and intellectual contributions. The course team acknowledges that the complexity, specialization and use of artificial intelligence streamlines research reports without improvement of content and clarity. The course team will therefore modify the guidelines for the written examination accordingly to make assessment of students' understanding and contribution more transparent.

Bilagor: 4BI124 Research project 2 HT2025 Course evaluation