



## Course analysis of VT19-5HI014 course

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.

|                              |   |                      |
|------------------------------|---|----------------------|
| <b>Course code</b><br>5HI014 | <b>Course title</b><br>Degree project in health informatics | <b>Credits</b><br>30 |
| <b>Semester</b><br>4         | <b>Period</b>   |                      |

|  |   |
|--|---|
| <b>Course leader</b><br>Sabine Koch                                      | <b>Examiner</b><br>Sabine Koch, Nadia Davoody |
| <b>Other participating teachers</b><br>Several supervisors and reviewers | <b>Other participating teachers</b>           |

|  |  |   |
|--|--|---|
| <b>Number of registered students</b><br>27   | <b>Number passed after regular session</b><br>18<br>9 students postponed the defence to August | <b>Response rate for course survey (%)</b><br>51.85 % |
| <b>Methods for student influence other than course survey</b><br>Oral feedback and discussions with the students at seminars |  |   |

### 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:

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

No changes compared to the previous year except that students were divided into larger groups for the project plan and progress report seminars as the number of students had doubled compared to last year.

## 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.)

14 out of 27 students have completed the course evaluation survey whereof 11 students had a clinical background and 3 students had a technical background. For each question of the survey, mean, standard deviation and coefficient of variation, as a percentage, are presented in Table 1.

| #  | Question  | Mean       | Standard Deviation | Coefficient of Variation (%) |
|----|---|------------|--------------------|------------------------------|
| 1  | In my view, I have developed valuable expertise/skills during the course.   | 4.1        | 0.8                | 18.6 %                       |
| 2  | In my view, I have achieved all the intended learning outcomes of the course.   | 4.0        | 0.7                | 17.0 %                       |
| 3  | In my view, there was a common theme running throughout the course – from learning outcomes to examinations.  | 3.9        | 1.1                | 28.5 %                       |
| 4  | In my view, the course has promoted a scientific way of thinking and reasoning (e.g. analytical and critical thinking, independent search for and evaluation of information). | 4.6        | 0.5                | 11.2 %                       |
| 5  | In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.  | 4.3        | 0.7                | 16.9 %                       |
| 6  | Teaching was based on real examples to develop students' professional knowledge.  | 4.1        | 0.8                | 20.4 %                       |
| 7  | This course built on knowledge I had acquired during the programme's previous courses.  | 4.2        | 0.8                | 19.0 %                       |
| 8  | My previous knowledge was sufficient to follow the course.  | 3.9        | 0.9                | 24.6 %                       |
| 9  | The course was challenging enough for me.   | 4.3        | 0.6                | 14.3 %                       |
| 10 | The support from my supervisor met my expectations  | 4.1        | 1.2                | 28.2 %                       |
| 11 | The reviewer/examiner gave me good feedback during the course   | 4.2        | 1.0                | 23.8 %                       |
| 12 | The course inspired me to want to do research   | 3.5        | 1.5                | 43.0 %                       |
|    | <b>AVERAGE</b>  | <b>4.1</b> | <b>0.9</b>         | <b>22.1 %</b>                |

*Table 1. Summary of the students' evaluation of the course.*

As evident from table 1, for most questions there was a high degree of agreement amongst the students who graded the course with 4.1 on average on a 5-point Likert scale. The question resulting in most variation amongst the students was questions 12, in how far the course inspired students to want to do research. A possible explanation for this is that many students are interested in building up their own businesses or otherwise want to work outside of research.



Strengths of the course:

- Seminars that helped keep the timeline, get feedback and train critical thinking
- Support from supervisors and feedback from reviewers
- Presentation of thesis topics
- Well-organised defence sessions

Weaknesses of the course:

- Time allotted for the seminars was too short
- Collaborate more with research groups and companies to find suitable topics

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

18 out of 27 students have completed the course by the end of the spring term. Results are shown in figure 1. 9 students will do the re-examination in August. Their results are not presented here.

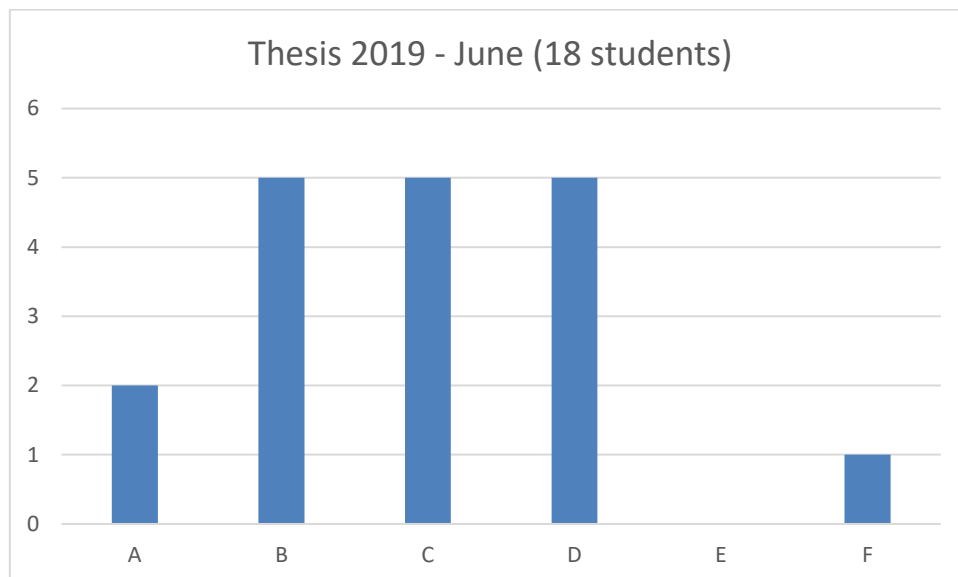


Figure 1: Thesis grades

### 4. Other comments

-

### 5. 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.)

No changes planned.