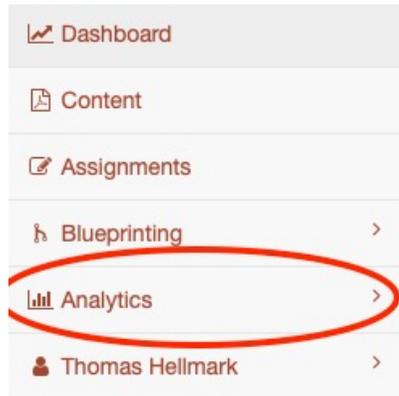


Short instructions to the new "Analytics" tab in QPS



In the left column you find the new tab "Analytics". If you click on this you will see all your data collected from the entire programme.

Please observe that the data shown in these views is exported from the QPS system once a day and therefore you will not be able to see new data immediately.

All tables and figures that are shown are clickable and will affect all other tables and graphs on the pages. We encourage you to experiment with your data to find the views most helpful for you. You cannot destroy anything and if you get lost simply reload the page and you are back to the default views again. If you have ideas or suggestions for useful visualisations not available don't hesitate to contact us. You find contact information and other QPS information at <https://www.qps.education.lu.se>

Tips & tricks

Select all or subset of courses to analyze

Rensa urval

Whenever you can filter the data by selectors you can clear all selections by clicking the Erase symbol that appears when you hover over the top right side of the field.

as to analyze

You can show a table in Focus mode (full screen) by clicking the symbol that appears when you hover over the top right side of the table.

- Sök
- Exportera data
- Visa som tabell
- Aktuellt
- Få insikter
- Sortera axel >

You can export data to Excel from any table if you click the 3 dots that appears when you hover over the top right side of the table. Then this menu will pop up and you can select Export data.

My settings

When you click on My settings you can filter the data you want to see.

As a student you can only chose your programme and data belonging to you. (your course leader and examiner can see data from all students in your course)

To the right you can select if you want to see data from all your course (select none or all) or if you want to see your data from one or a selection of your courses. You can select more than one by command/ctrl click.

Selections done on this page will be used to filter your data on the following pages. If you leave everything blank, default, you will see all your data.

LUNDS UNIVERSITET

Dashboard

Content

Assignments

Blueprinting >

Analytics

Thomas Hellmark >

Program

Alla

Student name

Thomas Hellmark

Select all or subset of courses to analyze

- Markera alla
- Biochemistry and cellular metabolism (BIMB20)
- Biomedical Methods and Experimental Animal M...
- Biomedicine - Internship first cycle (VMFB18)
- Biomedicine - Methodology Project first cycle (V...
- Drug Development and Clinical Trials (BIMM04)
- Experimental Design and Scientific Communicati...
- Innovation and Entrepreneurship (BIMM03)
- Metabolic diseases (BIMM23)
- Molecular and Experimental Neurobiology (BIM...
- Research Project in Academia (BIMM81)
- Research Project in Life Science Industry (BIMM82)
- Research Project Management (BIMM05)
- Stem cell biology and regenerative medicine (BI...
- Tumour Biology (BIMM21)

Here you can select what program you want to see. For most you only have one to choose from.

Here you should only see your name.

If you only want to study data from one or a selection of your courses you can select that here.

My activity

On the My activity page you will see all data that you have collected during your time on the programme, (unless you have changed this under My settings).

Here you can see all exams, assignments, form evaluations and quizzes that you have done during your time at the programme.

