Course analysis (course evaluation)

Course code	Course title	Credits
5MT006	Frontiers in Translational Medicine	16.5

Semester (spring/autumn)	Period
autumn	2020-10-20 – 2021-01-17

Course coordinator	Examiner
Louisa Cheung	Rachel Fisher

Teacher in charge of component	Other participating teachers
Louisa Cheung	Bernhard Schmierer, Sylvain Peuget, Diego Velasques, Simone Picelli, Francesco Marabita, Brinton Seashore-Ludlow, Tom Erkers, Elena Rodriguez-Vieitez, Maria Sabater, Maja Jagodic, Lisa Villabona, Cecilia Österholm, Ning Xu Landén, Hong Jin, Andreas Montellius, Lars Bräutigam, Valentina, Isabella Magalhaes, Helin Norberg, Martin Eklund, Elisa Pin, Kanth Tadepally, Ulrika Axelsson, Anna Herland, Chandrasekhar Kanduri, Joakim Dahlin, Ahmed Reda, Cheng Zhang, Laetitia Lemonine, Mingmei Shang, Hans Blom, Claudia Kutter, Panagiotis Kalogeropoulos, Florian Ortis, Vasiliki Patsaki, Jakob Wössmann

Number of registered students during the three week check	Number approved on the last course date	Response frequency course valuation survey
29	28	86%

Other methods for student influence (in addition to concluding course valuation)
Course council with student representatives

Feedback reporting of the course valuation results to the students
Email with link to the survey report, published on Canvas and course web page

Note that...

The analysis should (together with a summarising quantitative summary of the students' course valuation) be communicated to the education committee at the department responsible for the course and for programme courses also the programme coordinating committee.

The analysis was communicated to the education committee on the following date: **2021-01-29**
The analysis was communicated to the programme coordinating committee on the following date: 2021-01-29

1. Description of any conducted changes since the previous course occasion based on the views of former students

- The content of statistics workshop has been adjusted to better meet the course syllabus.
- The staffing for course lab has been reinforced with student assistants.
- The heavy workload in December has been ameliorated by starting the project work already in first half of November.

2. Brief summary of the students' valuations of the course

(Based on the students' quantitative responses to the course valuation and key views from free text responses. Quantitative summary and any graphs are attached.)

Students are generally very satisfied with the course. The COVID situation caused them to take more responsibility for their own learning.

	Mean (SD)	Median
What is your overall opinion of the course?	4.3 (0.6)	4
The highest two from the five general questions		
In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.	4.5 (0.7)	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).	4.4 (0.6)	4
The highest two from the programme-specific questions		
I took responsibility for my own learning during this course.	4.5 (0.6)	5
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 (0.6)	4
The lowest from the five general questions		
In my view, there was a common theme running throughout the course – from learning outcomes to examinations.	4.0 (0.8)	4
The lowest two from the programme-specific questions		
The feedback that I have received has been important for my development and learning.	3.8 (0.8)	4
The course built upon my knowledge from previous courses in the programme.	3.9 (0.8)	4

3. The course coordinator's reflections on the implementation and results of the course

Strengths of the course:

Similar to evaluations from previous years, the main strengths are:

- Broad scope of current research topics
- High involvement, diversity and availability of instructors
- Project work as a mini research project with budgeting and clear roles in teamwork

Weaknesses of the course:

The feedback to the students were less satisfactory. Also considering the COVID situation, feedback to students became more important for students to understand their study

progression within the course.

The progression within the programme could be clearer, considering some part of this course does build upon the previous course (Genetics). One possible explanation could be the broad scope and the long length of this course made it unclear about connection to previous courses.

The broad scope of the course also potentially made the common theme unclear and hard to communicate to the students effectively.

3. Other views

Due to the changing of restrictions, the course was held almost entirely online. A lot of changes were made that was not planned after the last course occasions.

The main focuses for this course occasion had been:
1. The well-being of students
2. Promote flipped classroom approach for lecturers
3. Online examinations
4. Peer learning online
5. Digital presence
6. Increased use of Labster simulation (digital lab)

1. Surveys about students' well-being were sent out before the course start and during the first two weeks of the course with the purpose to start a dialogue about the difficulties as well as possible solutions both individually and collectively.
2. With a lower cost for renting seminar rooms, extra resources were made available to lecturers who would take the opportunity to turn their lectures into a flipped classroom format. Three lecturers pre-recorded their lectures and gave a real-time Q&A seminar afterwards.
3. It was planned since earlier to switch to digital examination in HT20. It came as a different format with a lot of lessons learned.
4. With the distance learning, breakout rooms in ZOOM and peer assessment were crucial for students to learn from and teach each other. A jigsaw method[1] was used in one of the workshops and the concept was communicated to students to increase learning benefits. Peer reviews in Canvas for assignments were less well communicated with the students and caused some confusion and frustration.
5. With lectures on ZOOM by many different lecturers, I chose to host and moderate almost all lectures/seminars/workshops. It was a conscious decision and a consistent presence seemed to lead to a positive learning environment. During the mid-term course council, students also requested a weekly summary about learning activities, which facilitated their learning online.
6. The number of Labster simulations were higher than previous years. A dedicated short presentation during course introduction potentially increased the acceptance of digital lab and the engagement from the students. For compulsory simulations, they were connected to another learning activities such as a seminar or an assignment or a journal club or lectures. These compulsory simulations were also chosen to fit in the themes of the course. For the elective simulations, students got to choose 5 from 23 suggested

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[1] https://www.teachhub.com/teaching-strategies/2016/10/the-jigsaw-method-teaching-strategy/

simulations. The completion of these 5 elective simulations also counted towards the written exam grade. These electives were well-appreciated and well-aligned with the course learning outcomes.

4. Course coordinator's conclusions and any suggestions for changes

In summary, the students were overall very satisfied with the course, despite the change of format and lack of physical interactions. Many lessons were learned from this course occasion. There has also been a huge increase in workload. In 2021, new co-course leader(s) and course assistant(s) will be recruited to share the workload. Here is a list of areas of improvement and planned changes.

	Areas of improvement / Activities	**Responsible**	**Time plan**
1	Changes in the syllabus to clearer emphasize the intended learning outcomes on intercultural communication	CC: Course coordinator	VT21
2	Recruit co-course leader(s) and course assistant(s)	CC, GUA	VT21
3	Improve the format of project work with the mentors	CC	VT21
4	Improvement of peer assessment (instructions, follow-up)	Course leaders	HT21
5	Improvement of feedback (Speed, content)	Course leaders	HT21

Appendices: