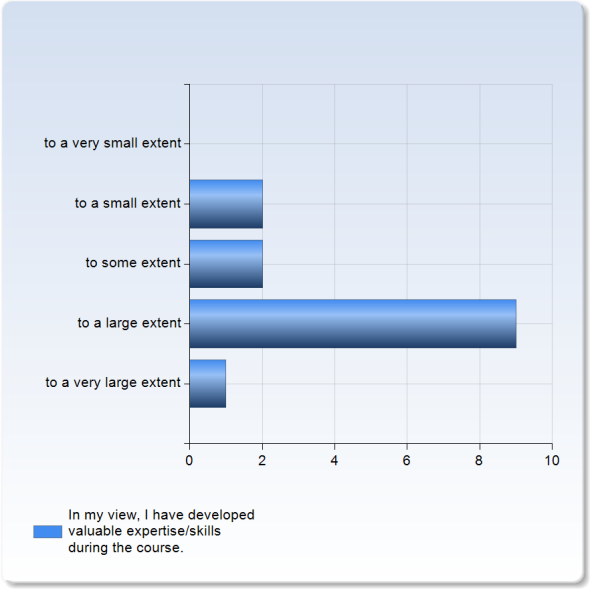
Molecular Oncology and Biostatistics, 1BI030, HT18

Respondents: 39
Answer Count: 14
Answer Frequency: 35.90 %

In my view, I have developed valuable expertise/skills during the course.

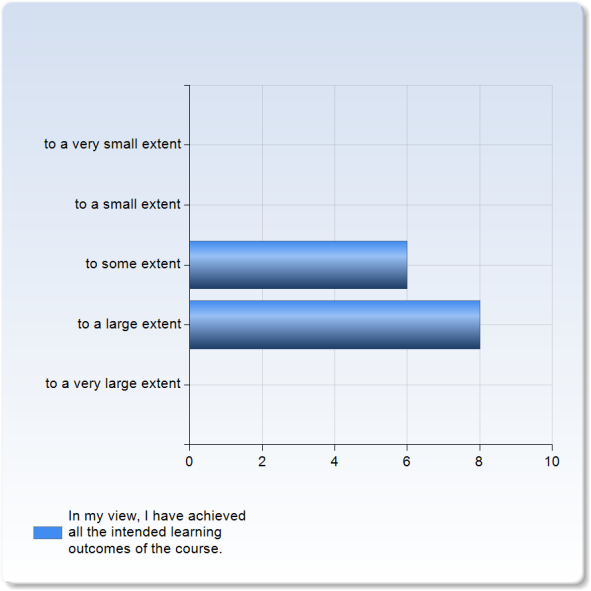
In my view, I have developed valuable expertise /skills during the course.	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	2 (14.3%)
to some extent	2 (14.3%)
to a large extent	9 (64.3%)
to a very large extent	1 (7.1%)
Total	14 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, I have developed valuable expertise/skills during the course.	3.6	0.8	23.1 %	2.0	3.5	4.0	4.0	5.0

In my view, I have achieved all the intended learning outcomes of the course.

In my view, I have achieved all the intended learning outcomes of the course.	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	6 (42.9%)
to a large extent	8 (57.1%)
to a very large extent	0 (0.0%)
Total	14 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, I have achieved all the intended learning outcomes of the course.	3.6	0.5	14.4 %	3.0	3.0	4.0	4.0	4.0

In my view, there was a common theme running throughout the course – from learning outcomes to examinations.

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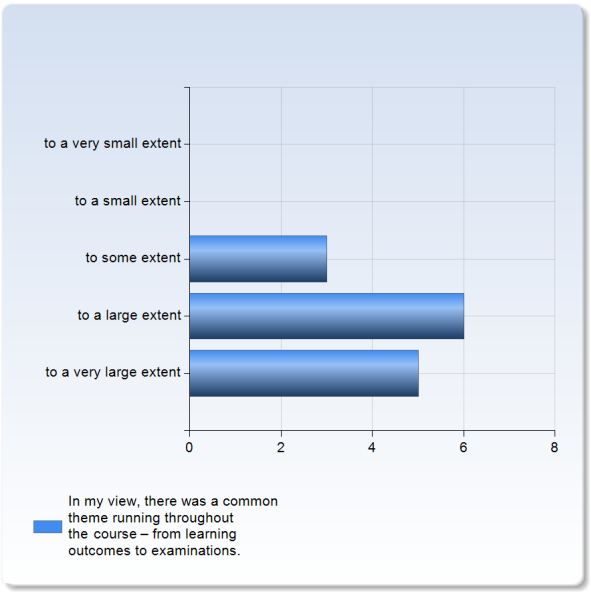
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	3 (21.4%)
to a large extent	6 (42.9%)
to a very large extent	5 (35.7%)
Total	14 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, there was a common theme running throughout the course – from learning outcomes to examinations.	4.1	0.8	18.6 %	3.0	4.0	4.0	5.0	5.0

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).

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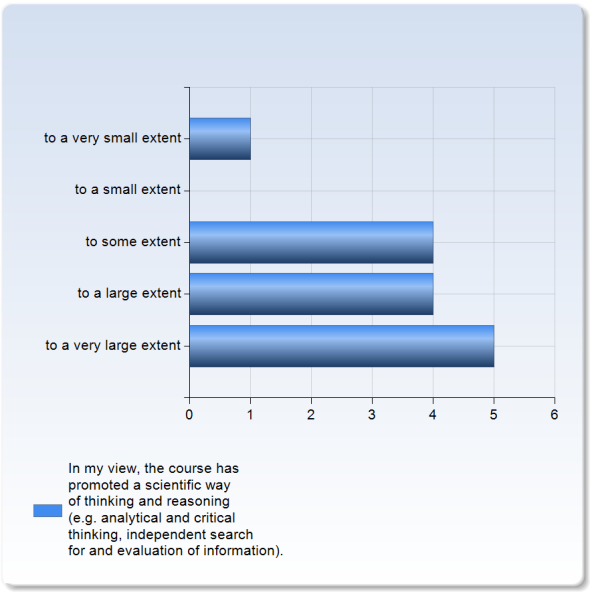
to a very small extent	1 (7.1%)
to a small extent	0 (0.0%)
to some extent	4 (28.6%)
to a large extent	4 (28.6%)
to a very large extent	5 (35.7%)
Total	14 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
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).	3.9	1.2	30.3 %	1.0	3.0	4.0	5.0	5.0

In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.

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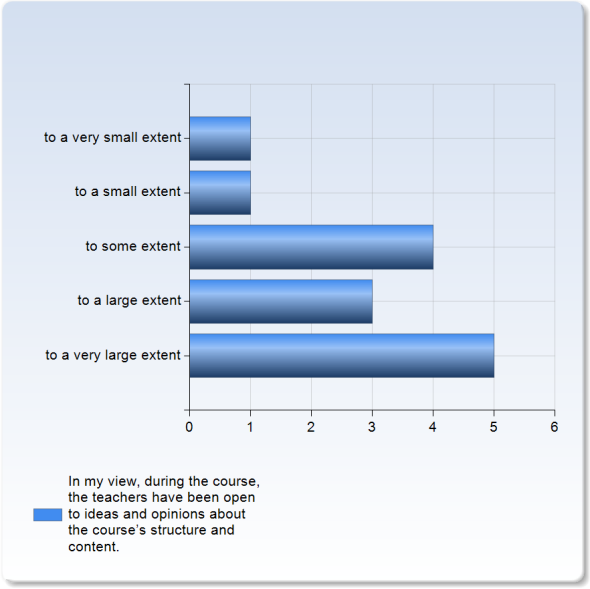
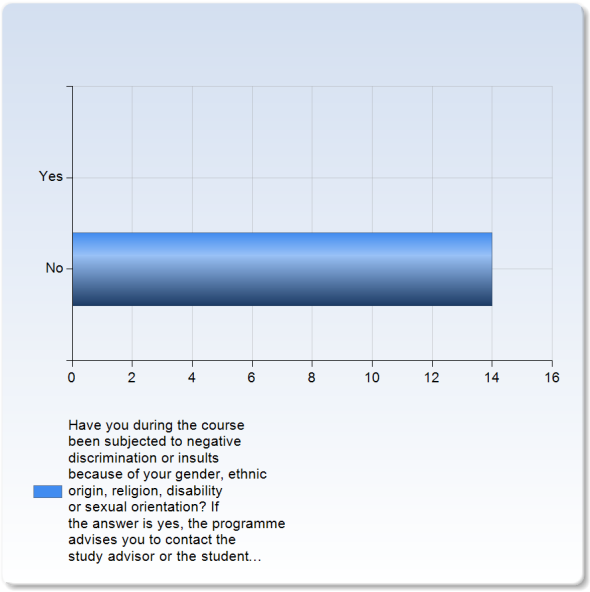
to a very small extent	1 (7.1%)
to a small extent	1 (7.1%)
to some extent	4 (28.6%)
to a large extent	3 (21.4%)
to a very large extent	5 (35.7%)
Total	14 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.	3.7	1.3	34.1 %	1.0	3.0	4.0	5.0	5.0

