



## Course evaluation template

<b>Course code</b> 4BIO94	<b>Course title</b> Applied communication in biomedicine 2	<b>Credits</b> 5
<b>Semester</b> Spring 2020	<b>Period</b> 2020-02-07 – 2020-02-27	

<b>Course coordinator</b> Herwig Schüler	<b>Examiner</b> Herwig Schüler
<b>Other participating teachers</b> Juha Kere, Pan Hammarström, Peter Lind, Peter Swoboda, Lars Muhl, Maria Kasper, Gabriella Ekman (academic writing support)	<b>Other participating teachers</b> Peter Lind

<b>Number of registered students</b> 35	<b>Number who have not completed the course</b> 0	<b>Number passed after regular session</b> 35
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## Conclusions from the previous course evaluation

Students frequently expressed that they were overwhelmed with the academic level and dissatisfied with the choice of research papers that formed the basis for their assignments. Secondly, several students asked for teacher feedback at an earlier stage during the course. Finally, demand for a higher frequency of teaching activities and the widespread impression that students were “left to teach each other” indicated a general lack of experience with peer feedback activities.

## Description of conducted changes since previous course occasion

We implemented the following changes based on the previous course evaluation:

- Topics for student course work were made the student’s own choices
- more time was allocated to teacher feedback during the course
- a total of 6 hours new lectures were introduced to give the students a better theoretical basis for their writing
- a new module focusing on peer-to-peer feedback was introduced and implemented in the course. This fit well with the existing ILO.

## Method(s) for student influence

One-on-one feedback sessions after the scheduled part of the course

## Summary of the students’ response to the course valuation

Students expressed a wish for fewer scheduled events. The also expressed a wish for more teacher feedback. Finally, one module about the publication industry was less valued.



## **The course coordinator's reflections on the implementation and results of the course**

### **Strengths**

The course addresses an absolute requirement for a successful career: Ability to communicate efficiently. Over the years, the same experts in the subject have been engaged in teaching and they are well accustomed with the level and collaborate well.

### **Weaknesses**

The teacher's burden is very high considering the amount of text (student papers) that need to be read for efficient feedback in a brief period of time.

### **Reflections**

Course evaluations have steadily (although marginally) increased over the years which suggests that we are on the right track.

## **Description of how the course works with quality, research-basis and collaboration with other professions**

Student assignments are based on real life research papers and are discussed with coaches in the respective subject area – there is thus a strong link to current research and aspects such as research quality, statistics etc are addressed.

There is a high demand on the topic of plagiarism and we teach and coach how to avoid it. No collaborations with other professionals.

## **Course coordinator's conclusions and suggestions for improvement**

Students will be given more freedom to choose when to access the lectures (given per zoom and recordings uploaded to course website).

Teacher feedback on the written reports will be implemented.

## **Views on the course and improvement suggestions from others**

Please see above

## **Description of how the course valuation has provided feedback internally and to the students**

The course valuation is available on the course home page and to the responsible teacher.