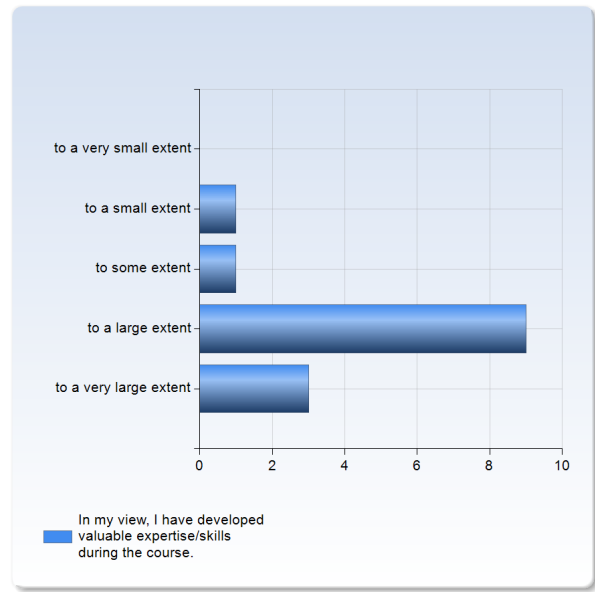


Molecular medicine - oncology 1BI049, HT20

Respondents: 45
 Answer Count: 14
 Answer Frequency: 31.11%

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

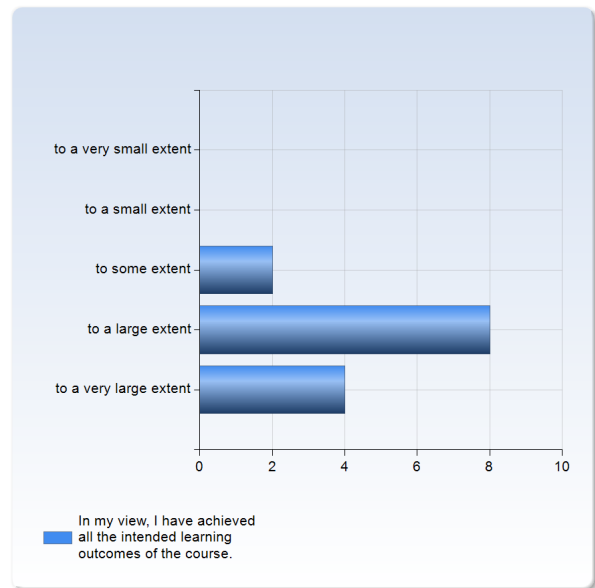
In my view, I have developed valuable expertise /skills during the course.	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	1 (7.1%)
to some extent	1 (7.1%)
to a large extent	9 (64.3%)
to a very large extent	3 (21.4%)
Total	14 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, I have developed valuable expertise/skills during the course.	4.0	0.8	19.6 %	2.0	4.0	4.0	4.0	5.0

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

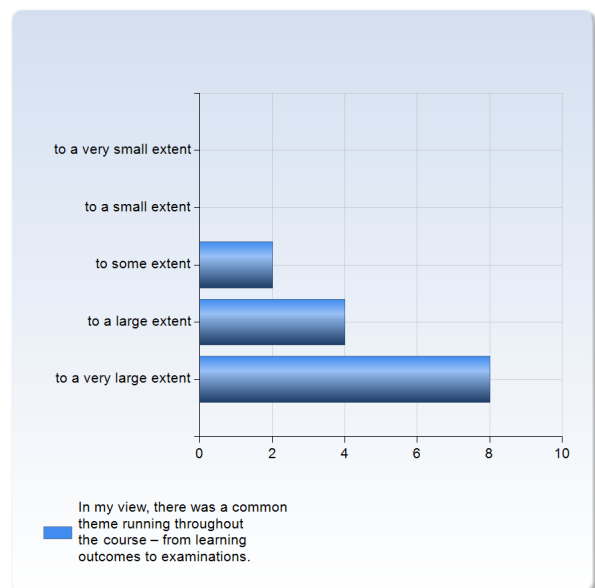
In my view, I have achieved all the intended learning outcomes of the course.	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	2 (14.3%)
to a large extent	8 (57.1%)
to a very large extent	4 (28.6%)
Total	14 (100.0%)



	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.	4.1	0.7	16.0 %	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.

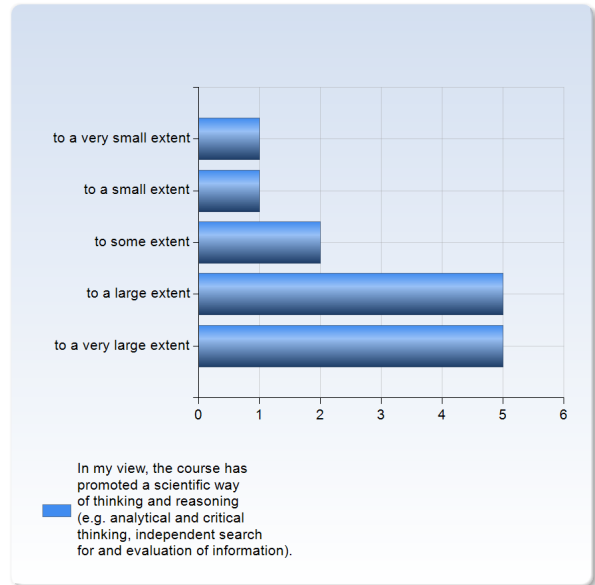
In my view, there was a common theme running throughout the course – from learning outcomes to examinations.	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	2 (14.3%)
to a large extent	4 (28.6%)
to a very large extent	8 (57.1%)
Total	14 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, there was a common theme running throughout the course – from learning outcomes to examinations.	4.4	0.8	17.1 %	3.0	4.0	5.0	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).

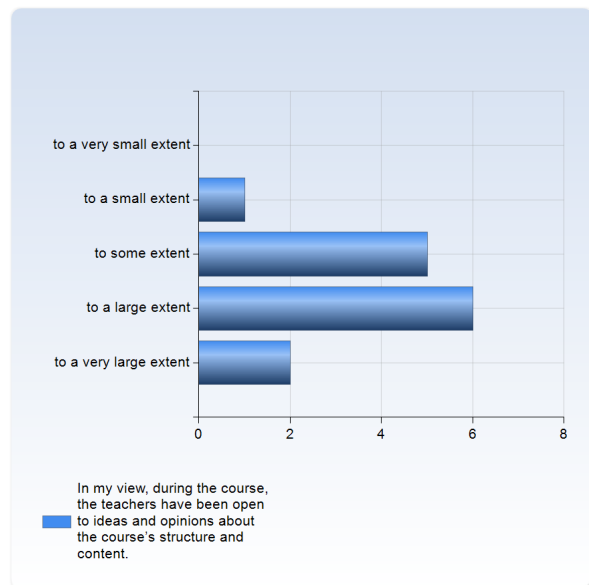
In my view, the course has promoted a scientific way of thinking and reasoning (e.g. analytical and critical thinking, independent search for and evaluation of information).	Number of Responses
to a very small extent	1 (7.1%)
to a small extent	1 (7.1%)
to some extent	2 (14.3%)
to a large extent	5 (35.7%)
to a very large extent	5 (35.7%)
Total	14 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Lower Min	Lower Quartile	Median	Upper Quartile	Upper 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	31.9 %	1.0	3.5	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.

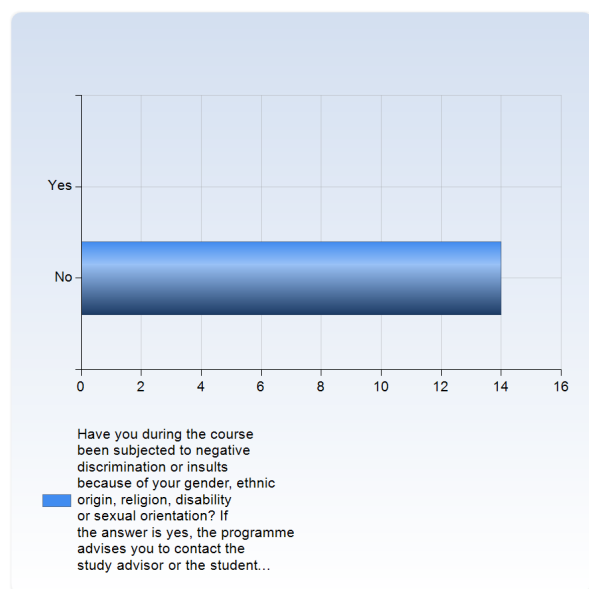
In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	1 (7.1%)
to some extent	5 (35.7%)
to a large extent	6 (42.9%)
to a very large extent	2 (14.3%)
Total	14 (100.0%)



	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.	3.6	0.8	23.1 %	2.0	3.0	4.0	4.0	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.

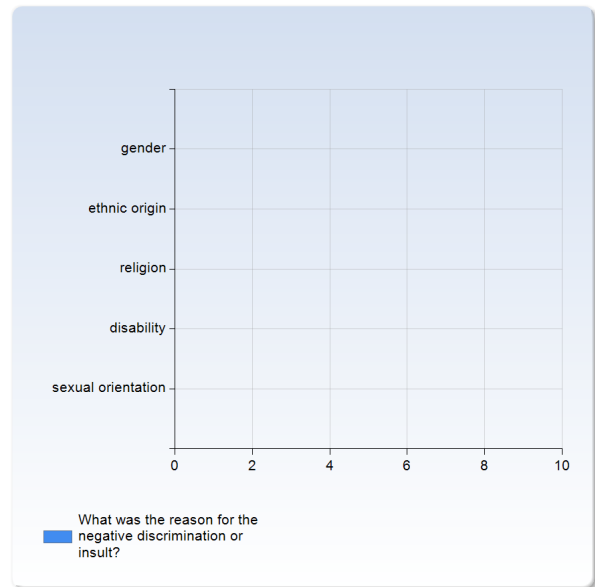
Have you during the course been subjected to negative discrimination or insults because of your gender, ethnic origin, religion, disability or sexual orientation? If the answer is yes, the programme advises you to contact the study advisor or the student ombudsman; see KI webpage for Contact information.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

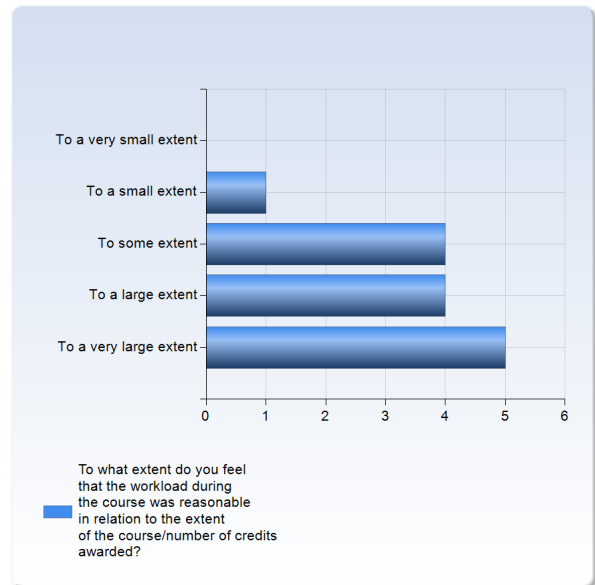
What was the reason for the negative discrimination or insult?	Number of Responses
gender	0 (0.0%)
ethnic origin	0 (0.0%)
religion	0 (0.0%)
disability	0 (0.0%)
sexual orientation	0 (0.0%)
Total	0 (0.0%)



	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?

