# 1BI030 Molecular Oncology and Biostatistics HT17

Respondents: 44
Answer Count: 22
Answer Frequency: 50.00 %

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	0 (0.0%)
to some extent	3 (13.6%)
to a large extent	8 (36.4%)
to a very large extent	11 (50.0%)
Total	22 (100.0%)
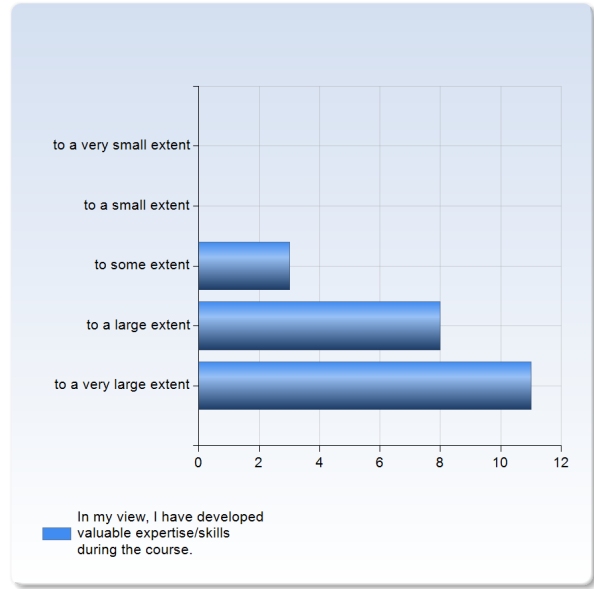
In my view, I have developed valuable expertise/skills during the course.

	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.	4.4	0.7	16.7 %	3.0	4.0	4.5	5.0	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	4 (18.2%)
to a large extent	12 (54.5%)
to a very large extent	6 (27.3%)
Total	22 (100.0%)
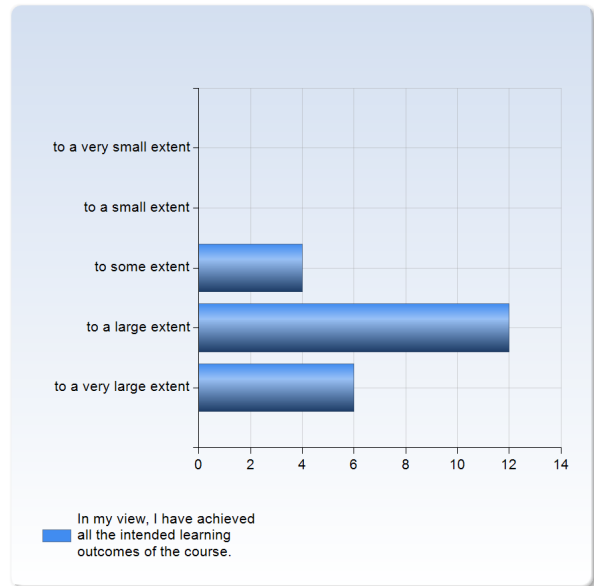
	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, I have achieved all the intended learning outcomes of the course.	4.1	0.7	16.7 %	3.0	4.0	4.0	4.5	5.0

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

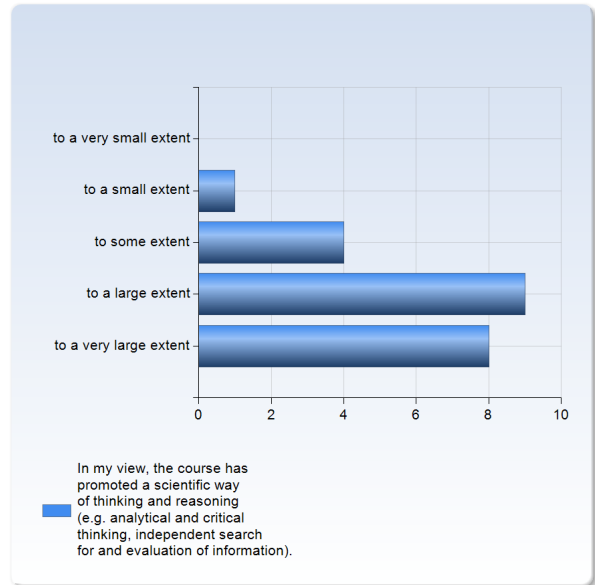| In my view, there was a common theme running throughout the course – from learning outcomes to examinations.	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	2 (9.1%)
to some extent	0 (0.0%)
to a large extent	9 (40.9%)
to a very large extent	11 (50.0%)
Total	22 (100.0%)
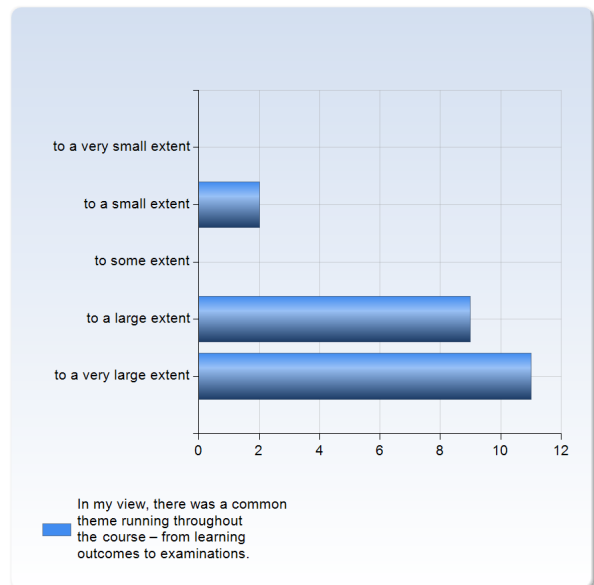
	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, there was a common theme running throughout the course – from learning outcomes to examinations.	4.3	0.9	20.7 %	2.0	4.0	4.5	5.0	5.0

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).

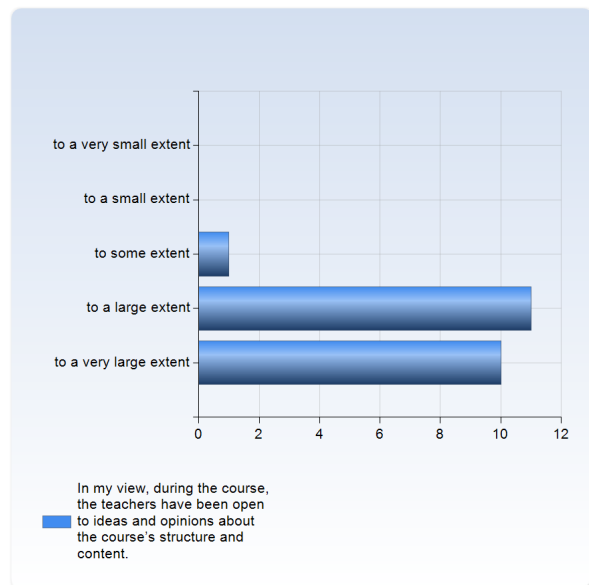| In my view, the course has promoted a scientific way of thinking and reasoning (e.g. analytical and critical thinking, independent search for and evaluation of information).	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	1 (4.5%)
to some extent	4 (18.2%)
to a large extent	9 (40.9%)
to a very large extent	8 (36.4%)
Total	22 (100.0%)

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).

	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).	4.1	0.9	21.2 %	2.0	4.0	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.
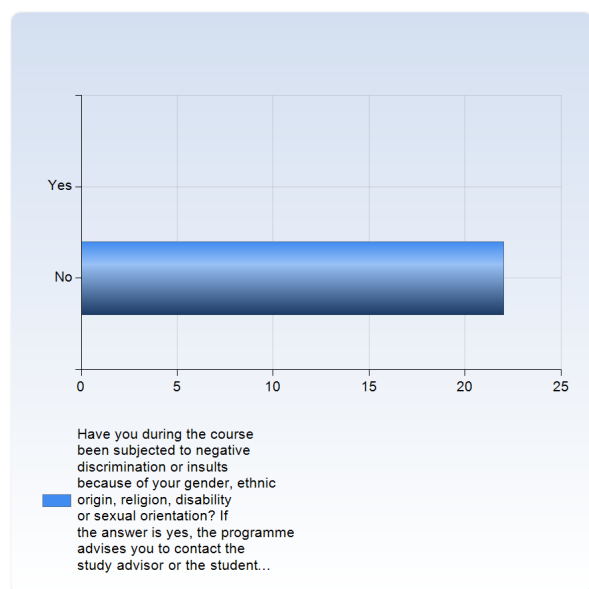
In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	1 (4.5%)
to a large extent	11 (50.0%)
to a very large extent	10 (45.5%)
Total	22 (100.0%)

	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.	4.4	0.6	13.4 %	3.0	4.0	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	22 (100.0%)
Total	22 (100.0%)

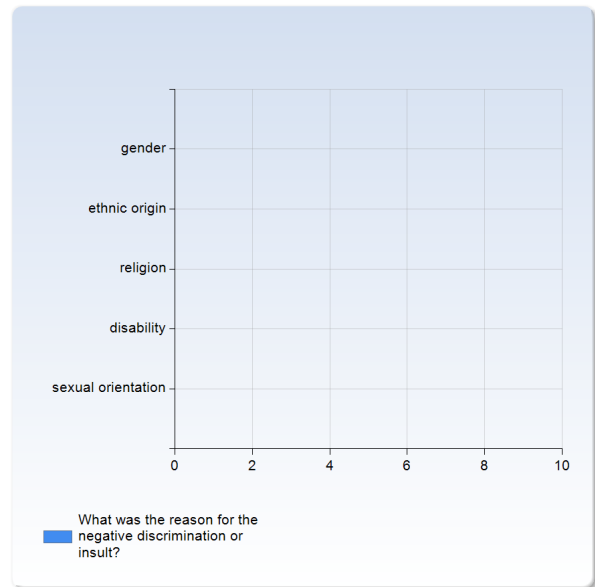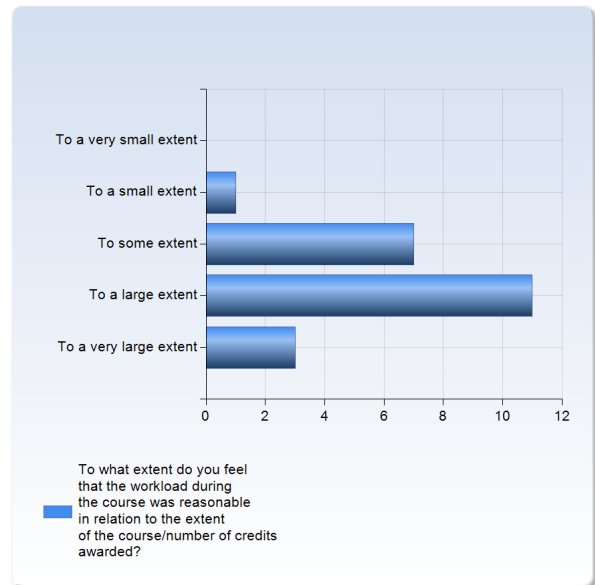|	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Have you during the course been subjected to negative discrimination or insults because of your gender, ethnic origin, religion, disability or sexual orientation? If the answer is yes, the programme advises 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%)

What was the reason for the negative discrimination or insult?

	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	1 (4.5%)
To some extent	7 (31.8%)
To a large extent	11 (50.0%)
To a very large extent	3 (13.6%)
Total	22 (100.0%)

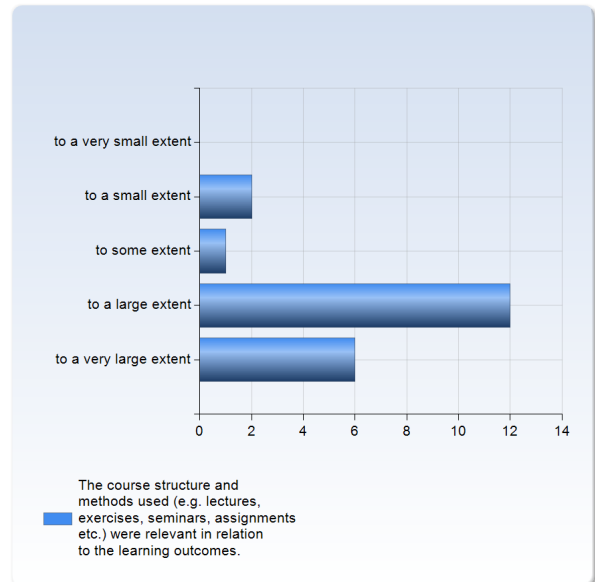|	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
To what extent do you feel that the workload during the course was reasonable in relation to the extent of the course/number of credits awarded?	3.7	0.8	20.6 %	2.0	3.0	4.0	4.0	5.0

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

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to a very small extent	0 (0.0%)
to a small extent	2 (9.5%)
to some extent	1 (4.8%)
to a large extent	12 (57.1%)
to a very large extent	6 (28.6%)
Total	21 (100.0%)

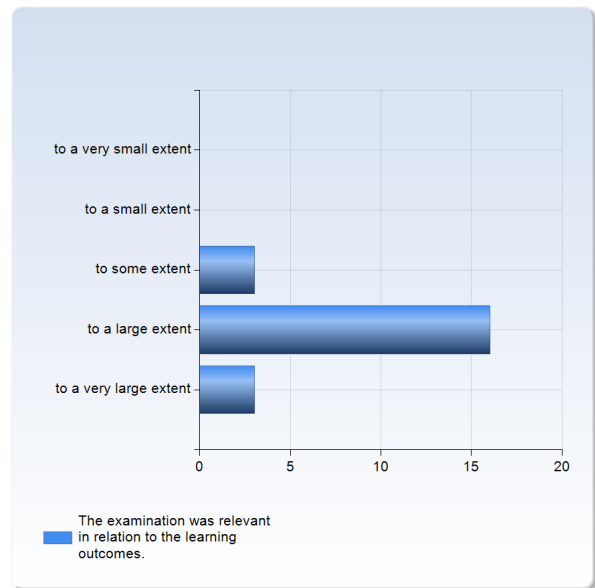|	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The course structure and methods used (e.g. lectures, exercises, seminars, assignments etc.) were relevant in relation to the learning outcomes.	4.0	0.9	21.4 %	2.0	4.0	4.0	5.0	5.0

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	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	3 (13.6%)
to a large extent	16 (72.7%)
to a very large extent	3 (13.6%)
Total	22 (100.0%)

The examination was relevant in relation to the learning outcomes.

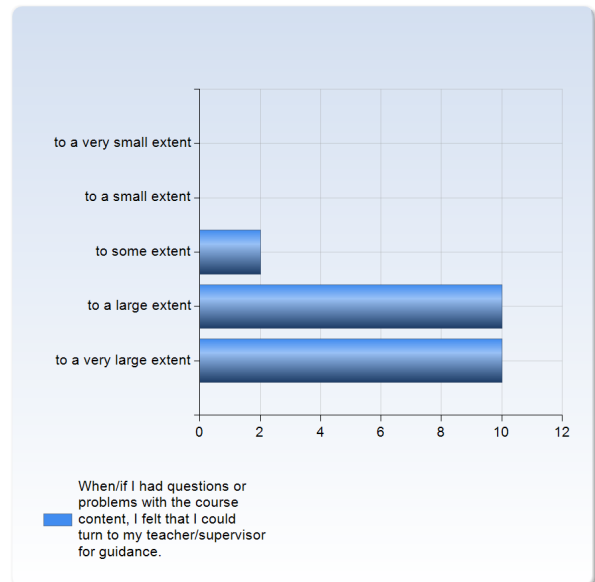|	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The examination was relevant in relation to the learning outcomes.	4.0	0.5	13.4 %	3.0	4.0	4.0	4.0	5.0

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 (4.5%)
to a large extent	13 (59.1%)
to a very large extent	8 (36.4%)
Total	22 (100.0%)
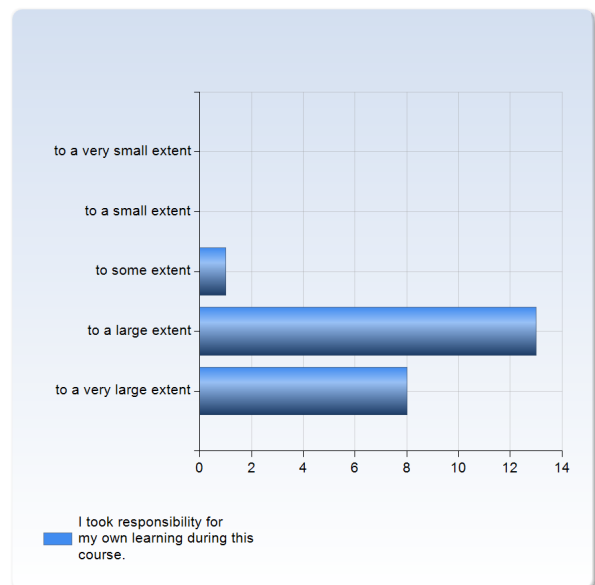
I took responsibility for my own learning during this course.

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I took responsibility for my own learning during this course.	4.3	0.6	13.2 %	3.0	4.0	4.0	5.0	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.

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to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	2 (9.1%)
to a large extent	10 (45.5%)
to a very large extent	10 (45.5%)
Total	22 (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.	4.4	0.7	15.1 %	3.0	4.0	4.0	5.0	5.0

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

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to a very small extent	0 (0.0%)
to a small extent	2 (9.1%)
to some extent	8 (36.4%)
to a large extent	10 (45.5%)
to a very large extent	2 (9.1%)
Total	22 (100.0%)
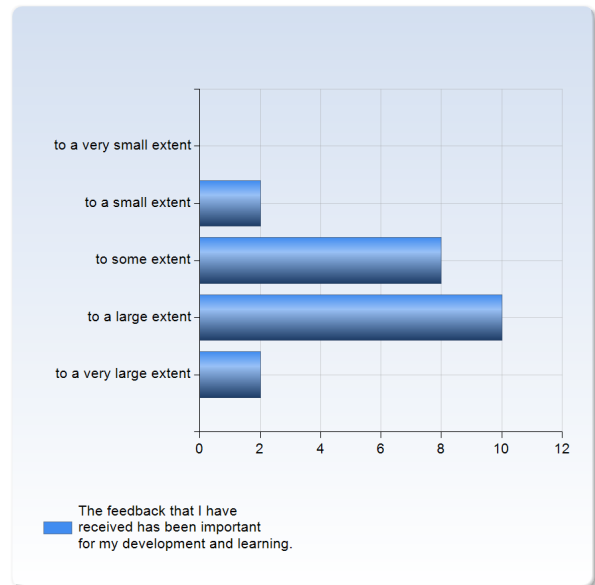
The feedback that I have received has been important for my development and learning.

	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	0.8	22.6 %	2.0	3.0	4.0	4.0	5.0

What were the strengths of this course?

