



Course analysis template

After the course has ended, the course leader fills in this template. This is an important part of the quality assurance of the programme. The programme director decides whether the template should be supplemented with further information/questions.

Course code 4BP038	Course title Theory in bioentrepreneurship	Credits 4
Semester Fall	Period 1 to 30 September	

Course leader Hanna Jansson	Examiner Madelen Lek
Other participating teachers Malin Björklund	Other participating teachers

Number of registered students 32	Number passed after regular session 24	Response rate for course survey (%) 16 (48.48%)
Methods for student influence other than course survey Like previous years, we had a mid-course survey instead of a course council. According to the result, the students (n=6) overall appreciated the collaborative format, discussions and workshops, and valued the blended learning approach. Some comments concerned workload and deadlines. Minor adjustments were considered where possible and communicated to the students.		

Note that...

This analysis shall (together with a summary of the quantitative results of the students' course survey) be submitted to the LIME educational committee.

This analysis has been submitted to the LIME educational committee on this date: 12 December

1. Description of any implemented changes since the previous course based on previous students' comments

The instructions for both assignments were revised and clarified. The questions were slightly reformulated for the reflective learning journal, and the number of required articles was reduced for the individual assignment. The individual written report was completed in an examination room. In addition, clearer information regarding self-studies and deadlines were added to the TimeEdit schedule to improve transparency and planning.



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

According to the students' quantitative responses, the course was evaluated positively overall. Most students thought that the course was design in a way that provided opportunities for active learning to a very large extent (mean 5.5, median 6). The opportunity to reflect on what had been learned during the course received one of the highest ratings (mean 5.6, median 6). Most students felt included and respected during the course to large or very large extent (mean 5.2, median 6). The course as a whole was considered good to a large extent (mean 4.8, median 5). Most students also thought that the course content was clearly based on scientific research (mean 4.9, median 5). The structure and methods used (Canvas introductions, exercises, campus sessions and assignments) were considered relevant in relation to the learning outcomes (mean 5.2, median 5.5). Most students reported that they had actively related new knowledge to previously achieved knowledge, experiences and perspectives (mean 4.9, median 5). The examination(s) were generally considered to assess both knowledge and skills relevant to the course (mean 4.8, median 5), although the responses were slightly more spread compared to other questions. Feedback was perceived as important for learning (mean 4.7, median 4.5), but again the responses were more varied.

In the free text comments, several themes were emphasised. Students repeatedly highlighted the interactive format, workshops and reflective journals as particularly valuable. The reflective journals were described as helpful for tracking learning progress and applying theoretical knowledge to personal development. Real-life entrepreneurial examples and guest lectures were appreciated, as was the opportunity for discussion and collaboration. The positive learning environment was emphasised, with several comments describing the atmosphere as inclusive and encouraging.

Suggestions for improvement primarily concerned structural and logistical aspects. Several comments pointed to workload and scheduling challenges due to the course running in parallel with another course, leading to closely scheduled deadlines. Some students expressed a wish for more time during in-class exercises, particularly literature-related tasks. A few comments mentioned that repeated presentations on similar topics could feel repetitive and that variation in presentation topics would be beneficial. Regarding feedback, a few students wished for more direct and detailed comments on writing assignments, particularly concerning structure and style.

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

Course strengths:

- The course lays a foundation for the rest of the programme to understand the main subject. The students are introduced to bioentrepreneurship as a discipline, illustrating the broad definition (different theories) of the same and the general application of social science (no right or wrong, etc.).
- The course lays a foundation for the rest of the programme regarding the pedagogical model. Based on the theoretical understanding of bioentrepreneurship, the course also



introduces the students to pedagogic theories and trains generic skills such as entrepreneurial and self-directed learning.

- The mix of theory and application, utilising the blended learning approach with theory from webpages and recorded videos mixed with "practice exercises" and campus seminars for discussion, drives the individual learning processes forward.

Course weaknesses:

- As the first course at the programme both content and pedagogy are new but there must be a balance in how much time is spent on introduction to different learning activities.
- Coordination of deadlines with parallel courses remain a challenge and affects students' experience and workload.

4. Other comments

After the first examination date, 24 students passed the course (including those who completed minor revisions). The minor revisions primarily concerned formal aspects of the assignment and adherence to the written instructions, and these were clearly communicated to the students. Following the re-examination, and additional four students passed the course. Three students has still not completed or passed the course.

5. The course-responsible conclusions and any proposals for changes

The course will be longer next year and restructured accordingly. A few modules (especially those focusing on storytelling, feedback and academic writing) will be moved from another course and included in this one instead.