

Course analysis (course evaluation)

Course code SMT012	Course title Frontiers in Translational Medicine	Credits 13
Semester (VT/HT-yr) HT-2025	Dates 2025-10-17 - 2026-01-18	

Course Director Louisa Cheung	Examiner Rachel Fisher
Teachers in charge of different parts of the course Alexander Espinosa, Fredrik Wermeling, Anna Navis, Bernhard Schmiere, Elin Rönnerberg Höckerlind, Onur Parlak, Helena Idborg, Sylvain Peugeot, Mingmei Shang, Aida Collado Sánchez	Other participating teachers Helga Westerlind, Hong Jin, Cecilia Österholm Corbascio, Lars Bräutigam, Wendela Vester, Li-Sophie Rathje

Number of registered students at the 3-week check 34	Number passed on the final course day 28	Response frequency course valuation survey 15 of 34 (44%)
Other methods for student influence (in addition to the final course valuation/survey) Course council with student representatives		
Feedback reporting of the course evaluation results to the students Email through KI survey, published on the course web page		

Note that...

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

The analysis was communicated to the education committee on the following date: 2026-02-16
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1. Description of any changes implemented since the previous course occasion based on the views of former students

Responding to students' feedback from the previous course occasion, we further refined communication about the course setup by providing clearer explanations of the course structure and expectations.

To strengthen the thematic coherence of the course, translational medicine was emphasised as the overarching framework, and the "From bedside to bench and back again" cartoon was regularly presented and explained to students.

To highlight the relevance of intended learning outcomes for each assignment, all assignment pages on Canvas included the specific intended learning outcomes aligned with each task.

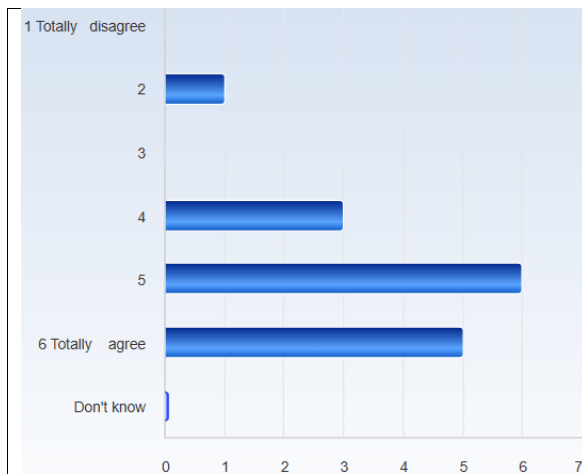
Feedback practices were clarified to include peer feedback, regular communication and conversations, not solely as formative assessment.

In addition, the planetary health workshop was updated to more explicitly incorporate sustainable development and ethical dimensions relevant to translational medicine.

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

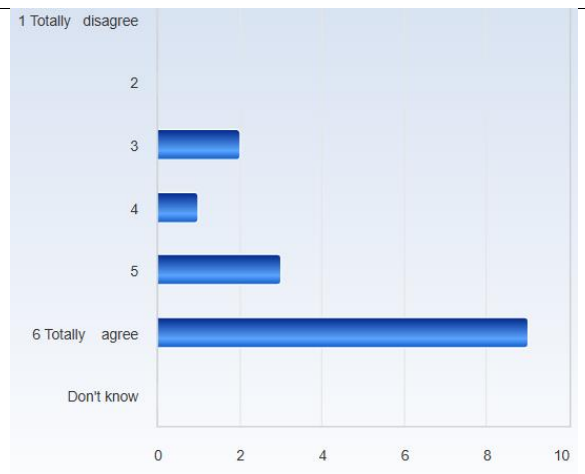
Overall, the survey results indicate that the course was acceptable but not fully satisfactory. Consistent with previous years, students most appreciated the practical components and the support from teachers. While the wide range of learning activities was valued, students also reported recurring challenges related to coherence, course pace, and navigation of materials in Canvas. This year's response rate was lower than in previous course occasions, which should be considered when interpreting the results.

NEW General questions	Mean (SD)	Median
The course was designed in a way that provided me with opportunities for active learning.	4.9 (1.1)	5
I felt included and respected during the course.	5.3 (1.1)	6
The course as a whole was good.	4.0 (1.0)	4



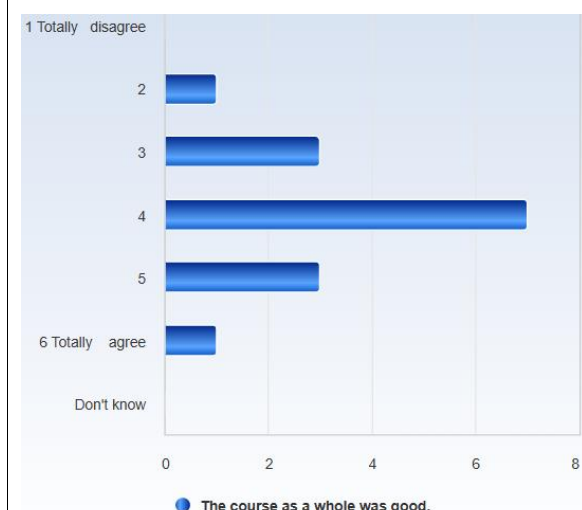
● The course was designed in a way that provided me with opportunitie...

Students highlighted the breadth and value of the learning activities, ranging from group work to seminars, expert lectures and lab work. They highlighted lab work as the most valuable component.



● I felt included and respected during the course. For example: I was co...

Teachers were viewed positively overall, though groupwork experiences varied: some students struggled with mismatched contributions or low engagement, which affected motivation and perceived fairness.



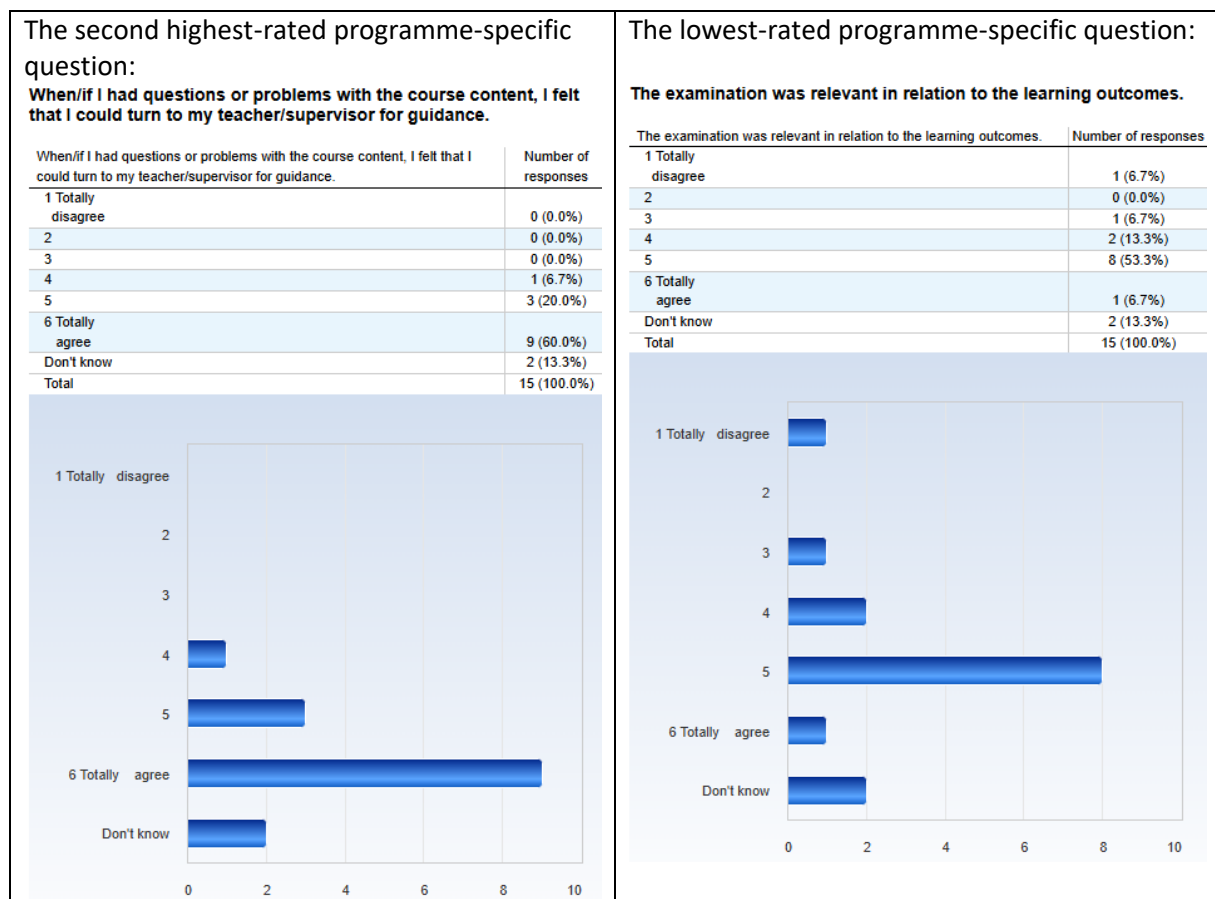
● The course as a whole was good.