What were the strengths of this course?
Good lectures, interesting labs, free fika!
- labs and seminars which summarised what we had gone through so far
Interactive, good teachers, a structure which made the course fun and interesting
Themes, PBL, labs, Biostatistics
The lectures, I have always been interested in cancer and known that I would work with it once I'm done with my studies. And it was fascinating to hear all about the new studies and learn about the topic. I also love how passionate the lecturers are about their topics. And I like that you give us the opportunity to think and not just memorize a bunch of information but you really want us to learn
PBL with the patients!
The theme conclusions were excellent!
It was evident that a lot of effort had been put into the course and to making sure the students were taken care of and listened to. The lectures were interesting and I felt I learned a lot during the PBLs. I liked that there were patient demos and that we had more contact with the clinical aspect of Biomedicine.
Interesting lectures and the patients demos.
Good teachers
The course followed a common theme for the most part and the organization into week themes was very helpful. The bioinformatics workshops were helpful and generally well organized with the final discussion of questions in small groups with a teacher but it seemed that not all teachers are on the same page as to how to carry out these sessions. The self study lectures with questions afterwards were very well done.
Enthousiastic teachers who listened to students and were very willing to help them.
The content was clear and the different subjects were connected to eachother.
The arrangement of the lectures and how the content of the lectures. They dealt with what we need to know and did not go 'off topic'. The workload was also mostly manageable.
Experts in the Field, meeting patients, very nice teachers and very genourous with fika!
That there were many different ways we studied and worked (lectures, projects, etc.). Many of the teachers were very good and had good lectures. It was nice to have clinicians and patients come and get to see it from their point of view. Overall, I just felt that it was a very nice course, it made me more interested in oncology/cancer.
PBLS and patient demos
The variety of lectures and topics covered, e.g. both the clinical and molecular aspects of different cancer types, new potential treatment options. Was great to have bioinformatics workshops, epidemiology and patient demos.   Generally speaking, very well-structured and interesting course.
- enthusiastic teachers   - common theme   - the "cheese and wine" event was very nice
Patient demonstration and PBL (especially PBL 4)
Pbls
The PBLs and the seminars were good.
The course was well structured, and I (personally) quite enjoyed the PBL's and presentations, and that they added a level of understanding that learning it via lectures could not.
It had a good red line running through the course, good lectures and teachers! I really liked the pbl:s as a way of learning but also as a practice in presenting. Best of all was the patient demos, it was inspiring and intriguing. It was a good course!

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

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PBLs were relatively useless regarding the information that they provide and the workload that they require - one PBL could be easily put into one good lecture. Way too many elements with compulsory attendance - probably the course which had the most mandatory attendance in the whole biomed programme. A modern university approach should provide students with various tools, methods, opportunities to learn and ask for assistance. Yet the way of studying that information should be left up to a student. Just my physical presence at Radiumhemmet will not make me a better student.

- some lectures were too long and the teacher had to skip many slides. Maybe it could be good to divide them over two lectures or two days.

The organization of the lab was not so great. It was very hard to understand what to do and the information in the protocols was not updated -> mistakes during the laboration. And also the feeling that you had to double check everything and not trust what was written. It was very hard to understand what was wanted from you as a student.

Improve protocol for lab 2 EBV transformation.
More time required for pbl 2.
One patient demo was canceled.
Book computer rooms for bioinformatics.

I'd say to improve lab 2, that was a bit confusing. Also not to give too many points on some questions on the exam. You freak out when it says "10 points" and you're not even sure you did okay on it.

I think the PBL would be more effecient if a case was given to each group (like the last with ALL). The group on the first PBL meeting come up with different questions relevant for the case (eg. Treatments, mechanism, future treatments, process, ethiology, clinical procedures etc.) which would be discussed on later PBL sessions. This would provide a broader knowledge were everyone would be involved in all parts and be active.

Regarding the exam, the questions were a bit repetitive and vague. I also think that the 10p question would have been better if it was about a theme we had discussed during the course. To have a better background about a disease makes the developmenr of a future treatment easier.

The labs were very interesting, however, at times, especially during the extra long lab, it could be a bit disorganized. The lab protocol needs to be updated.

Less mandatory events.
3rd year students should know how to study so lectures and such should not be mandatory.
Felt that the exam was quite different from previous years exams, any reason for this? (and according to me way tougher questions and some questions was a bit unclear)

As a student from biomedicine I would like to turn the course around and make it less clinical and more scientifical.
- each lecture should focus on one hallmark
- seminars could be used to include different types of cancer, in relation to the lectured hallmark(s)
- oral diskussions on fridays about the hallmarks from that week
- more focus on a research view and how to target different types of cancer and what hallmarks it include

The bioinformatics module didn't seem integrated within the framework of the course as a whole and there isn't sufficient time to cover all the points included in the schedule (we never managed to go through survival analysis in sufficient detail for example). There also seemed to be lack of efficient communication between Paolo and Mark regarding what has been covered and what needs to be covered in terms of survival analysis so that we are capable of carrying out the ALL PBL assignment efficiently. The hallmarks of cancer research paper whole-class discussion wasn't really effective and we didn't have time to focus on a large number of aspects - maybe taking this up in separate PBL groups would have been better. Due to clinicians' engagements and other scheduling issues not all seminars were carried out optimally and also we didn't get a chance to have one of our patient interviews. Also, having scheduled time to prepare for the seminars in PBL groups might make the discussions with teachers and clinicians afterwards even better. The EBV lab protocol had a number of critical content gaps and wasn't detailed and updated enough to be helpful - at times this was confusing and led to plenty of noninformative results. Although I realize the limitations of the courselab facilities, it would be much appreciated if we actually get to perform the Western blot and PCR ourselves. The end-discussion of three word games was also very poorly organized and we never managed to get through all the class presentations. The midterm dugga is a good learning checkpoint but there is very little extrinsic motivation to do well one it since one's grade on that is never considered - maybe introducing a bonus point system for those who passed it would be better.

For studying for the exam it would have been usefull to have the answers to the questions in the old exams.

The EBV lab should be shortened. I cannot suggest how, of course, but it would be good if it is possible.
The Ethics lecture should be changed because I felt it deals too much with speculation on topics and ideal situations rather than telling us useful information. For example, telling us about some important international and/or Swedish laws on ethics that we should be careful about would be nice. It would also be great to give us the links to websites which explain these laws as they are always difficult to find by ourselves. The same for the Ethics seminar.

Less PBL , EBV lab inrstucyoons were confusing

Some of the teachers did not have summary points/text for their powerpoints, I encourage you to implement that as it is very helpful for us students when we are studying for the exam. Also, some powerpoints have questions in them but does not have any answers (in that slide or subsequent slides), adding the answer would be nice for when we are looking through the powerpoints at home.

Lastly, I really think you should have at least one (preferably several more) previous exams with suggested answers. I learn a lot when doing previous exams with suggested answers as I get more of a feeling of what you are after (which is very important!) and by comparing my answer with the suggested one I get a more nuanced picture of the subject.

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I would appreciate it a lot if some lecturers would at least bring up and elaborate on cancer prevention strategies, e.g. healthy lifestyle, diet and physical activity, as it is an important aspect to motivate the student's interest in not only curative, but also preventive part of medicine. It is much better for the healthcare system of a country (Sweden, for instance), too.

- less compulsory lectures, especially the bioinformatics lectures. You could do that at home
- better informed labs. Update the lab manual, since something was written wrong in lab 2

Reduce the content of the exam a little, even though one had 5 hours to complete the exam the time allocated was not enough.
Perhaps integrate PBL 3 somehow in the exam. PBL 3 felt like its own entity and although it was very educative it felt a bit unnecessary/stressful to have it so close to the final exam.

It would be better to have a total precentage grade instead of divided basic and advanced. Other than that, nothing that hasn't already been brought up in the other paper surveys

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	0 (0.0%)
OK	2 (9.1%)
good	9 (40.9%)
very good	11 (50.0%)
Total	22 (100.0%)
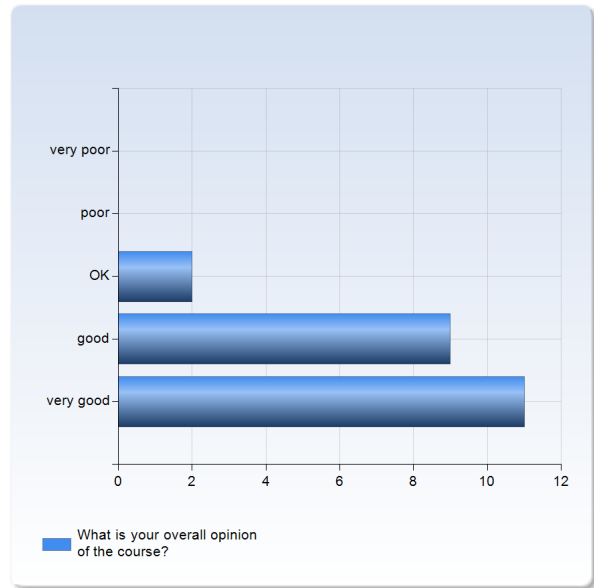
	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
What is your overall opinion of the course?	4.4	0.7	15.1 %	3.0	4.0	4.5	5.0	5.0