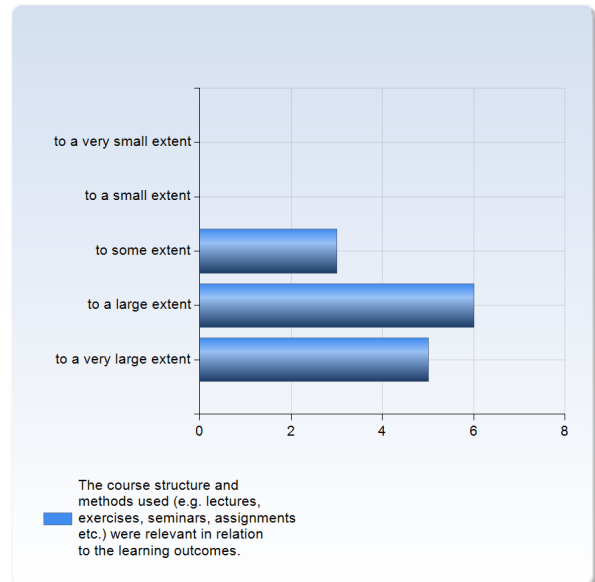
To what extent do you feel that the workload during the course was reasonable in relation to the extent of the course/number of credits awarded?	Number of Responses
To a very small extent	0 (0.0%)
To a small extent	1 (7.1%)
To some extent	4 (28.6%)
To a large extent	4 (28.6%)
To a very large extent	5 (35.7%)
Total	14 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	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?	3.9	1.0	25.4 %	2.0	3.0	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.

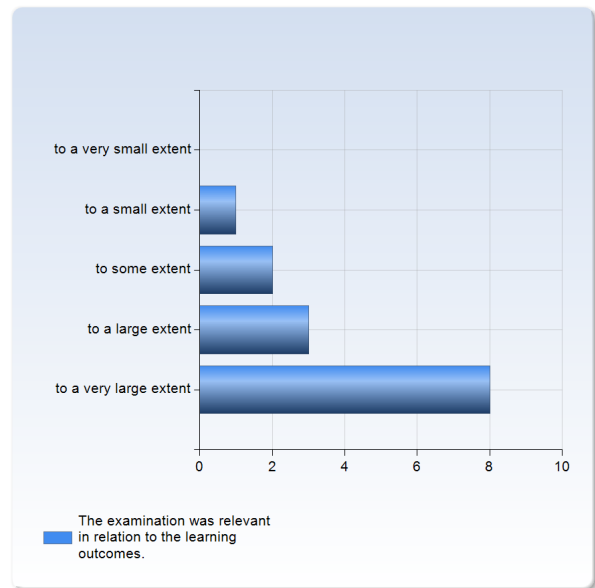
The course structure and methods used (e.g. lectures, exercises, seminars, assignments etc.) were relevant in relation to the learning outcomes.	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	3 (21.4%)
to a large extent	6 (42.9%)
to a very large extent	5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



	Mean	Standard Deviation	Coefficient of Variation	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.	4.1	0.8	18.6 %	3.0	4.0	4.0	5.0

The examination was relevant in relation to the learning outcomes.

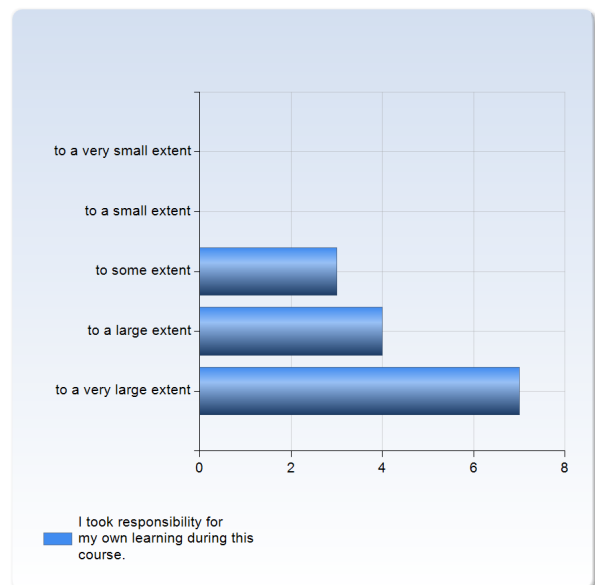
The examination was relevant in relation to the learning outcomes.	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	1 (7.1%)
to some extent	2 (14.3%)
to a large extent	3 (21.4%)
to a very large extent	8 (57.1%)
Total	14 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The examination was relevant in relation to the learning outcomes.	4.3	1.0	23.2 %	2.0	4.0	5.0	5.0	5.0

I took responsibility for my own learning during this course.