Students highlighted the wide variety of learning activities as a major strength, especially the hands-on lab work as the most valuable part of the course.

They appreciated the inclusion of seminars, group work, and expert lectures. Various formats created an engaging and dynamic learning environment. Several students specifically praised the facility visits and the opportunity to attend research seminars. Overall, the diversity of activities and the rich exposure to different types of learning were viewed as key strengths of the course.

	Mean (SD)	Median
The highest two from the programme-specific questions		
I took responsibility for my own learning during this course.	5.5 (0.7)	6
When/if I had questions or problems with the course content, I felt that I could turn to my teacher/supervisor for guidance.	4.9 (2.1)	6
The lowest from the programme-specific questions		
The examination was relevant in relation to the learning outcomes.	3.9 (2.0)	5

The highest-scoring programme-specific questions were the same as last year, while the lowest-scoring item was no longer the one concerning the alignment between learning activities and learning outcomes, but rather the alignment between the examination and the learning outcomes.



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

Strengths of the course:

The breadth of learning opportunities offered in the course remained one of its strongest features. In particular, the hands-on laboratory work and project work continued to be highly valued by students and consistently stood out as central components of their learning experience.

Exposure to real research environments, such as facility visits, research seminars, and symposia, was also well-appreciated, as it helped students connect course concepts to authentic translational medicine research.

Students further highlighted the value of the varied learning formats, including seminars, group work, and expert lectures, which collectively enriched the course content.

Across the survey responses, the teaching faculty were repeatedly described as supportive, approachable, and committed to the students' learning and well-being.

Weaknesses of the course:

The wide range of teachers involved, while intended to provide topic diversity, contributed to a sense of fragmentation for some students. This trade-off became apparent in feedback noting that the course sometimes felt disconnected due to differing teaching styles, pacing, and materials.

The rapid pace experienced by students this year was not intentional but rather the result of scheduling constraints.

Group-work and teamwork experiences varied considerably, with some students struggling with uneven participation, unclear task division, and subsequent reductions in motivation.

Finally, although Labster has been optional for several years and continues to serve its purpose for a small subset of students. However, the proportion of students who benefitted from it appeared significantly lower this year compared to previous cohorts.

3. Other views

This year, KI introduced new cross-programme general evaluation questions, and the Likert scale changed from 5 points to 6 points, making direct comparison with previous years more challenging. There are new general KI cross-programme general questions this year which make it harder to compare with previous years. The Likert-scale is also changed from 5 points to 6 points.

Some free-text comments also suggested confusion between the evaluations for the Biostatistics course and the FTM course, likely because both ended at the same time and their surveys were distributed concurrently.

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

(If changes are suggested, state who is responsible for implementing them and provide a schedule.)

In summary, the course continues to offer strong practical and research-integrated learning experiences, supported by an engaged teaching team. However, recurring issues related to coherence, coordination, and expectations indicate a need for improvement in the next iteration.

- To simplify navigation and reduce information overload, a clearer roadmap and well-designed landing pages will be created in Canvas
- To improve coherence and thematic alignment, guidance will be sent to teachers on a preferred lecture structure: intro → core concepts → applications → translational relevance
- To better acknowledge individual effort, the weight of group work within assessment rubrics will be reduced.
- The course will continue to strengthen the integration of planetary health by integrating sustainability and ethical considerations more explicitly within translational medicine topics and learning activities.
- We aim to further introduce entrepreneurial thinking through the support by KI innovation.
- The course will continue to explore opportunities for students to practice explaining scientific concepts to non-expert audiences, helping them develop clarity, accessibility, and popular science communication skills.

	Areas of improvement / Activities	Responsible	Time plan
1	A clearer roadmap and well-designed landing pages	LC	HT26
2	Guidance to teachers on a preferred lecture structure	LC, FW	HT26
3	Reducing the weight of group work in assessment	LC, NXL	HT26
4	Incorporate planetary health and professional development	LC, FW, AE	HT26, HT27
5	Entrepreneurial skills/mindset	LC	HT26, HT27
6	Communication with layman	LC	HT26, HT27

Generative AI Disclaimer

Parts of this course analysis were assisted by generative AI (Microsoft Copilot). All content has been reviewed, verified, and finalised by the Course Director.

Appendices: