

Kursanalys (kursutvärdering)

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| Kurskod 4FF000 | Kurstitel Integrated Physiology and Pharmacology | Högskolepoäng 25 |
| Termin (vt/ht-år) ht-23 | Tidsperiod August 28, 2023 – January 12, 2024 | |

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

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| Antal registrerade studenter vid treveckorskontrollen 34 | Antal godkända vid sista kursdatum 33 | Svarsfrekvens kursvärderingsenkät 41 % |
| Övriga metoder för studentinflytande (utöver avslutande kursvärdering) Kurs- och programrådsmöten med deltagande studentrepresentanter. | | |
| Återkoppling av kursvärderingsresultat till studenterna Via kursrådsmöte 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: 240327

Analysen har delgivits programansvarig nämnd följande datum: 240411

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

The following changes were suggested after the previous course and have been implemented:

- Shorten the introduction (Part 1) from 4 to 3 weeks 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*
- Revise the grading criteria for Part 2 and Part 3. *Jessica Norrbom/Gunnar Schulte*

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 a large extent" developed valuable expertise/skills (mean 4.1). When asked if they had achieved all intended learning outcomes, most answered that this was the case "to a large extent" (mean 4.1).

The answers to the question about a common theme running throughout the course were mainly answered "to a large extent" and "to a very large extent" (mean 4.3). A majority thought that the modules of the course were well integrated (mean 4.1), 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 4.0). According to most students, the teachers had been open to ideas and opinions to "a large" or "very large" extent (mean 4.1). 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 4.1).

The psychosocial work environment was considered very good in general (mean 4.4) and most felt 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 2.3).

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 3.9) and for the question if the course was challenging enough the answers ranged from "to a small extent" to "to a large extent" (mean 3.3).

When asked to describe what had been particularly good during the course, several students mentioned that they appreciated the TBL structure, and the Journal Clubs were particularly mentioned as a good way to practice reading scientific articles and presenting research. Study visits were also mentioned as a valuable part of the course.

When asked to describe how the course could be improved, something that was brought up by several students was to include laboratory work and other practical activities.

The grading criteria could be clearer and more similar grading between the different assignments and more specific feedback is always welcome. Also, better communication between teachers and integration between topics.

3. Kursansvarigs reflektioner kring kursens genomförande och resultat

Kursens styrkor: The TBL structure promotes team work and for the students to get to know each other and work together during the first semester of the program. Engaged and knowledgeable teachers that contribute to the 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 be challenged enough. The structure of the written assignments could also be further discussed, and the instructions improved, also with respect to AI and drafting a policy on AI use.

3. Övriga synpunkter

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4. Kursansvarigs slutsatser och eventuella förslag till förändringar

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

- The Cancer TBL-module will be moved from Part 2 of the course to Part 3. It will fit better after all the organ systems have been covered and also the number of assignments will be more even between Part 2 and 3. *Jessica Norrbom*
- Include aspects of sustainability and climate change in the course. *Jessica Norrbom and TBL-theme responsible persons*
- Add introduction to laboratory skills, such as pipetting to prepare for upcoming courses. *Jessica Norrbom*
- Include workshops and activities on code of conduct at KI, information about academic writing and plagiarism in collaboration with KIB. *Responsible: Jessica Norrbom*
- Involve the clinicians in the department more in the course. *Jessica Norrbom / Eddie Weitzberg*
- Revise the grading criteria for Part 2 and Part 3. *Jessica Norrbom and TBL-theme responsible persons*

Bilagor: 4FF000 HT23 utan fritext