



## Course analysis template

After the course has ended, the course leader fills in this template. This is an important part of the quality assurance of the programme. The programme director decides whether the template should be supplemented with further information/questions.

<b>Course code</b> 4BP037	<b>Course title</b> Degree Project in Bioentrepreneurship	<b>Credits</b> 30
<b>Semester</b> VT21	<b>Period</b> 18 January -6 June 2021	

<b>Course leader</b> Madelen Lek	<b>Examiner</b> Madelen Lek and Hanna Jansson
<b>Other participating teachers</b>	<b>Other participating teachers</b>

<b>Number of registered students</b> 38	<b>Number passed after regular session</b> 7 Pass with Distinction 8 Pass 14 Fail (some minor revisions) 9 late submissions (note that 5 project were done in pairs)	<b>Response rate for course survey (%)</b> 84,2%
<b>Methods for student influence other than course survey</b> Peer review session and via email but no other structured methods.		

### Note that...

This analysis shall (together with a summary of the quantitative results of the students course survey) be submitted to the LIME educational committee.

This analysis has been submitted to the LIME educational committee on this date: 210623

## 1. Description of any implemented changes since the previous course based on previous students' comments

We tried a group supervision for the first time to deal with the issue of few supervisors. We also encouraged more students to work in pairs for the same reason. These were the main points that were recommended in last year's survey.

## 2. A brief summary of the students' evaluations of the course

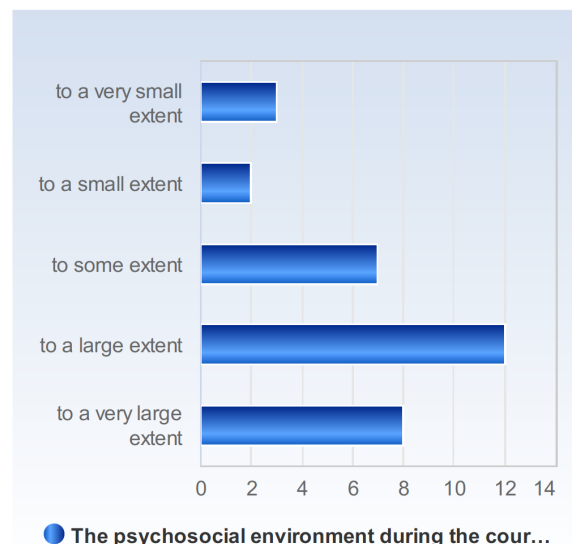
The students gave the course a fairly high evaluation with a score (as visualised by the mean scores) of 4.0 and more for all questions except two.

The question about psychosocial environment had a noticeable lower score than the other questions with a mean of 3.6. The comments indicated that there was a feeling of stress that was enhanced by negative feedback (even though the feedback was valued as constructive). The degree project course is a stressful course as a lot of work needs to be done in a very short time. More information about contacting the study counselor will be given next year to make sure that all students know how to proceed if the stress is too high.

There were also some comments about it being unfair that some students had supervisors that were perceived to be more engaged and knowledgeable or that some students could work in pairs or had group supervisions. To try to amend that, we aim to have a better guide to the supervisors next year and continue the supervisor lunches that we had one a week for all academic supervisors. The intent with these lunches were for all supervisors to be able to discuss any issues that came up regarding methods, instructions etc. and they were appreciated among the supervisors. All students were encouraged to work in pairs before the course and all students were supposed to find supervisors themselves. This will be the same next year. The group supervision was an initial test to see if that could be useful for this course. The outcomes will be further reflected on later in this analysis.

### The psychosocial environment during the course was good (psychosocial environment includes among other things well-being, support, stress, equal treatment and discrimination)..

The psychosocial environment during the course was good (psychosocial environment includes among other things well-being, support, stress, equal treatment and discrimination)..	Number of responses
to a very small extent	3 (9.4%)
to a small extent	2 (6.3%)
to some extent	7 (21.9%)
to a large extent	12 (37.5%)
to a very large extent	8 (25.0%)
Total	32 (100.0%)



The psychosocial environment during the course was good (psychosocial environment includes among other things well-being, support, stress, equal treatment and discrimination)..	Mean	Standard Deviation	Coefficient of Variation	Lower Min	Lower Quartile	Median	Upper Quartile	Max
	3.6	1.2	33.4 %	1.0	3.0	4.0	4.5	5.0



With regards to the question about dealing with ethical considerations, the mean score was 3.9 which indicates that more information and discussion about ethical considerations could be included in the course for the future. The quantitative results can be seen below.

**The course helped me prepare to deal with the ethical considerations I might face.**

The course helped me prepare to deal with the ethical considerations I might face.	Number of responses
to a very small extent	1 (3.1%)
to a small extent	1 (3.1%)
to some extent	6 (18.8%)
to a large extent	16 (50.0%)
to a very large extent	8 (25.0%)
Total	32 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The course helped me prepare to deal with the ethical considerations I might face.	3.9	0.9	23.8 %	1.0	3.5	4.0	4.5	5.0

When it comes to the suggestions for how to improve the course there were some common themes. It was pointed out that all instructions need to be at place when the course starts that is completely correct. The course was transferred to canvas from ping pong this year and that took longer time than expected which resulted in instructions for the final delivery being very late. Next year, it will be assured that all instructions are in place when the course starts.

It was also pointed out that there is a heavy focus on the methods of the report and much less focus on the results which is in line with this course being strictly academic and the methods are an important part of that. We assess how well structured the results are but not the “scientific height” of the results.

Other feedback focused on the deadline for the reflection. It was suggested that it should be moved from the end of the course to lessen the stress for the students. This will be looked at for the future courses.

There were also comments about examiners and supervisors being moderators for the final presentations. This cannot be avoided as there are not enough teachers to have specific teachers for each presentation. However, no supervisor, as someone commented on, graded the final reports of the students they supervised. Contrary to that, neither the grading teacher nor the examiner had any supervision relationship with any of the students they



graded.

The last suggestion was for more help with academic writing, which is available to all students via the support from the academic writing support and their seminars at the KI library.

### **3. The course-responsible reflection on the course implementation and results**

#### ***Course strengths:***

- The peer review sessions are great for the groups that really commits to the format and some groups even met outside of scheduled time to act as support for each other throughout the course.
- The group supervision that was tried this year with one group of 6 projects was successful and will be continued and expanded.
- The plagiarism module in the course was a success as there were no issues with plagiarism this year. It is also a good way for the course management to make sure that all students are aware of the rules and regulations that are important when it comes to these issues.
- The academic supervisor lunches where all supervisors were invited to meet every second Tuesday to discuss common issues and ask questions to each other.

#### ***Course weaknesses:***

- The canvas page was not done and there is room for improvement of the information on the course canvas.
- More teachers need to be involved in the check points to give feedback to make sure that the deadlines are kept.

### **4. Other comments**

The covid pandemic forced the course to be given in a digital format which is not ideal when it comes to supervision and presentations. The experiment with pre-recorded presentations will not be kept as it did not add any value or innovation to the presentations. On the contrary, the presentations were the same as the ones that were done in real time but without the dynamics of a real time presentation.

### **5. The course-responsible conclusions and any proposals for changes**

More group supervision will be implemented next year, and we will continue to encourage the students to make the degree project in pairs. In addition, we will speak more about the importance of having the company involved in the thesis project if the student is in a company. This is important as it is perceived to be too stressful to work at the same time as you are doing an independent project. A teaching assistant will be added to help with reading and giving feedback at the checkpoints to make sure that there is not delay in that. Overall, the structure of the course is good and will be kept.