Course analysis (course evaluation)

Course code	Course title	Credits
4FF04	Bioinformatics from a Physiological and Pharmacological Perspective	7.5 ECTS

Semester	Period
VT 23	16/01 - 17/02

Course coordinator	Examiner
Volker Lauschke	Gunnar Schulte
Teacher in charge of component	**Other participating teachers**
Sofiene Laarif, Yitian Zhou, Roman Tremmel, Tom Erkers, Sonia Youhanna, Magdalena Scharf, Lucie Delemotte, Gustaw Eriksson	Stefania Koutsilieri, Aurino Kemas

Number of registered students during the three week check	Number approved on the last course date	Response frequency course valuation survey
37	36	54%

Other methods for student influence (in addition to concluding course valuation)
Email contact with course coordinator

Feedback reporting of the course valuation results to the students
Via Canvas

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: 2305 23
The analysis was communicated to the programme coordinating committee on the following date: 20230523

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

N/A. This was the first run of this course.

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

Overall, the course was positively received. Overall, 55% of respondends stated that the course contributed to a "large extent" or "very large extent" to a development of valuable skills during the course (mean 3.4). Similarly, most students responded that they achieved the intended learning outcomes (mean 3.1). The lowest score was received when answering whether there was a common theme running throughout the course (mean 2.8). This is understandable, as the very aim of module was to provide an overview of the diversity of

different modeling approaches used for physiological and pharmacological applications, i.e. to touch upon a number of methodologically different tools.

The students moreover thought that the course promoted a scientific way of thinking with 80% of respondents stating that this goal was achieved "to some extent", to a "large extent" or "very large extent" (mean 3.4).

Notably, the work environment was considered good (mean 3.6) with very limited competition between students (mean 2.0).

The question whether previous knowledge was sufficient for the course resulted in a bimodal distribution of answers with approximately equal shares of students answering that their previous knowledge was sufficient "to a small or very small extent" and "to a large and very large extent", respectively. This is a reflection of the diversity of students admitted to the course from drastically varying academic backgrounds. The overall level of challenge was considered sufficient (mean 3.7).

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

Strengths of the course: **The engagement of the teachers and their willingness to contribute to the new course and the continuous development of the course. The lectures were considered informative and structured throughout. The combination between lectures and practical elements felt well balanced.**

Weaknesses of the course: **It is challenging to design the course so that students with very diverse backgrounds can follow while on the other side feeling challenged.**

4. Other views

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

The structure of the course with lectures and practical courses has proved itself to be suitable to convey the learning objectives. As such, no major changes are planned. The exam format will be adjusted to include less questions.

Appendices: