

## Kursanalys (kursutvärdering)

<b>Kurskod</b> 3BL001	<b>Kurstitel</b> Vetenskaplig metodik och statistik	<b>Högskolepoäng</b> 7.5
<b>Termin (vt/ht-år)</b> HT2025	<b>Tidsperiod</b> 2025-11-07 to 2026-01-18	

<b>Kursansvarig</b> Nicholas Valerie	<b>Examinator</b> Mikael Altun
<b>Momentansvariga lärare</b>  <b>Scientific writing:</b> Nicholas Valerie <b>Study design:</b> Pernilla Lång <b>Descriptive and analytical statistics:</b> Johan Boström <b>Epidemiology:</b> Franziska Albrecht <b>Evidence-based medicine:</b> Franziska Albrecht <b>Research ethics:</b> Henrik Ahlenius	<b>Övriga medverkande lärare</b> Mikael Altun (feedback and course questions) Seher Alam (ethical permit presentation evaluation)

<b>Antal registrerade studenter vid treveckorskontrollen</b> 39	<b>Antal godkända vid sista kursdatum</b> 39	<b>Svarsfrekvens kursvärderingsenkät</b> 38.46%
<b>Övriga metoder för studentinflytande</b> (utöver avslutande kursvärdering) Question and answer sessions during Friday workshops, direct messages/emails to kursansvarig/examinator/teachers		
<b>Återkoppling av kursvärderingsresultat till studenterna</b> The course evaluation analysis is shared with the students on Canvas and will be posted on KI's public course website in Spring 2026.		

### Observera att...

Analysen ska (tillsammans med sammanfattande kvantitativ sammanställning av studenternas kursvärdering) delges utbildningsnämnd vid kursgivande institution samt för programkurser även programansvarig nämnd.

Analysen har delgivits utbildningsnämnd följande datum: 20260331

Analysen har delgivits programansvarig nämnd följande datum: 20260331

### 1. Beskrivning av eventuellt genomförda förändringar sedan föregående kurstillfälle baserat på tidigare studenters synpunkter

- The scientific writing module was first this semester, which gave better flow to the later material focusing on study design principles.
- For the ethical permit assignments, the students were asked to work in their groups and come up with a topic for submission on Canvas prior to the holidays, which served as a testbed for their group dynamics
- Explicit information was given about the language the course will use for examinations but also for content and workshops
- The importance of attending Friday workshops, in terms of exam content, was stressed heavily
- Practice material and tutorials for GraphPad Prism were emphasized, as well as material from the BMA bachelor's statistics to revisit basics in descriptive and applied statistics
- A brief review of descriptive and applied statistics material was included during the statistics workshop – particularly a focus on choosing relevant statistical analyses depending on the data

### 2. Kortfattad sammanfattning av studenternas värderingar av kursen

*(Baserad på studenternas kvantitativa svar på kursvärderingen och centrala synpunkter ur fritextsvar. Kvantitativ sammanställning och ev. grafer bifogas.)*

See attached overview of student responses to the course.

Overall, ~39% of registered students responded to the course survey and feedback was quite positive. The course evaluations are overall very positive, with many students highlighting the clear structure, well-organized layout, and detailed instructions as major strengths. The course progression was described as logical and easy to follow, and the teaching was perceived as pedagogical, accessible, and supportive. Students appreciated the variety of learning formats, including workshops, seminars, live lectures, and recorded sessions, and felt that these contributed to meaningful learning. The workshops and group work were especially valued for helping with exam preparation and for connecting theory to practice. Several students also emphasized that the course made statistics feel manageable and even interesting, and that the teachers were helpful and created space for discussion and questions.

Suggested improvements mainly concerned clarifying study guidance and further developing certain materials to better connect theory to practical applications, such as in healthcare. Some students requested more recorded lectures instead of t.ex. YouTube videos. There were also concerns about uneven participation during workshops, with suggestions for stricter expectations for active engagement and greater teacher presence in group discussions. Additional proposals included providing short checklists to support structured reasoning during workshops and providing Swedish summaries of workshops presented in English to help students who find English challenging.

### 3. Kursansvarigs reflektioner kring kursens genomförande och resultat

***Kursens styrkor:*** Quality of teachers and the Friday workshops; the breadth of study content available (as well as the different media forms available; helpfulness and availability of both teachers and course administrators to address student questions/concerns; the assignments (particularly the ethical permit group assignment) give real-world applications of the course material; the logistics for taking the exam in another city were greatly improved from the previous offering

**Kursens svagheter:** There is still some concern from students that we do not focus enough on reviewing descriptive and applied statistics (and more time/practice on using GraphPad Prism); administering examinations in other cities is still quite a bit of administrative work, given the size of the class – a streamlined process in the program that is the same for each of the courses would be welcome; the content/exams being a mixture of both Swedish and English is frustrating for some students (as last year) – each year this is a very polarizing subject; while group assignments are somewhat necessary for courses of this size, there were issues with group dynamics and communication that showed up this year at the end of the assignment. Turnout to the Friday workshops was significantly worse this year and engagement during workshop activities was hit or miss.

### 3. Övriga synpunkter

No additional points.