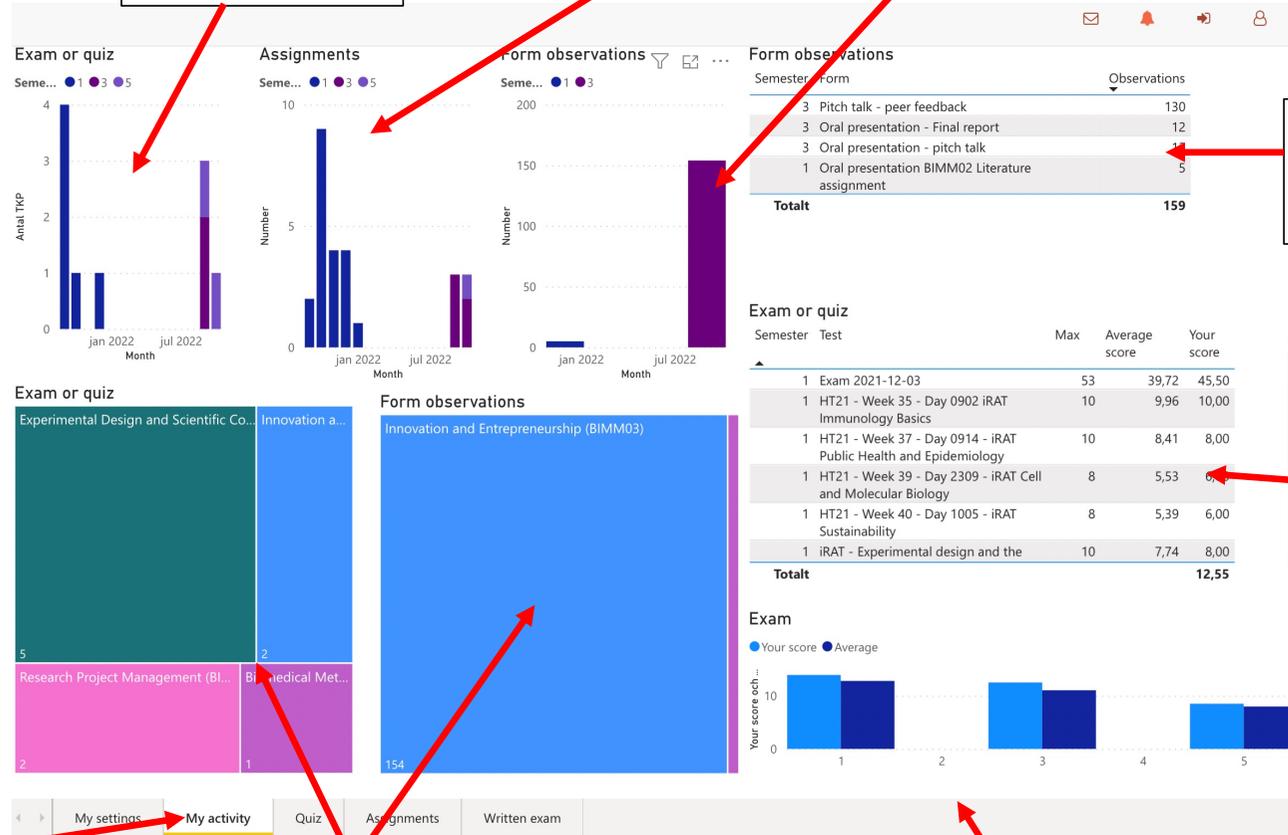
Here you can see all the exams and quizzes you have taken over time

Here you can see all the assignments you have done over time

Here you can see form observations you have collected over time

In this table you can see how many times you have used the different forms.

In this table you see all your written exams including your score and the average of all students taking the exam.

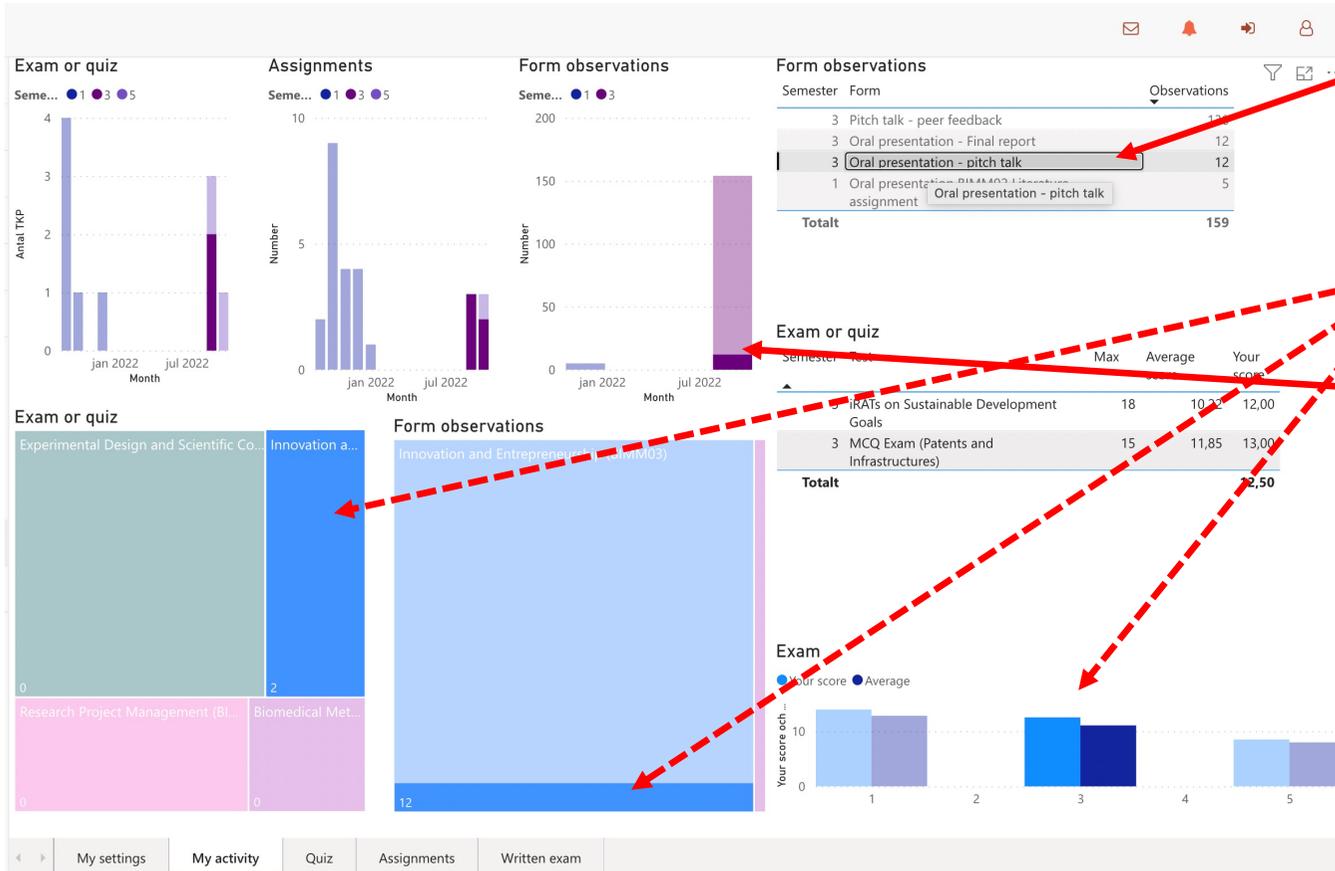


To show "My activity" page click here.

The left figure shows the number of exams and quizzes you have taken per course and the right number of form observations. The block size is graphically representing the percentage of observations per course.

This figure graphically show your exam results aggregated per semester compared to the average results.

My activity



In all tables you can sort the data by clicking on the header for a column. You can also filter all your data by clicking a row in a table or a graphical element in a figure.

In the figure to the left I have clicked on the form Oral presentation – pitch talk .

The row you clicked on is marked and all other rows become grey.

The rest of the tables and figures will now be filtered and highlight the course and activities that were done during that course.

In the graph Form observations you can for example see when you used this form.

If you instead click on a course in any of the graphs all data will be filtered so that you can see all activities that relates to that course.

To show all click again on the same element/row.

Quiz

You can sort your quizzes after semester, name, max score, number of attempts, your best score and your average score by clicking the headline of the column. In this case the quizzes are sorted after semester starting with 1. There is a small arrow indicating how the data is sorted.

Quiz (click on column header to change sorting)

Semester	Quiz	Max Score	Attempts	Your best score	Average score
1	Cell biology, lab: Lab I quiz	14	1	14,00	14,00
1	Cell biology, lab: Lab II quiz	31	2	31,00	31,00
1	Cell biology, lab: Lab III quiz	22	1		
1	Cell biology, lab: Safety test	23	1	23,00	23,00
1	Chemistry: Repetition Quiz	12	1	10,00	10,00
1	Quiz Chemistry prep for TBL 201105	5	1	5,00	5,00
3	Module 1 - blood cells and innate immunity (Quiz - blood cells)	11	2	11,00	10,00
3	Module 1 Bacteria Quiz	36	4	36,00	32,00
3	Quiz - T cell development	6	4	6,00	5,75
3	Quiz - alloimmunity	9	1	7,00	7,00
3	Quiz - antibody technology	7	3	7,00	6,67
3	Quiz - Antigen presentation	15	3	15,00	13,00
3	Quiz - antigen presenting cells	10	4	10,00	9,50
3	Quiz - B cells	16	4	16,00	12,75
3	Quiz - complement	5	3	5,00	4,67
3	Quiz - DSMs and peripheral tolerance	8	3	8,00	7,67
3	Quiz - Fever and acute phase response	12	2	12,00	10,50
3	Quiz - Fundamentals of blood cell biology	32	2	30,00	26,50
3	Quiz - Genetics and IgE	3	3	3,00	2,67
3	Quiz - hypersensitivity and immune suppression - tuberculosis	5	3	5,00	5,00
3	Quiz - hypersensitivity reactions - autoimmunity	22	3	22,00	19,67
3	Quiz - hypersensitivity: classifications	27	5	26,00	21,80
3	Quiz - inflammation and the immune system	9	2	9,00	8,00
3	Quiz - introduction to the immune system	23	3	21,00	19,00
3	Quiz - lymphocyte recirculation	9	4	9,00	7,75
3	Quiz - NK cells and ILCs	12	4	12,00	9,50
3	Quiz - primary immunodeficiency	10	3	10,00	8,33
3	Quiz - PRR and alarming	6	3	6,00	5,00
3	Quiz - rearrangement of lymphocyte receptors	9	3	9,00	6,33
3	Quiz - T cell central tolerance	10	3	10,00	8,67
3	Quiz - T cell effector mechanisms	24	4	20,00	12,00
3	Quiz - T cell receptor co-stimulation	6	3	6,00	5,33
3	Quiz - Tregs and other regulatory cells	11	3	11,00	10,67
3	Quiz - Vaccination	9	3	9,00	7,00
4	Quiz	20	2	19,00	11,50
15			102	36,00	11,60

My settings My activity **Quiz** Assignments Written exam

On the "Quiz" page all quizzes that you have taken is shown. Unless you have selected a specific course under my settings, all courses at the programme will be shown.

In the table you can see what semester you took the quiz, the name of the quiz, max score, number of times you have submitted the quiz, your best score, and the average score on all your attempts.

An example: On semester 3 this student did the quiz "hypersensitivity classifications" with a max score of 27 five times. The best result was 26 and the average of the 5 attempts was 21.8

Assignments

You can sort the table by clicking the header for each column. The small arrow indicates what column you have sorted the data on and if it is increasing or decreasing. The data is in this example sorted by assignment name.

Assignments (click on column header to change sorting)

Semester	Assignment	Submitted	Deadline	Status	Final feedback
					be overcome would be useful. qualitative data, images that are to be interpreted. For example, you suggested that 'to evolve these results and make them less sensitive to individual interpretation it could be good to have some quantification of the data as well. For example, the intensity of immunostaining could be measured', by your further suggesting how the intensity that could be measured, a complementary method could be identified and discussed.
1	Literature assignment	2021-12-16	2021-11-23	Fail	
1	Literature assignment	2022-01-08	2021-11-23	Pass	Revised version approved
1	Portfolio Assignment #1 (Reflection #1)- Week 35	2021-09-30	2021-09-10	Pass	
1	Portfolio Assignment #2 - Analysis of take home data #1 (experimental studies)	2021-10-01	2021-09-09	Pass	
1	Portfolio Assignment #3 (Peer Feedback on Research Proposal) - Week 37	2021-09-11	2021-09-17		To conclude, I would like to say that the research proposal was clear and easy to understand. You kept good flow during the whole presentation which made me enjoy listening to your presentation. My advice to improve, your already good presentation, is to make it more scientific. I would like to see more scientific data that would convince me to your research proposal.
1	Portfolio Assignment #3 (Peer Feedback on Research Proposal) - Week 37	2021-09-16	2021-09-17	Completed	
1	Portfolio Assignment #4 (Reflection #2) - Week 38	2021-10-13	2021-10-01	Pass	Good job on reflecting on the different techniques and what you learned this week. I am glad to read that you deepened your understanding of these techniques and their use, although you were familiar with them before. You may want to read a bit more about ELISA and how it is used. It can be used for phenotyping cells in a population but it is more commonly used for qualitative protein detection. Nice job reflecting on the strengths and benefits of diverse groups. If you can work through differences, the benefit of diversity is always great!
1	Portfolio Assignment #5 (Reflection #3)- Week 39	2021-10-14	2021-10-08	Completed	
1	Portfolio Assignment #6 (Reflection #4)- Week 40	2021-10-11	2021-10-15	Pass	Great job reflecting on the different aspects of the week. I am glad to hear you really liked the different activities, including the Image session. You have perfectly captured the importance of this week and I am really glad to hear that you have reflected deeply on the implications of scientific misconduct in society and science. Great job!
3	Reflection - group work		2022-09-20		
3	Reflection - group work		2022-09-20	Completed	
3	Reflection - networking		2022-09-11	Completed	
3	Reflection - team dynamics		2022-09-03		
3	Reflection - team dynamics		2022-09-03	Completed	
1	Week 43 - Research Project Report - Part 1: Written Group Report	2021-11-01	2021-10-26		Reviewer 2: No explicit rules against it, but the two column format and double spacing was challenging to read. Reviewer 5: The graphical abstract looks very good and is informative. It's very good that a hypothesis is raised at the end of the abstract. The Ethical considerations are important but here a little exaggerated because you only worked with cell lines. You should add scale bars to your microscopy pictures (rather than indicating 10x). The figures are simple and easy to understand. The discussion sticks too much to the details and should provide a bird's-eye view on what your results mean in general and maybe how they can be used in other research areas. The 2-column format is not so easy to read. I would not use it unless you are required to. Page 4: "...previous studies have identified that palmitate has the ability to pass over to the CNS (14)." What does pass over to the CNS mean? This should be clarified. Bottom page 2: "...indicating activation" It is not clear what is being activated here - you need to be more explicit

In the table you can see what semester you did the assignment, name of the assignment, submission date, deadline, status (e.g. pass/fail or completed/not completed), and the final feedback you got.

Please note that it is only the final summarized feedback that is visible, meaning that if you got feedback on specific items in a scoring rubric this feedback is not visible here.

If you have submitted a revised version of an assignment you will see the same assignment twice in the table. They will however have different submission dates, and hopefully different feedback and status.

Click "Assignments" to show all assignments that you have submitted during your time on the programme.

Written exams

Written exams, n = nr of questions in exam, Score = your result (% correct answers), Click in right field to select tag to analyze. Click on expand/collapse

Semester	1		3		5		Totalt	
Tag	n	Score	n	Score	n	Score	n	Score
1. Unistructural (e.g identify simple aspects)	11	100 %					11	100 %
Adaptive immunity (D056704)	5	100 %					5	100 %
C - behave with a professional approach, respect the opinion of others in discussions about project management and meet given deadlines					1	100 %	1	100 %
C - justify the choice of species in the planning of animal testing	1	100 %					1	100 %
C - write a research proposal and set up a schedule for the implementation and reporting of a research project					6	100 %	6	100 %
Immunologi (ICD-11 04)	10	100 %					10	100 %
Immunology (D000486)	10	100 %					10	100 %
Innate immunity (D007113)	3	100 %					3	100 %
J - reflect on research ethics issues in the planning and implementation of a planned research project					2	100 %	2	100 %
J - reflect on the importance of good scientific communication in the research community and outwards towards society in general	1	100 %					1	100 %
K - describe sampling methods and parameter estimation	1	100 %					1	100 %
K - describe the basics of the patent process in terms of guidelines and regulations			10	100 %			10	100 %
K - explain how environmental factors and common infections among laboratory animals can influence experiment results	1	100 %					1	100 %
Module 1 - Project initiation					10	100 %	10	100 %
SDG 1. No Poverty/Ingen fattigdom			1	100 %			1	100 %
SDG 3. Good Health and Well-being/hälsa och välbefinnande			1	100 %			1	100 %
SDG 4. Quality Education/god utbildning for alla			1	100 %			1	100 %
Sustainability (hållbar utveckling)			1	100 %			1	100 %
K - describe how to genetically modify and breed mice, and the genotype and phenotype analysis of laboratory animals	5	94 %					5	94 %
K - give an account of the basics of empirical and hypothetico-deductive scientific method and give examples of how research questions can be tested	10	90 %					10	90 %
K - give an account of current research in the field of immunology related to global health challenges and rare diseases	22	86 %					22	86 %
Animal models	15	86 %					15	86 %
C - choose and justify methodology and strategies for data collection					20	85 %	20	85 %
Teaching and Learning Activities	10	100 %			10	70 %	20	85 %
topic knowledge	10	100 %	3	33 %			13	85 %
K - give an account of the basics of quantitative study design and present arguments concerning the strengths and weaknesses of different study types such as casecontrol	6	83 %					6	83 %
Totalt	61	84 %	33	76 %	20	85 %	114	83 %

Tag catog: Markera alla Competency Role Core Values (värdeg... Medicine/Health Sc... MeSH Modules Outcome Outcomes Purpose SOLO Themes

You can as in the previous tables sort the data by clicking the heading for a column. As seen on the small arrow this table is sorted on your total score (descending)

By default, all relations between questions and how they are tagged to different areas are shown. You can (and should) select one of the Tag-categories, if you want to learn anything from this table.