Have you during the course been subjected to negative discrimination or insults because of your gender, ethnic origin, religion, disability or sexual orientation? If the answer is yes, the programme advises you to contact the study advisor or the student ombudsman; see KI webpage for Contact information.

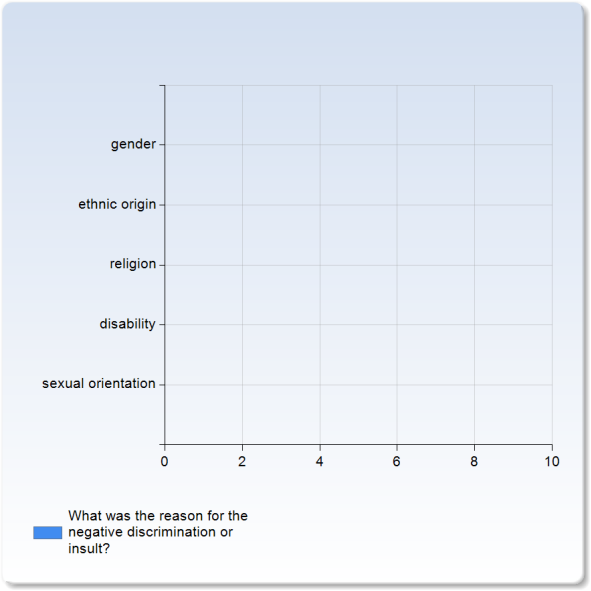
Have you during the course been subjected to negative discrimination or insults because of your gender, ethnic origin, religion, disability or sexual orientation? If the answer is yes, the programme advises you to contact the study advisor or the student ombudsman; see KI webpage for Contact information.	Number of Responses
Yes	0 (0.0%)
No	14 (100.0%)
Total	14 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Have you during the course been subjected to negative discrimination or insults because of your gender, ethnic origin, religion, disability or sexual orientation? If the answer is yes, the programme advises you to contact the study advisor or the student ombudsman; see KI webpage for Contact information.	2.0	0.0	0.0 %	2.0	2.0	2.0	2.0	2.0

What was the reason for the negative discrimination or insult?

