

## Kursanalys (kursutvärdering)

<b>Kurskod</b> 4FF000	<b>Kurstitel</b> Integrated Physiology and Pharmacology	<b>Högskolepoäng</b> 25
<b>Termin (vt/ht-år)</b> ht-22	<b>Tidsperiod</b> August 29, 2022 – January 13, 2023	

<b>Kursansvarig</b> Gunnar Schulte	<b>Examinator</b> Jessica Norrbom
<b>Momentansvariga lärare</b> Gianluigi Pironti, Mikael Adner, Carl Johan Sundberg, Elisabet Stener-Victorin, Johanna Lanner, Lilly Schwieler, Camilla Svensson, Duarte Ferreira, Helin Norberg, Mattias Carlström	<b>Övriga medverkande lärare</b> Jessica Norrbom, Stefan Reitzner, Shane Wright, Gunnar Schulte, Karima Chergui, Christopher Cederroth, Kent Jardemark, Eddie Weitzberg, Tomas Schiffer

<b>Antal registrerade studenter vid treveckorskontrollen</b> 37	<b>Antal godkända vid sista kursdatum</b> 34	<b>Svarsfrekvens kursvärderingsenkät</b> 57 %
<b>Övriga metoder för studentinflytande</b> (utöver avslutande kursvärdering) Programrådsmöten med deltagande studentrepresentanter.		
<b>Återkoppling av kursvärderingsresultat till studenterna</b> Via programrådsmöten och anslag på Canvas.		

### 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: **230320**

Analysen har delgivits programansvarig nämnd följande datum:

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

Not applicable. The course was given for the first time HT22.

### 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.)*

According to the students' quantitative answers to the course evaluation, a majority thought that they had "to some extent" or "to a large extent" developed valuable expertise/skills (mean 3.6).

When asked if they had achieved all intended learning outcomes, most answered that this was the case "to some" or a "large extent" (mean 3.8).

The answers to the question about a common theme running throughout the course were quite evenly distributed from "some extent" to "a very large extent", with a few answering "to a very small extent" (mean 3.7). A majority thought that the modules of the course were well integrated (mean 3.6), except one that thought the modules were integrated to a very small extent.

Most students thought that the course promoted a scientific way of thinking to "a large extent" (mean 4.1).

According to most students, the teachers had been open to ideas and opinions to "a large" or "very large" extent (mean 3.8).

The answers to the question whether the structure and methods used were relevant in relation to the learning outcomes were distributed from "a small" to "a very large extent" (mean 3.4).

The psychosocial work environment was considered very good in general (mean 4.1) and most fell included in the group "to a large" or "to a very large" extent (mean 4.4). Only a few stated they experienced competition between students during the course (mean 2.2). The answers to the question if the previous knowledge was sufficient for the course were evenly distributed from "to some extent" to "to a very large extent" (mean 4.0) and for the question if the course was challenging enough the answers ranged from "to a small extent" to "to a very large extent" (mean 3.4).

When asked to describe what had been particularly good during the course, several students mentioned that the teachers had been friendly and helpful and that the atmosphere in the class was very good. It was also appreciated that there were many opportunities to learn about different research directions and that current papers and novel research were involved in the classes and open to discussion. The team-based learning structure was brought up as good way to work with different topics and work together in smaller groups, which was new to some of the students.

When asked to describe how the course could be improved, something that was brought up by several students was the lack of detailed feedback on individual assignments. Also, the grading criteria were a bit unclear and there were differences in how the different teachers graded the assignments and how much feedback was given.

The application exercises during the TBL weeks were somewhat overlapping and there were several Journal Clubs in a row. Even more insight into the research performed in the different research groups were wanted from several students.

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

***Kursens styrkor:*** The engagement of the teachers and their willingness to contribute to the new course and the continuous development of the course. The unique opportunity to have both basic and clinical research within the department that could be even more used in upcoming courses.

**Kursens svagheter:** It is challenging to design the course so that students with very diverse backgrounds will all learn as much as possible and also be challenged enough. Many teachers involved also stresses the importance of clearer information about the course structure, assignments and grading criteria.

### 3. Övriga synpunkter

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

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

- Shorten the introduction (Part 1) from 4 to 3 weeks (there was a lot of space last year) and add more questions to the written examination. *Jessica Norrbom*
- Include all TBL-themes in the introduction part. *Jessica Norrbom*
- Make sure the TBL-themes are more aligned and that the application exercises are varied and that physiology, pharmacology and pathophysiology/translation to clinical setting is included to really integrate the topics. *Jessica Norrbom and TBL-theme responsible persons*
- Instead of handing in one assignment for each TBL-theme in Part 2 and Part 3, there will be integrated assignments (4 in total for Part 2 and 1 for Part 3), assignments. The students should receive the assignments in the beginning of each block and instructions for more detailed feedback from the teachers will be given. *Jessica Norrbom/Gunnar Schulte*
- The grading criteria for Part 2 and Part 3 will be revised. *Jessica Norrbom/Gunnar Schulte*

**Bilagor:** 4FF000 HT22 utan fritext