



## Course evaluation

<b>Course code</b> 1BI043	<b>Course title</b> Biostatistics	<b>Credits</b> 4.5
<b>Semester</b> VT19	<b>Period</b> Fall 2019 (sep 02-18)	

<b>Course director</b> Paolo Frumento	<b>Teacher</b> Paolo Frumento
<b>Other participating teachers</b>	<b>Other participating teachers</b>

<b>Number of registered students</b> 59	<b>Number who have not completed the course</b> 0	<b>Number passed after regular session</b> 59
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### Conclusions from the previous course evaluation

The previous course evaluation was generally positive, although a number of improvements were suggested (see below).

### Description of conducted changes since previous course occasion

A new version of the lectures notes and labs was implemented. Some new, more advanced topics were included in the labs.

### Method(s) for student influence

During the course, students' feedbacks and suggestions were appreciated and taken into account. The students were regularly questioned regarding their level of understanding, and the difficulty of the course. Small changes in the format of the lectures (e.g., the timing of breaks) were made according to the student's suggestions.

### Summary of the students' response to the course valuation

The course evaluation is attached.

### The course coordinator's reflections on the implementation and results of the course

The students' prior knowledge was rather heterogeneous, but all students achieved the intended learning outcome. The lectures were conducted using the whiteboard (no power point), which generated a better interaction with the students, and allowed for a greater flexibility. All students seemed to appreciate this style of teaching, and actively participated with feedback, questions, and suggestions.



Some advanced topics were occasionally discussed during the lectures and labs. This was apparently highly appreciated by the large majority of the students.

The labs were very practical, and required conducting statistical analysis with real or simulated data. The final exam closely reflected the content of the labs, and permitted assessing with great accuracy the students' achievements.

### **Description of how the course works with quality, research-basis and collaboration with other professions**

Statistical methods are used in all fields of Science. The course was designed to reflect the potential uses of statistics in a variety of fields, including Medicine, Epidemiology, and Social Sciences.

### **Course coordinator's conclusions and suggestions for improvement**

The overall evaluation is positive. Problems occurring in previous editions of the course were resolved. However, both the teacher and the students raised concern about the course content. The course appears too "basic", as it only covers rather simple topics. The program should be expanded to cover at least linear and logistic regression. This issue has been mentioned repeatedly in the course evaluation, and stands out as the most important limitation in the current implementation. An indirect consequence of this problem is that the examination has been judged "too simple" (all students passed). This is again due to the fact that the course is not particularly demanding in terms of learning outcomes.

### **Views on the course and improvement suggestions from others**

From student representatives, programme committees, education committees or equivalent. The course coordinator fills this in after this report has been circulated and discussed within the programme.

### **Description of how the course valuation has provided feedback internally and to the students**

State:

- Within which forums the course evaluation has been discussed (for example, programme council, programme committee/education committee where student representatives are present, etc.)
- How the course evaluation has been presented to the students (for example, on the course web, in a course council, etc.).