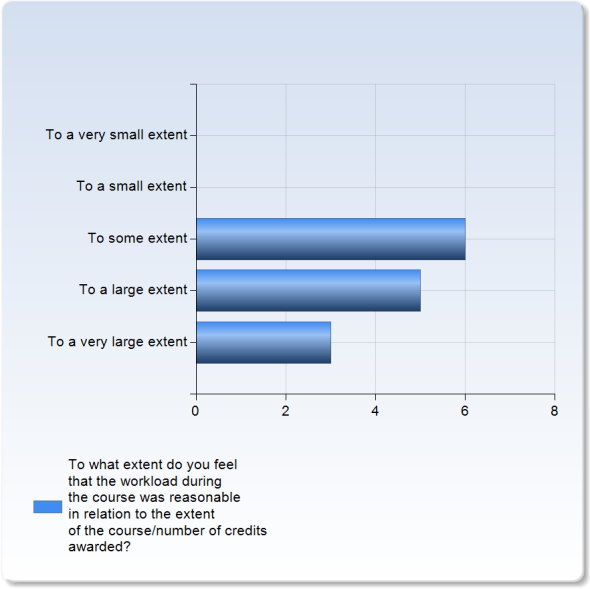
What was the reason for the negative discrimination or insult?	Number of Responses
gender	0 (0.0%)
ethnic origin	0 (0.0%)
religion	0 (0.0%)
disability	0 (0.0%)
sexual orientation	0 (0.0%)
Total	0 (0.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
What was the reason for the negative discrimination or insult?	0.0	0.0	NaN %	∞	0.0	0.0	0.0	-∞

To what extent do you feel that the workload during the course was reasonable in relation to the extent of the course/number of credits awarded?

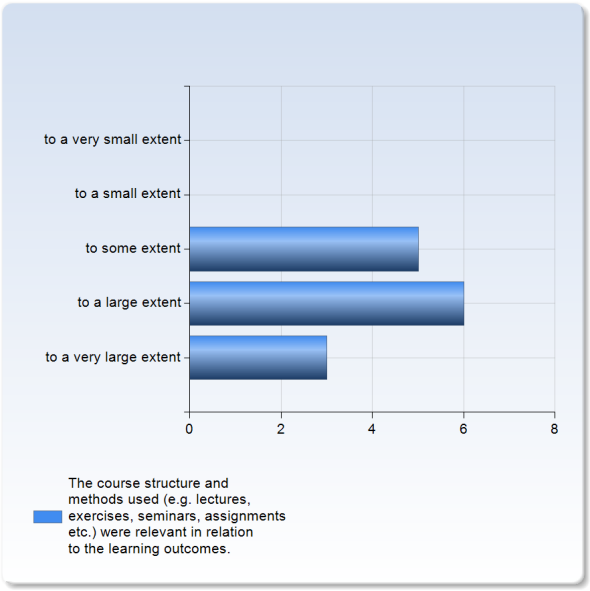
To what extent do you feel that the workload during the course was reasonable in relation to the extent of the course/number of credits awarded?	Number of Responses
To a very small extent	0 (0.0%)
To a small extent	0 (0.0%)
To some extent	6 (42.9%)
To a large extent	5 (35.7%)
To a very large extent	3 (21.4%)
Total	14 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
To what extent do you feel that the workload during the course was reasonable in relation to the extent of the course/number of credits awarded?	3.8	0.8	21.2 %	3.0	3.0	4.0	4.0	5.0

The course structure and methods used (e.g. lectures, exercises, seminars, assignments etc.) were relevant in relation to the learning outcomes.

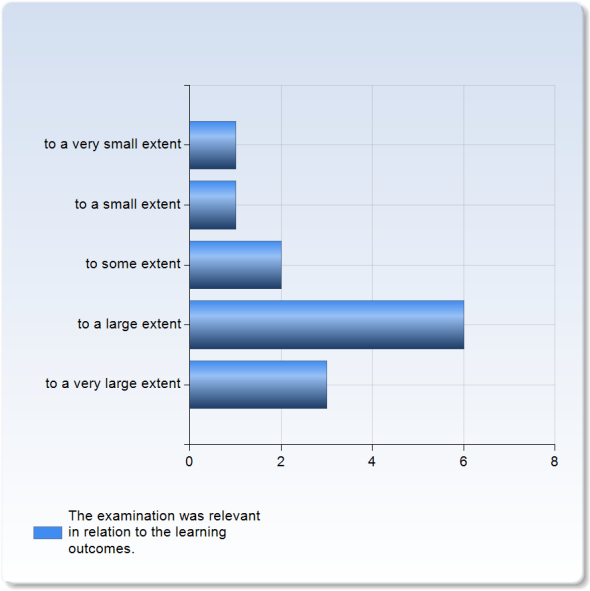
The course structure and methods used (e.g. lectures, exercises, seminars, assignments etc.) were relevant in relation to the learning outcomes.	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	5 (35.7%)
to a large extent	6 (42.9%)
to a very large extent	3 (21.4%)
Total	14 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The course structure and methods used (e.g. lectures, exercises, seminars, assignments etc.) were relevant in relation to the learning outcomes.	3.9	0.8	20.0 %	3.0	3.0	4.0	4.0	5.0

The examination was relevant in relation to the learning outcomes.

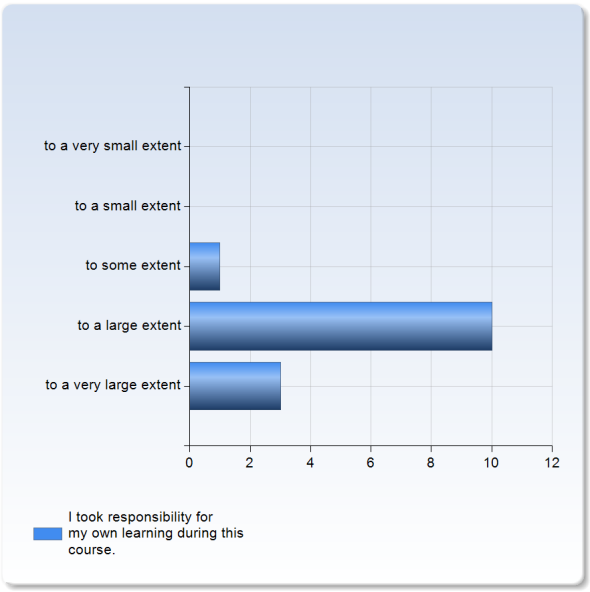
The examination was relevant in relation to the learning outcomes.	Number of Responses
to a very small extent	1 (7.7%)
to a small extent	1 (7.7%)
to some extent	2 (15.4%)
to a large extent	6 (46.2%)
to a very large extent	3 (23.1%)
Total	13 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The examination was relevant in relation to the learning outcomes.	3.7	1.2	32.0 %	1.0	3.0	4.0	4.0	5.0

I took responsibility for my own learning during this course.

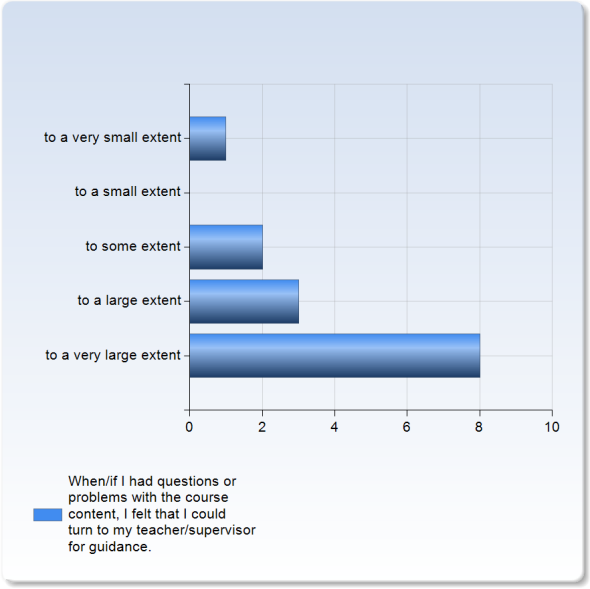
I took responsibility for my own learning during this course.	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	1 (7.1%)
to a large extent	10 (71.4%)
to a very large extent	3 (21.4%)
Total	14 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I took responsibility for my own learning during this course.	4.1	0.5	12.9 %	3.0	4.0	4.0	4.0	5.0

When/if I had questions or problems with the course content, I felt that I could turn to my teacher/supervisor for guidance.