### 4. Kursansvarigs slutsatser och eventuella förslag till förändringar

*(Om förändringar föreslås, ange vem som är ansvarig för att genomföra dessa och en tidsplan. )*

*Before the next course starts:*

- More practical work using GraphPad Prism (statistics and data presentation) with clinical relevance (kursansvarig)
- Create a clear guide for students on how to approach the course and prioritize material to study for examinations (kursansvarig)
- Create short “reasoning checklists” that students can use to structure their critical thinking during workshop activities (lärare/kursansvarig)
- Arrange for mandatory attendance for Friday workshops, where those that miss the sessions must submit the group activity as a substitute (kursansvarig)
  - Draft a clear participation policy for Friday workshops, outlining expectations for active engagement, and decide how this will be communicated to students at the start of the course (kursansvarig).

*During the course:*

- Create Swedish transcripts of workshops in English to help students study (kursansvarig)
- Communicate with students about essential content to know/study for modules and examinations – workshop content is the best indicator (kursansvarig, lärare)
- Recorded lectures from past courses will be highlighted as alternative study guides (kursansvarig)
- Increase teacher presence during group discussions and actively monitor workshop participation using expectations outlined at the start of the course (kursansvarig, lärare)

**Bilagor:** 3BL001 HT25 kursvärdering



3BL001 – Vetenskaplig metodik och statistik/Research methods and statistics  
(HT2025)

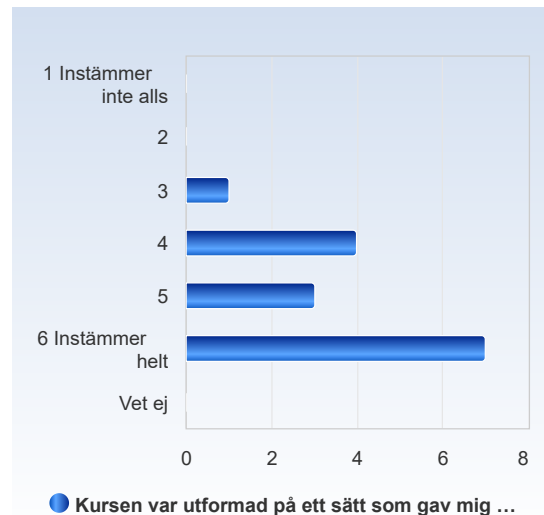
Antal respondenter: 39  
Antal svar: 15  
Svarsfrekvens: 38,46 %

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**Kursen var utformad på ett sätt som gav mig möjlighet till aktivt lärande. Exempelvis: seminarier med diskussioner, grupparbeten, projekt, studentpresentationer, rollspel, peer learning, praktiska övningar, laborationer, verksamhetsintegrerat lärande etc.**

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1 Instämmer inte alls	0 (0,0%)
2	0 (0,0%)
3	1 (6,7%)
4	4 (26,7%)
5	3 (20,0%)
6 Instämmer helt	7 (46,7%)
Vet ej	0 (0,0%)
Summa	15 (100,0%)



	Medelvärde	Standardavvikelse	Variationskoefficient	Min	Undre kvartil	Median	Övre kvartil	Max
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**Jag kände mig inkluderad och respekterad under kursen. Exempelvis: Jag var bekväm med att samarbeta med andra studenter, tala inför gruppen, svara på lärares frågor och jag blev lyssnad på (inte avbruten, förlöjligad eller liknande).**

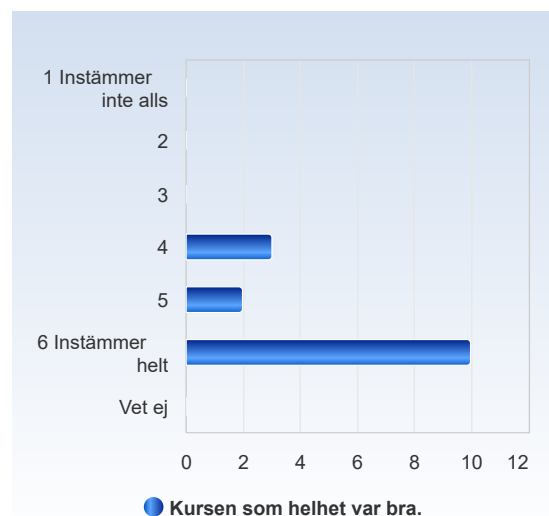
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1 Instämmer inte alls	1 (6,7%)
2	0 (0,0%)
3	0 (0,0%)
4	3 (20,0%)
5	3 (20,0%)
6 Instämmer helt	8 (53,3%)
Vet ej	0 (0,0%)
Summa	15 (100,0%)



	Medelvärde	Standardavvikelse	Variationskoefficient	Min	Undre kvartil	Median	Övre kvartil	Max
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## Kursen som helhet var bra.

Kursen som helhet var bra.	Antal svar
1 Instämmer inte alls	0 (0,0%)
2	0 (0,0%)
3	0 (0,0%)
4	3 (20,0%)
5	2 (13,3%)
6 Instämmer helt	10 (66,7%)
Vet ej	0 (0,0%)
Summa	15 (100,0%)





# Karolinska Institutet

	Medelvärde	Standardavvikelse	Variationskoefficient	Min	Undre kvartil	Median	Övre kvartil	Max
Kursen som helhet var bra.	5,5	0,8	15,3 %	4,0	5,0	6,0	6,0	6,0