Course analysis of VT20-5HI014 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.

Course code	Course title	Credits
5HI014	Degree project in health informatics	30
Semester	**Period**	
4		

Course leader	Examiner
Sabine Koch	Sabine Koch, Nadia Davoody
Other participating teachers	**Other participating teachers**
Several supervisors and reviewers	

Number of registered students	Number passed after regular session	Response rate for course survey (%)
26	16	61.54 %
Methods for student influence other than course survey		
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 the course needed to be put online since March due to Covid-19. This mainly affected the examination seminars and group supervision. Individual supervision had been partly given through Skype in previous years as well.

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.)

16 out of 26 students have completed the course evaluation survey whereof 13 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.	4.0	0.9	22.4 %
2	In my view, I have achieved all the intended learning outcomes of the course.	3.9	1.0	24.7 %
3	In my view, there was a common theme running throughout the course – from learning outcomes to examinations.	4.0	1.0	24.2 %
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).	4.3	0.6	14.0 %
5	In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.	4.2	0.9	21.7 %
6	Teaching was based on real examples to develop students' professional knowledge.	3.8	1.2	31.6 %
7	This course built on knowledge I had acquired during the programme's previous courses.	4.2	1.0	25.0 %
8	My previous knowledge was sufficient to follow the course.	3.9	1.0	25.3 %
9	The course was challenging enough for me.	4.1	0.7	17.4 %
10	The support from my supervisor met my expectations	4.3	1.1	25.0 %
11	The reviewer/examiner gave me good feedback during the course	4.3	0.6	14.2 %
12	The course inspired me to want to do research	3.5	1.3	36.1 %
13	The course made me realise new career paths or working fields	3.8	1.5	38.8 %
	AVERAGE	**4.0**	**1.0**	**23.6 %**

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 4.0 on average on a 5-point Likert scale. The question resulting in most variation amongst the students were questions 12 and 13, in how far the course inspired students to want to do research or realised new career paths.

Strengths of the course:

- Seminars that helped keep the timeline, get feedback and train critical thinking
- Support from supervisors and feedback from reviewers/examiners
- The possibility to choose a topic that fits one's own interest and apply the knowledge gained in previous courses
- Well-organised defence sessions, clear instructions
- Collaboration with eHealth companies and researchers

Weaknesses of the course:

- Thesis template needs update – helpful in general to have the structure but word template was cumbersome to work with
- Make feedback reports mandatory also for project plan and progress report seminars
- More physical meetings
- Make contracts with companies/external parties to ensure they will carry out the promised collaboration

Due to the extraordinary situation with the Covid-19 during this semester, some additional questions were included into the survey. For each of these questions, mean, standard deviation and coefficient of variation, as a percentage, are presented in Table 2.

#	Question	Mean	Standard Deviation	Coefficient of Variation (%)
14	The digital learning environment such as Canvas, Zoom etc. during the web-based course was adequate.	4.1	0.9	22.9 %
15	Possible changes in the content of the course as a consequence of the current situation (regarding Covid-19) were communicated clearly.	4.2	1.1	26.5 %
16	Possible changes in the examination forms of the course as a consequence of the current situation (regarding Covid-19) were communicated clearly.	4.6	0.8	17.8 %
17	In my view, I could demonstrate my knowledge in the web-based examination just as well as in an ordinary examination.	4.3	1.3	30.2 %
18	I have experienced anxiety or had difficulty engaging, as a consequence of the current situation (regarding Covid-19).	3.4	1.5	44.4 %
	AVERAGE	**4.1**	**1.1**	**28.4 %**

Table 2. Summary of the students' evaluation of the course regarding Covid-19.

In this thesis course, most students did not perceive much problems switching to complete online education, even if they missed physical meetings. From a teacher perspective, there were a number of advantages such as time efficiency of supervision meetings, and it is easier to switch between different breakout rooms and groups not disturbing each other (when in the

same physical room). It was harder to get a discussion going by the audience during thesis defence compared to physical thesis seminars.

Quite a number of students experienced anxiety due to the Covid-19 situation, especially if they lack a network in Stockholm,

Evaluation of changes due to the current situation (regarding Covid-19)

Strengths with digital/web-based teaching and examination:

- Better time management
- Could focus entirely on the thesis due to not traveling
- More casual atmosphere
- Digital meetings and support during Covid-19

Weaknesses with digital/web-based teaching and examination:

- Missing the physical meetings
- digital learning and communication may be not ideal for those with limited internet or lack of digital tools/phones or computers, especially in low-/middle-income countries where internet is not covered everywhere, and also policies in some countries might interfere
- Thesis presentation might be slightly harder to do online, but not for everybody
- Loneliness, disorientation and loss of motivation

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

16 out of 26 students have completed the course by the end of the spring term. Results are shown in figure 1. 8 students will do the re-examination in August and 2 students will, due to illness, repeat the course. Their results are not presented here.

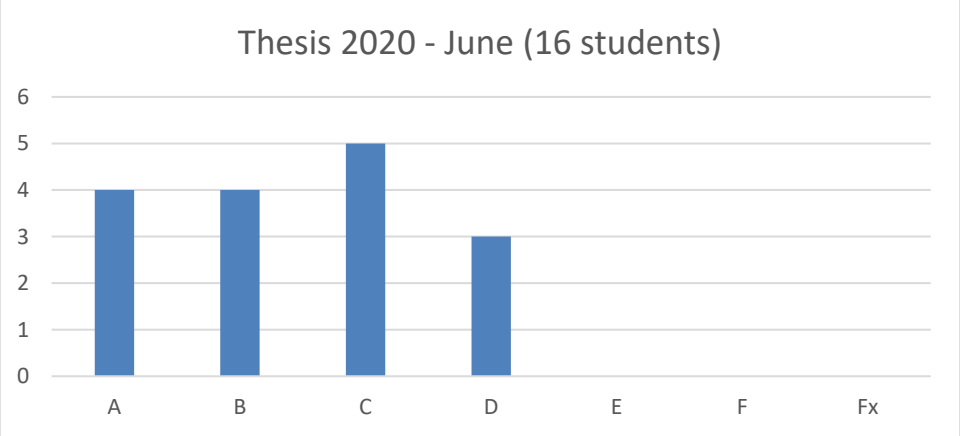

Figure 1: Thesis grades

4. Other comments

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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 major changes planned except updating the thesis template and set up different sections in Canvas with more targeted material/instruction films, mostly regarding methods, e.g. qualitative analysis where I felt that some students might need more training.