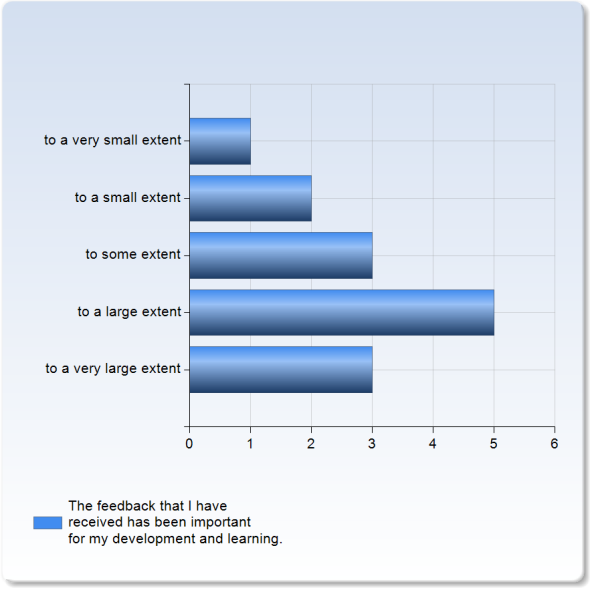
When/if I had questions or problems with the course content, I felt that I could turn to my teacher/supervisor for guidance.	Number of Responses
to a very small extent	1 (7.1%)
to a small extent	0 (0.0%)
to some extent	2 (14.3%)
to a large extent	3 (21.4%)
to a very large extent	8 (57.1%)
Total	14 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
When/if I had questions or problems with the course content, I felt that I could turn to my teacher/supervisor for guidance.	4.2	1.2	28.2 %	1.0	4.0	5.0	5.0	5.0

The feedback that I have received has been important for my development and learning.

The feedback that I have received has been important for my development and learning.	Number of Responses
to a very small extent	1 (7.1%)
to a small extent	2 (14.3%)
to some extent	3 (21.4%)
to a large extent	5 (35.7%)
to a very large extent	3 (21.4%)
Total	14 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The feedback that I have received has been important for my development and learning.	3.5	1.2	35.0 %	1.0	3.0	4.0	4.0	5.0

What were the strengths of this course?

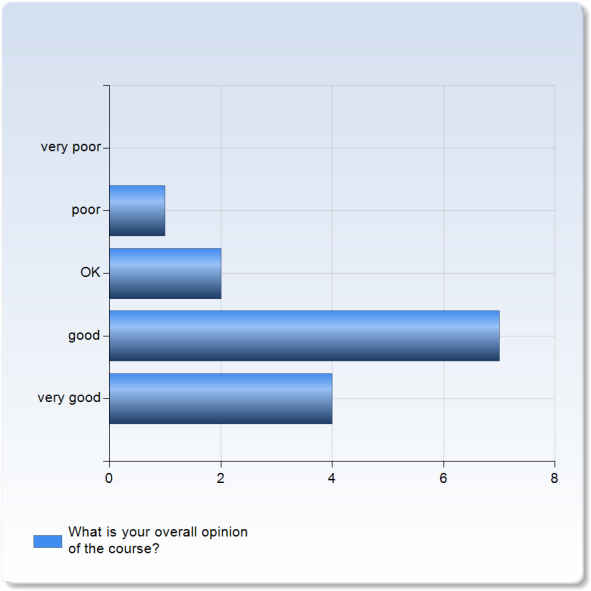
What were the strengths of this course?
PBL
Charlotte being helpful i providing info on learning outcomes
The seminars and PBLs. they gave a great opportunity to further understand the topics!
Nice labs
Structure, content of lectures and lab, topics, liberty in PBLs.
The course leader was very open to suggestions, the tutors were really good, the labs were interesting.
I felt we learned a lot from the PBLs.
The PBLs
The pbl was good because we had great teachers with good feedback in group 6
Lectures were mostly interesting, PBLs & patient demos were also really nice to have! Supervisors (both in PBL and the labs) were really nice.

Do you have any suggestions as to how to improve this course? (Give as constructive suggestions as possible!)

Do you have any suggestions as to how to improve this course? (Give as constructive suggestions as possible!)
Remove repetition in seminars - avoid too much focus on clinical parts
Teachers should reccomend litterature on their topic. For example providing references on all images used and facts provided so we can look it up and read further during revision/studying. Maybe reccomended articles. The book biology of cancer was not super helpful while studying since there is a discrepancy between topics covered in class and depth of the topics in the book. Also the book has a different structure than the course (more of a protein-approach than diagnosis approach. As in one chapter per protein/mutation covering all diagnoses having the deficient protein/mutation and the course more one ”chapter” per diagnosis and all mutations/defective proteins).
For me personally, I felt like it was very hard to find time to actually study on the lecture material after school. Since we almost every day had lectures from 8.40 to 16.20, and then also all the lab reports and PBL work (which was VERY time consuming) and then also preparation for the seminars, I found it very hard to find the time and strength to properly sit down and study all the details.
Less focus on clinical things, more on different types of cancer
the exchange students should get percentages (%) instead of just "pass" or "fail", and also separate grades (=percentages) for the PBLs and labs. Communication could be improved as apparently no one was really informed how to handle the situation- neither the lab or PBL supervisors, nor the course administrator, nor the international coordinator.
One less PBL, more lab work, more clinical insight in terms of clinical lab, not patient care.
The PBLs were really useful, although I felt the PBL teachers didn't have a guideline or what was necessary to present. In our case, we focused a lot on the molecular side of cancers (PBL 1 and 2) while other groups focused more on the clinical side. I would suggest that that would become clear to the teachers so in the end, all students have the same opportunities and equal knowledge. For PBL 2, our group understood in the end of the colorectal cancer conclusion lecture that we didn't mention nor look up half of the information that was given since we thought together with our teachers that we should only focus on HPNCC.
The seminars can be held in smaller groups or as a home assignment
The labs have to change in my opinion; if possible make the students run their own Western-Blot/SDS-PAGE instead of showing the results in a presentation slide!! Some students show a massive lack in working experience in the lab, especially when it comes to very basic stuff like the interpretation of a PCR gel - shouldn't be the case for a third year bachelor student (in fact there is a huge noticeable gap between students who already worked in a lab before e.g. during holiday and those who didn't). Also it felt like the students don't have to think or make decisions on their own throughout the whole lab whatsoever. Instead you just had to follow the instructions given from the supervision. Possibly, let the students prepare the buffers instead of providing everything, to train them more efficiently for lab work. Also let the students do the calculations on their own - long story short, the students should be given more responsibility! Also groups of max. 2 students if possible. All in all it feels like you, as a student, don't really get prepared properly for your lab work later on (Of course this circumstance arises from mistakes that have been made earlier throughout the whole program but these changes are still worth considering for the labs within this course in my opinion). Maybe, before the lab work starts go through everything more detailed and discuss every single step that needs to be done on that day (what are we doing? why are we doing this? what is the consequence of this step? etc.), instead of just quickly summarizing the schedule for the day. Lab 3 was nice to have, however maybe don't place it at the very end of the course (maybe after the lymphoma PBL to go through all liquid cancers at once? Might be problematic though, because of the biostats part in the discussion at the end of lab 3). I'm aware that most of these issues probably arise due to a lack of money for equipment etc. However, the practical part of this bachelor program is really important to gather some actual work experience, especially in this case where the students are standing right before their bachelor thesis. If at all possible, maybe think of investing more in the labs and (if necessary) instead cutting the money for comfort stuff like free coffee, sandwiches,... (of course it is really nice to have, but I think most of the students are willing to go without it, if other areas within the course can benefit from it).

What is your overall opinion of the course?

What is your overall opinion of the course?	Number of Responses
very poor	0 (0.0%)
poor	1 (7.1%)
OK	2 (14.3%)
good	7 (50.0%)
very good	4 (28.6%)
Total	14 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
What is your overall opinion of the course?	4.0	0.9	21.9 %	2.0	4.0	4.0	4.5	5.0