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	Course title		Credits
5HI002	**Basic medical science**		**7.5**
Semester **Ht 2019**	**Period** 2019-09-23 – 2019-10-27		

Course leader	Examiner
Lotta Arborelius	**Lotta Arborelius**
Other participating teachers	**Other participating teachers**
Maria Ahlsén	Gustav Nilsonne

Number of registered students	Number passed after regular session	Response rate for course survey (%)
9	5	55,6%

Methods for student influence other than course survey
The course leader had an ongoing dialogue with the students throughout the course on how the teaching activities worked out and if any problems occurred, solved them.

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 have been submitted to the LIME educational committee on this date: 2019-12-09

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

No changes have been made, since the students did not have any major complaints on the previous course.

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

(Based on the students' quantitative answers to the course evaluation and comments. Quantitative compilation and possible graphs attached.)

The response rate was rather low, only 55%. However, of the 9 students who were registered on the course, only 7 students were actively participating. It is likely that the 5 student who answered the survey are among the 7 active students.

From the survey it can be concluded that the students viewed that they had developed valuable expertise during the course (4.8), had achieved the learning outcomes (4.8), saw a common theme through the course (4.6) and the course had promoted a scientific way of thinking and reasoning (4.8). The students also viewed that the teachers were open to ideas about the course to a large extent (4.8) and all students rated that the teaching was based on real examples to a very large extent (5.0). However, regarding their previous knowledge either from previous courses (3.6) or their own (2.8) they rated this much lower, which is not surprising as they have technical background. In addition, most of the students found the course challenging enough to a large extent (3.8). The final question on how many hours they have spent on studies during the course was not formulated correct, thus no conclusions could be drawn from their answers.

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

Course strengths:
Very good teacher/teaching methods
Have learned a lot
The laboration with heart dissection and inspection of whole body specimen.

Course weaknesses:
Not enough time to learn the whole course curriculum
A bit unclear about what to include in the answers in the final exam
One teacher's lectures were at a too high level
One student also missed a discussion forum on Canvas

3. Other comments

4. The course-responsible conclusions and any proposals for changes
(If any changes are proposed, please specify who is responsible for implementing these and a time schedule.)
Overall, the course evaluation show that the students are pleased with the course and that it works very well as it is. Thus, there is no need for any major changes. However, I will discuss with the other teacher that she need to lower the level on her lectures. I am also thinking of having some recorded lectures on Canvas and have seminars instead on those topics. In addition, it was clear when I corrected the exams that some students had misunderstood how they should have answered the questions. To help the students even more I plan to change the arrangement for the two mandatory written tests they have before the final exam and include feedback on their answers.