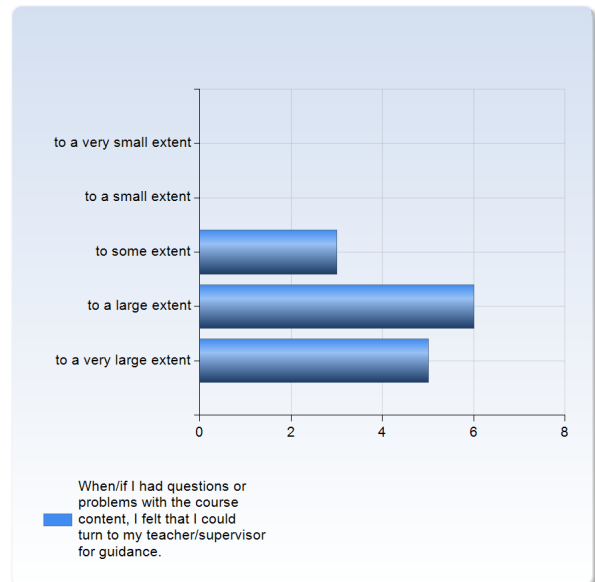
I took responsibility for my own learning during this course.	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	3 (21.4%)
to a large extent	4 (28.6%)
to a very large extent	7 (50.0%)
Total	14 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I took responsibility for my own learning during this course.	4.3	0.8	19.3 %	3.0	4.0	4.5	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.

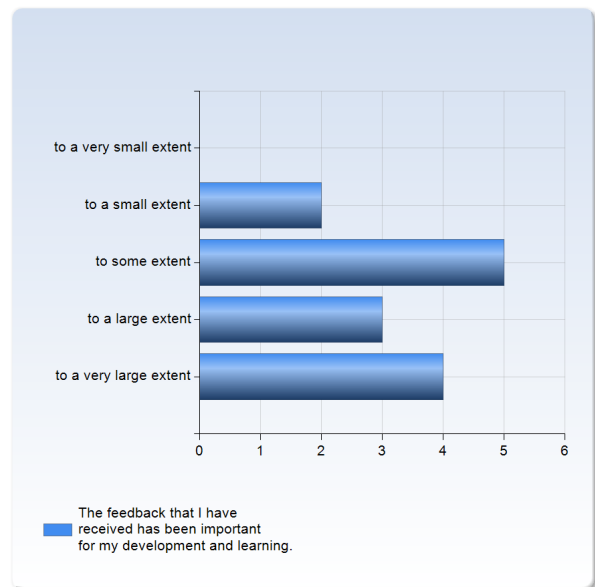
When/if I had questions or problems with the course content, I felt that I could turn to my teacher/supervisor for guidance.	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	3 (21.4%)
to a large extent	6 (42.9%)
to a very large extent	5 (35.7%)
Total	14 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
When/if I had questions or problems with the course content, I felt that I could turn to my teacher/supervisor for guidance.	4.1	0.8	18.6 %	3.0	4.0	4.0	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	0 (0.0%)
to a small extent	2 (14.3%)
to some extent	5 (35.7%)
to a large extent	3 (21.4%)
to a very large extent	4 (28.6%)
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.	3.6	1.1	29.7 %	2.0	3.0	3.5	4.5	5.0

What were the strengths of this course?

What were the strengths of this course?

good organization and motivated course leader

communication and organisation!

Clinics part

Very coherent and good presentations-extremely well prepared lecturers who were open to clarifying and answering questions; very strong focus on the student actually understanding the topics; extremely engaging and varied in topics, themes, and activities; the teachers were very open to discussions or to give references to students regarding literature; the journal club was amazing!; also how the course director had such a clear communication and attended some lectures we had felt as he really did care about how the content is presented and to make sure everything goes well both for the student and the teacher; this has been for me, the best course I have ever attended at Karolinska and really sparked an interest for me towards the oncology field

PBL was good and allowed us to learn on our own first and then consolidates knowledge with lectures.

The interdisciplinary approach of the oncology topic. Different lectures about "the same" topic such as Breast cancer (Biological, Clinical, Epidemiological) gave a wide range of insights.

Patient interviews

Very good organisation during corona times!

PBL 3 was definitely a unique experience, and very interactive!

