

Course analysis (course evaluation)

Course code 1BI031	Course title Biochemistry	Credits 12hp
Semester (spring/autumn) VT-22	Period January 17 - March 8, 2022	
Course coordinator Bernhard Lohkamp		Examiner Bernhard Lohkamp
Teacher in charge of component		Other participating teachers various
Number of registered students during the three week check 51	Number approved on the last course date 28	Response frequency course valuation survey 61%
Other methods for student influence (in addition to concluding course valuation) Course committee meetings (3 time, 2 during the course, 1 after)		
Feedback reporting of the course valuation results to the students Survey (without comments) published on Canvas course page (shortly KI kursweb). Whole survey sent to students who have participated in the survey. Survey was discussed with the course committee.		

Note that...

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

The analysis was communicated to the education committee on the following date: **04/04/22**

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1. Description of any conducted changes since the previous course occasion based on the views of former students

The schedule and course content were further revised so that deadlines were more spread out, e.g. the protein purification and characterisation lab was moved to early in the course. Material describing assessment, project work tasks and labs were revised, clarified and extended. More extensive practise tests were made available. The intermediate digital tests were followed up by a discussion session.

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

(Based on the students' quantitative responses to the course valuation and key views from free text responses. Quantitative summary and any graphs are attached.)

The course appears to be challenging for the students and was by some deemed too intense. It appears the focus is on memorizing pathways rather than the interconnection between and implication of these (although knowledge is required to make the connections). Students felt very much responsible for their own learning. Lecturers and esp. seminar teachers were rated highly. The insulin project work was in part too intense since a laboratory session was incorporated (as measures to make up for missed lab time due to COVID-19 restrictions). Replacement of the physical labs with digital/theoretical ones, simulations and data analysis (report) worked only partially. Some students struggled esp. with the data analysis and failed to connect the given practical material to the theory. Lab simulations were often judged as too low level and cumbersome but seem to have helped some students with their learning.

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

Strengths of the course:

The lectures and associated seminars were rated very positively, mainly due to good teachers and lecture notes. The topic of the course is interesting for the students and well organised. Students appreciate the in depth follow up in form of the project works.

Weaknesses of the course:

The course is experienced as intense although there is enough self-study time. Assessment criteria were apparently interpreted differently by different teachers resulting in seemingly unequal grading of the oral presentations as well as lab reports. Some parts of the course suffered from the online nature, so some seminars were rather mini-lectures than interactive, student-teacher interaction appeared difficult, and lab report instructions were partially confusing. The final exam determines the grade of the course.

3. Other views

Approx. half of the course was given online at distance due to the Covid-19 pandemic and hence it is difficult to delineate the evaluation of the course as such and its adjustment due to the Covid-19 pandemic. Several events, adjustments etc. were rather temporary. Some development work of the course had to be postponed since adjustments to make the teaching safe due to the Covid-19 pandemic had priority. Even though this winter there was less digital teaching as compared to last year, some students struggled both with the digital teaching and overall the Covid-19 pandemic situation. Several suffered from anxiety and had difficulties engaging in the course and learning. Related to this is probably the lack of communication and missed personal interaction feeling in digital teaching. However, teachers usually tried their best to engage students, added quizzes to lectures and had an open ear (despite struggling themselves to talk to black boxes). Even after 2 years of experience there is still clearly room for improvement on both sides to make digital teaching more personal, engaged and enjoyable for both sides.

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

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

The insulin project work could be introduced earlier to get students started but will still rather have allocated extra time to exclusively work on it. The content of it will be integrated better with the course content and could include the laboratory session introduced this year (BLo, MDa, TNy, JOH). Alternatively, the focus could shift to another topic/disease entirely since insulin/diabetes appears saturated. Course documents will be revised together with assessment criteria (BLo). An introduction to biochemical and IT-based methods used in the practicals will be given (TNy and BLo). Lab report instructions will be revised to avoid unnecessary repetitions in the reports (LJa, TNy, BLo). The assessment criteria for lab reports and project work presentations will be revised, clarified and discussed with the corresponding teachers before the respective sessions to ensure more uniform assessment. A simple check list based on the assessment criteria may be introduced (BLo and respective responsible teachers). The grading system for the course should be revised as to account better for learning outcome achievements in all respects (and parts) and not have solely the final exam determine the overall grade (BLo). Changes effecting course plan revisions will be implemented latest by 1 November, schedule changes by October and others by the beginning of the course.

Appendices:

Survey