The table shows, from left to right, tag, number of questions and your performance in %, per semester over time in the white area and in total on the right side.

If you click on Written exams you will be able to see all your data from all exams during your time on the programme and how they are related to one or several different areas, e.g. course outcomes, subject area, competences etc.

Written exams

Written exams, n = nr of questions in exam, Score = your result (% correct answers). Click in right field to select tag to analyze. Click on expand/collapse

Semester	2		3		4		5		Total	
Tag	n	Score	n	Score	n	Score	n	Score	n	Score
Cell biology (MeSH D003585)							1	100 %	1	100 %
Genomics (D023281)	2	100 %							2	100 %
Kidney (D007668)					1	100 %			1	100 %
Respiration (D012119)							1	100 %	1	100 %
Stem cells (D013234)			1	100 %					1	100 %
Infection (D007239)			25	92 %					25	92 %
Virus (D014780)			25	92 %					25	92 %
Bacteria/prokaryotes (D001419)			24	92 %					24	92 %
Developmental Biology (D015509)			29	86 %					29	86 %
Genetics (D005823)	31	83 %							31	83 %
Innate immunity (D007113)			12	83 %					12	83 %
Biochemistry (D001671)	5	80 %							5	80 %
Endocrinology (D004704)					8	75 %			8	75 %
Immunization (D007114)			4	75 %					4	75 %
Immunology (D000486)			4	75 %					4	75 %
Physiopathology (Q000503)					10	70 %			10	70 %
Cell Communication (D002450)			9	67 %					9	67 %
Embryology (MeSH D004626)			9	67 %					9	67 %
Inflammation (D007249)			3	67 %					3	67 %
Metabolism (D008660)	2	50 %			7	71 %			9	67 %
Adaptive immunity (D056704)			24	58 %	2	100 %			26	62 %
Cell-Cell interactions/Tissues (D002450)			2	50 %					2	50 %
Immunologic Techniques (D007158)			2	50 %					2	50 %
Cellular Structures (D022082)			5	40 %					5	40 %
Hypersensitivity (D006967)			5	40 %					5	40 %
Molecular genetics (MeSH D008967)			5	40 %					5	40 %
Total	37	83 %	121	82 %	10	70 %	1	100 %	169	81 %

- Tag category
- Markera alla
 - (Tom)
 - Competency Role
 - Core Value
 - MeSH
 - Modules
 - Outcomes
 - Purpose
 - SOLO

You can by selecting a specific Tag category, in this example MeSH, if you want to analyse your strong and weak areas of knowledge.

Different programmes use different Tags and tagging strategies. Thus, students from different programmes have to use different selections here to find the most useful information.

Areas with few questions are difficult to draw any conclusions from based on data in the system (for example Stem Cells with 1 question and 100%).

If the number of questions are high you can easily identify your strong (many questions and high percentage e.g. Infections 25 questions and 92% correct answers) and weaker (many questions and lower percentage for example adaptive immunity 26 questions and 62%) areas of knowledge.

Written exams, n = nr of questions in exam, Score = your result (% correct answers). Click in right field to select tag to analyze. Click on expand/collapse

Semester	3		Total	
Tag	n	Score	n	Score
K – describe the principles for how different types of viruses (DNA, RNA, naked and enveloped viruses) are structured and the basic principles of their replication	10	100 %	10	100 %
K – explain molecular causes of bacterial and viral diversity in relation to selection	8	100 %	8	100 %
K – explain the composition of bacterial structures, bacterial genetics, communication and how it differs from a human cell	8	100 %	8	100 %
K – compare and exemplify the different relationships between viruses, bacteria and host	10	90 %	10	90 %
K – explain how bacteria and viruses cause disease in relation to host response and damage	8	88 %	8	88 %
Total	44	95 %	44	95 %

- Tag category
- Markera alla
 - Competency Role
 - MeSH
 - Modules
 - Outcomes
 - Purpose

If you want to see your results in relation to the course outcomes, we recommend that you first select one course under My settings and then set the Tag category on this page to Outcome. As seen to the right only 5 outcome are assessed using written exams in this course but this student shows excellent results. The others outcomes in this course are probably assessed through assignments or forms.