Very good lectures, people involved in labs, seminars etc were very helpful. Plus Nick Tobin's emails were top!

Nick was super available and responsive, this is not a given and it was really reassuring, especially with the sudden switch to online teaching. I felt that I am receiving info asap (which unfortunately I can't say about KI as a uni). The workload was appropriate but not too overwhelming which helped with dealing with a pandemic and finding a thesis placement at the same time.

PBL3 / PBL tutors were very helpful

Course leader attending most activities, competent lecturers and overall good slides, weekly themes (lectures and activities were grouped), patient interviews, contact with clinicians, fair exam

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!)

change the bioinformatics part and make it more interactive

The bio-statistics lectures could be more interactive

the biostatistics part could be more engaging and varied in content (now it was much more challenging in these corona times)- this would be the only suggestion really as the rest of the course was absolutely outstanding and I felt I did not get enough of the biostatistics part

The exam was very focused on details and I didn't feel like it reflected what we spent most of our time learning about (breast and colon cancers and lymphoma). The mRNA and microenvironment lectures felt more like "bonuses" around the central theme and it feels unfair that they were given such a big weight in the exam given that they were 1 hour lectures vs many hours spent on BC, lymphoma...

Maybe think about that when creating the next exams and have the exam reflect the course better (have bigger questions on central concepts and smaller questions on more "niche" stuff)

Biostatistics part felt disconnected from the rest (many repeats from last year) but having a project was better than an exam, even if it was very vague. So make the guidelines for the project clearer.

Lab 2 could be linked to the rest of the course better, maybe have it after the infection and cancer lecture? (or switch lab teachers.....)

Lab 2 was awesome, Lab 3 worked over Zoom very good as well.

But the learning outcome of Lab 1 was not that high due to its "lecture style". Maybe writing a lab report was not the best choice but rather do another task, e.g. quiz, presentation, riddle... to improve the knowledge of the topic and methods of the lab, if it is not possible to have hands on experience.

Biostatistics week more practical, would be better as a mix of theory and practice, not only theory.

Make the Biostatistics week more interactive between the students and the teacher. Give some time during the workshops to the students to think about the answers instead of just reading through them.

Due to COVID-19 some labs turned digital which was kind of unexpected, in the case of the second lab, so it made sense that we had to get the results via zoom. Concerning the first lab, Sophia was an amazing teacher but the whole thing looked like a very long lecture with lots of info which became extremely tiring. In case the lab should be digital again, another way of conducting should be considered.

The biostatistics module needs to have some reform.. comments were given in the other survey.

- Make the PBLs more difficult, they were super easy, basically just a repetition of the lectures and our tutors gave us all the answers. Also, 5 hp are in no proportion to the workload (1-1.5 hp would be more appropriate)

- Schedule less time for PBL3 but additional time for the biostats project

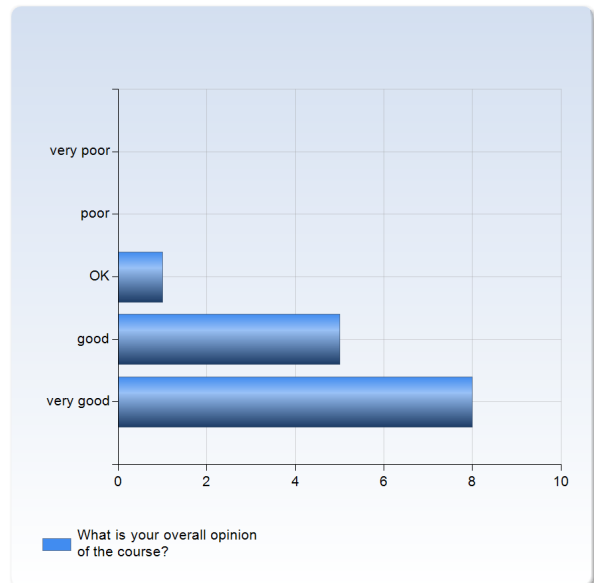
- Both the ethics module and the biostats module were VERY poor teaching wise. Please consider different teachers or heavy improvements here!

- Consider including a lecture on how cancer causes death (not addressed at all during an Oncology course) as well as more details on Chemotherapy and maybe Radiotherapy.

- Does Biostats have to be a part of this course? Could it be merged with the course in the 2nd year?

What is your overall opinion of the course?

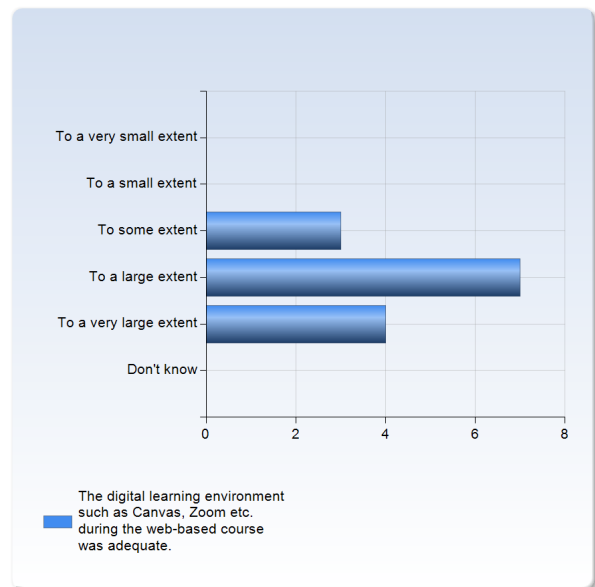
What is your overall opinion of the course?	Number of Responses
very poor	0 (0.0%)
poor	0 (0.0%)
OK	1 (7.1%)
good	5 (35.7%)
very good	8 (57.1%)
Total	14 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
What is your overall opinion of the course?	4.5	0.7	14.5 %	3.0	4.0	5.0	5.0	5.0

The digital learning environment such as Canvas, Zoom etc. during the web-based course was adequate.

The digital learning environment such as Canvas, Zoom etc. during the web-based course was adequate.	Number of Responses
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	7 (50.0%)
To a very large extent	4 (28.6%)
Don't know	0 (0.0%)
Total	14 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The digital learning environment such as Canvas, Zoom etc. during the web-based course was adequate.	4.1	0.7	17.9 %	3.0	4.0	4.0	4.5	5.0

Comment

Online labs simply don't work

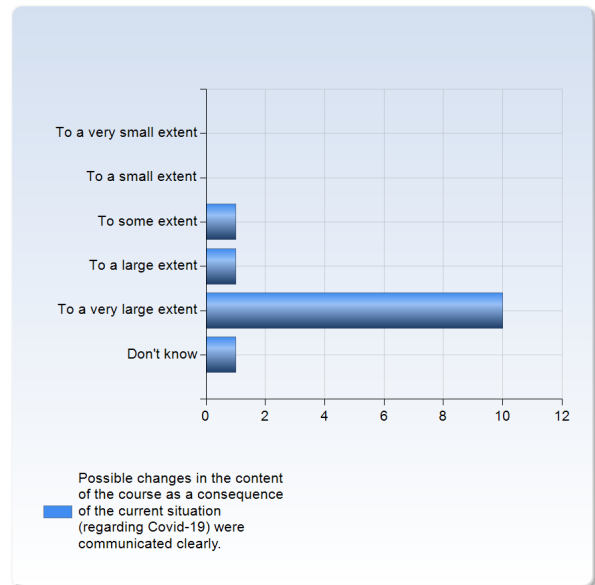
Lab cannot really be replaced with lectures. The fact that some lectures were cancelled is definitely a con. Could be replaced and should be held later on during the course.

Labs were very unproductive and the virtual lab day was insane to difficult to get through

Thanks for recording the lectures, it was super helpful to be able to rewatch them! Try to encourage teachers to make more use of quizzes.

Possible changes in the content of the course as a consequence of the current situation (regarding Covid-19) were communicated clearly.

Possible changes in the content of the course as a consequence of the current situation (regarding Covid-19) were communicated clearly.	Number of Responses
To a very small extent	0 (0.0%)
To a small extent	0 (0.0%)
To some extent	1 (7.7%)
To a large extent	1 (7.7%)
To a very large extent	10 (76.9%)
<i>Don't know</i>	1 (7.7%)
Total	13 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Lower Min	Lower Quartile	Median	Upper Quartile	Max
Possible changes in the content of the course as a consequence of the current situation (regarding Covid-19) were communicated clearly.	4.8	0.6	13.1 %	3.0	5.0	5.0	5.0	5.0

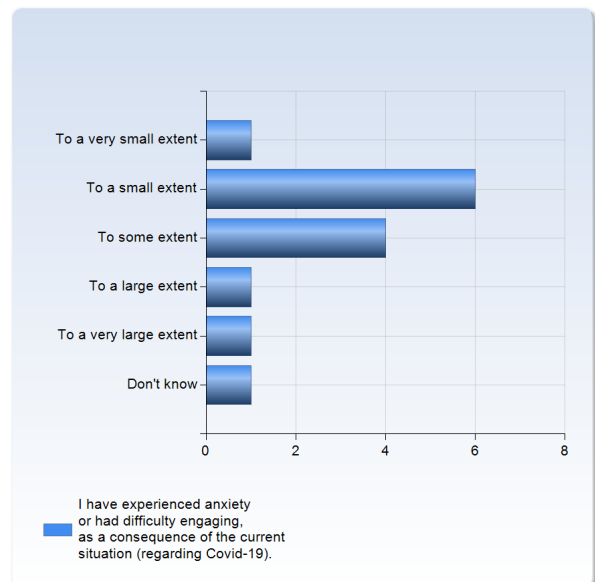
Comment

Nick Tobin's emails were top.

Please inform us WELL ahead of time about upcoming activities (especially schedule wise - there are KI wide rules for this), i.e. at least a week before the start of the activity (e.g. Lab 3, PBL 3).

I have experienced anxiety or had difficulty engaging, as a consequence of the current situation (regarding Covid-19).

I have experienced anxiety or had difficulty engaging, as a consequence of the current situation (regarding Covid-19).	Number of Responses
To a very small extent	1 (7.1%)
To a small extent	6 (42.9%)
To some extent	4 (28.6%)
To a large extent	1 (7.1%)
To a very large extent	1 (7.1%)
<i>Don't know</i>	1 (7.1%)
Total	14 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I have experienced anxiety or had difficulty engaging, as a consequence of the current situation (regarding Covid-19).	2.6	1.0	39.9 %	1.0	2.0	2.0	3.0	5.0

Comment

when the first positive corona case from our class was communicated I was surprised that we still had to go to continue with the group project presentations without immediate further safety measures

Stress problem became serious. Almost collapsed before exam

What strengths and weaknesses have you experienced with the digital/web-based teaching and examination, which happened due to the current situation (regarding Covid-19)

What strengths and weaknesses have you experienced with the digital/web-based teaching and examination, which happened due to the current situation (regarding Covid-19)

recording of lectures helps a lot for studying afterwards and also makes it more realistic that students will stay home if they feel the slightest symptoms. IMO it should always be hybrid until corona is over

Strength: Digital learning is more convenient for lectures (students have the possibilities to re-watch recorded lectures during revision)

Weakness: Not doing physical labs

thankfully we had an on-campus examination and this was very much stress relieving for me; regarding the digital environment-- it was very hard for me to focus on the really long days when we had from 9am-4pm but thankfully we did not have many long days so to speak in the course. I feel it is indeed harder to focus at home, however, I do not know how this can be improved other than that we, as students, try to find ways that work for us individually. I would have enjoyed to have more lab experience as this sadly was cut short due to the current pandemic, but I do not know how one could have compensated for that in the current time---maybe to get a video recording of the procedure we should have done for example.

Online labs are the worst

It worked very well!

Should be more interactive, maybe if everyone has to activate their camera

Difficulties in deeply understanding laboratory concepts that were conducted in the form of lectures. Lecturers were amazing and very helpful too!

I've been experiencing concentration problems during online lectures (not new, ever since March) but thankfully they were all recorded so I could (and did) rewatch them. Recording lectures is extremely helpful!!!! Of course, there were fewer interactions with teachers and classmates which are greatly missing... However, strengths: less time commuting in the city allowed me to invest more in studying/extracurriculars /sleeping.