

Course analysis (course evaluation)

Course code 4NT022	Course title Molecular and genetic mechanisms in nutrition science	Credits 10
Semester Autumn -25	Period 15 Oct-22 Nov	
Course coordinator Paul Petrus och Per Antonson		Examiner Magdalena Rosell
Teacher in charge of component Paul Petrus		Other participating teachers Fredrik Fagerström-Billai, Amir Saei, Antonio Checa, Rongrong Fan, Sidinh Luc, Leonidas Lundell.
Number of registered students during the three week check 33	Number approved on the last course date 32	Response frequency course valuation survey 69.70 %
Other methods for student influence (in addition to concluding course valuation) Discussions during the course as well as an oral course evaluation at the end of the course. A course council with three student representatives after the course (11/12).		
Feedback reporting of the course valuation results to the students The students were informed via an announcement at Canvas January 2026.		

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

We have introduced introductory lectures to establish a solid baseline level of knowledge for all students. The section covering methods and techniques used in molecular nutrition research is now assessed through a written Pass/Fail exam at a basic level. This ensures that students are able to follow the course content and provides clear guidance on what they should prioritise in their studies. To support this, the first part of the course has been restructured to better prepare students for the exam. We have also increased the number of journal clubs, with a stronger focus on nutrition-related research articles. In addition, the supervision of individual reports has been standardised to ensure greater consistency and clarity for students.

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

Overall, students were satisfied with the course. In the course evaluation, the overall opinion of the course was rated 5.3 (scale 1-6). The main criticism was that the students was related to the peer feedback and the feedback from teachers for the individual report. There were also minor suggestions such as avoiding specific lecture halls.

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

Strengths of the course: The course was perceived as strong in its use of active learning, with journal clubs, workshops, laboratory sessions, and the individual project contributing effectively to students' understanding of molecular mechanisms and scientific literature. Students highly valued the engagement and accessibility of the teachers, and described the learning environment as inclusive and supportive. The examination and assessment structure

were generally seen as fair and meaningful, reinforcing learning while allowing students to explore topics of personal interest in depth

Weaknesses of the course: The main weaknesses were a lack of clarity and structure in some parts of the course, for example examination content and expectations for the written report. Students also experienced periods of high and uneven workload and found peer feedback to be inconsistent and sometimes of limited value. In addition, some lectures and journal clubs were perceived as overly dense, insufficiently focused, and not always clearly linked to nutrition, especially for students without a strong molecular biology background

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

We will provide clearer and more explicit instructions regarding expectations for the individual report, while maintaining the degree of freedom students have in choosing and formulating their topics, as this was highlighted as a valued aspect of the course. Peer feedback will be replaced by structured teacher-led feedback sessions, conducted via Zoom and scheduled in fixed time slots to ensure efficiency, consistency, and timely guidance for all students.