

## 4FF002 Physiological and pharmacological mechanisms and experimental approaches VT25

Respondents: 43  
Answer Count: 33  
Answer Frequency: 76,74 %

**In my view, I have developed valuable expertise/skills during the course.**

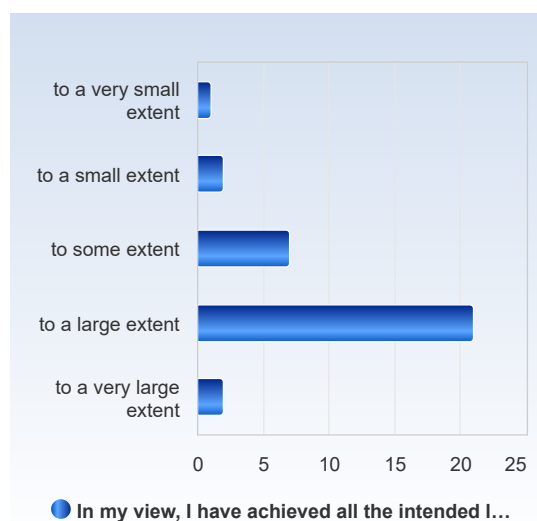
| In my view, I have developed valuable expertise/skills during the course. | Number of responses |
|---|---------------------|
| to a very small extent  | 0 (0,0%)            |
| to a small extent   | 0 (0,0%)            |
| to some extent  | 12 (36,4%)          |
| to a large extent   | 14 (42,4%)          |
| to a very large extent  | 7 (21,2%)           |
| Total   | 33 (100,0%)         |



|  | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|--|------|--------------------|--------------------------|-----|----------------|--------|----------------|-----|
| In my view, I have developed valuable expertise /skills during the course. | 3,8  | 0,8                | 19,6 %                   | 3,0 | 3,0            | 4,0    | 4,0            | 5,0 |

### In my view, I have achieved all the intended learning outcomes of the course.

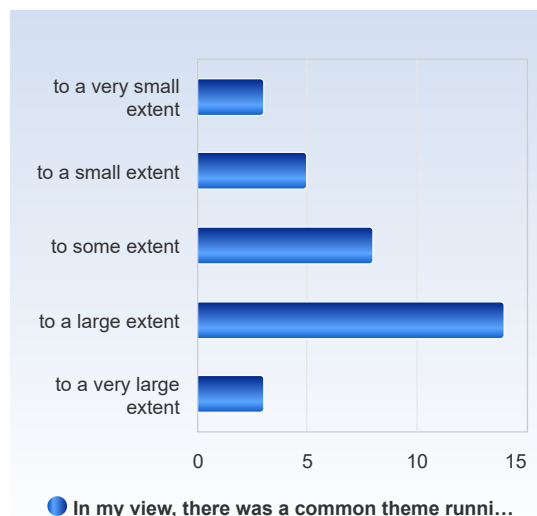
| In my view, I have achieved all the intended learning outcomes of the course. | Number of responses |
|---|---------------------|
| to a very small extent  | 1 (3,0%)            |
| to a small extent   | 2 (6,1%)            |
| to some extent  | 7 (21,2%)           |
| to a large extent   | 21 (63,6%)          |
| to a very large extent  | 2 (6,1%)            |
| Total   | 33 (100,0%)         |



|   | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|---|------|--------------------|--------------------------|-----|----------------|--------|----------------|-----|
| In my view, I have achieved all the intended learning outcomes of the course. | 3,6  | 0,8                | 22,6 %                   | 1,0 | 3,0            | 4,0    | 4,0            | 5,0 |

### In my view, there was a common theme running throughout the course – from learning outcomes to examinations.

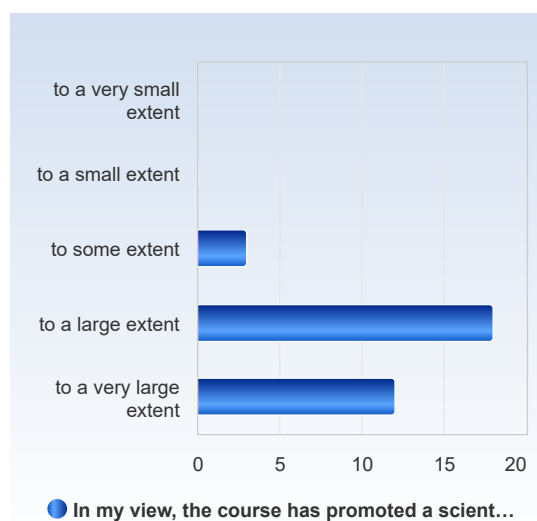
| In my view, there was a common theme running throughout the course – from learning outcomes to examinations. | Number of responses |
|--|---------------------|
| to a very small extent   | 3 (9,1%)            |
| to a small extent  | 5 (15,2%)           |
| to some extent   | 8 (24,2%)           |
| to a large extent  | 14 (42,4%)          |
| to a very large extent   | 3 (9,1%)            |
| Total  | 33 (100,0%)         |



|  | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|--|------|--------------------|--------------------------|-----|----------------|--------|----------------|-----|
| In my view, there was a common theme running throughout the course – from learning outcomes to examinations. | 3,3  | 1,1                | 34,4 %                   | 1,0 | 3,0            | 4,0    | 4,0            | 5,0 |

**In my view, the course has promoted a scientific way of thinking and reasoning (e.g. analytical and critical thinking, independent search for and evaluation of information).**

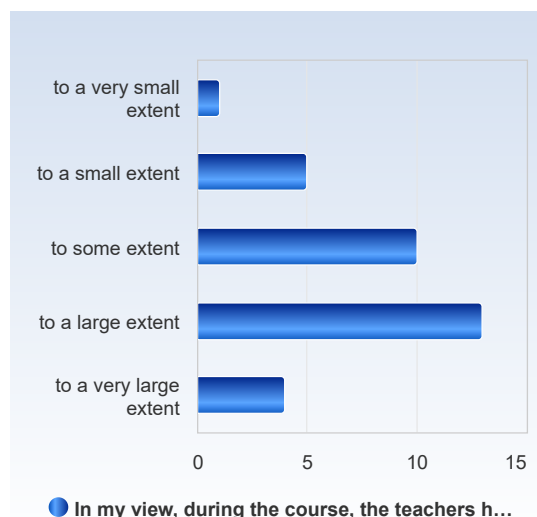
|   |                     |
|---|---------------------|
| In my view, the course has promoted a scientific way of thinking and reasoning (e.g. analytical and critical thinking, independent search for and evaluation of information). | Number of responses |
| to a very small extent  | 0 (0,0%)            |
| to a small extent   | 0 (0,0%)            |
| to some extent  | 3 (9,1%)            |
| to a large extent   | 18 (54,5%)          |
| to a very large extent  | 12 (36,4%)          |
| Total   | 33 (100,0%)         |



|   | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|---|------|--------------------|--------------------------|-----|----------------|--------|----------------|-----|
| In my view, the course has promoted a scientific way of thinking and reasoning (e.g. analytical and critical thinking, independent search for and evaluation of information). | 4,3  | 0,6                | 14,7 %                   | 3,0 | 4,0            | 4,0    | 5,0            | 5,0 |

**In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.**

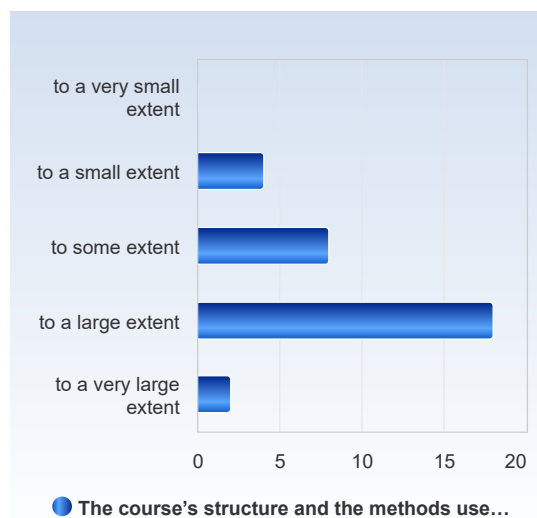
|  |                     |
|--|---------------------|
| In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content. | Number of responses |
| to a very small extent   | 1 (3,0%)            |
| to a small extent  | 5 (15,2%)           |
| to some extent   | 10 (30,3%)          |
| to a large extent  | 13 (39,4%)          |
| to a very large extent   | 4 (12,1%)           |
| Total  | 33 (100,0%)         |



|  | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|--|------|--------------------|--------------------------|-----|----------------|--------|----------------|-----|
| In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content. | 3,4  | 1,0                | 29,2 %                   | 1,0 | 3,0            | 4,0    | 4,0            | 5,0 |

**The course's structure and the methods used (e.g. lectures, exercises, assignments etc.) were relevant in relation to the learning outcomes.**

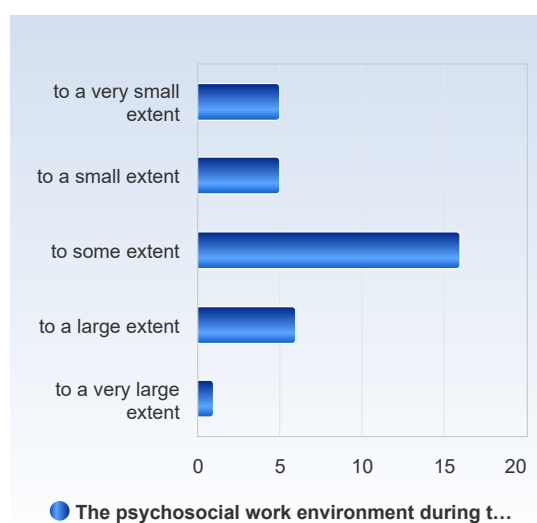
|  |                     |
|--|---------------------|
| The course's structure and the methods used (e.g. lectures, exercises, assignments etc.) were relevant in relation to the learning outcomes. | Number of responses |
| to a very small extent   | 0 (0,0%)            |
| to a small extent  | 4 (12,5%)           |
| to some extent   | 8 (25,0%)           |
| to a large extent  | 18 (56,2%)          |
| to a very large extent   | 2 (6,2%)            |
| Total  | 32 (100,0%)         |



|  | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|--|------|--------------------|--------------------------|-----|----------------|--------|----------------|-----|
| The course's structure and the methods used (e.g. lectures, exercises, assignments etc.) were relevant in relation to the learning outcomes. | 3,6  | 0,8                | 22,5 %                   | 2,0 | 3,0            | 4,0    | 4,0            | 5,0 |

**The psychosocial work environment during the course was good (psychosocial environment includes, among other things, well-being, support, stress, equal treatment and discrimination).**

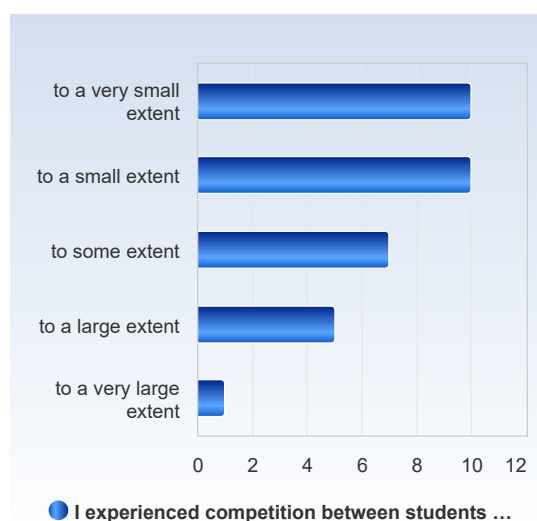
|  |                     |
|--|---------------------|
| The psychosocial work environment during the course was good (psychosocial environment includes, among other things, well-being, support, stress, equal treatment and discrimination). | Number of responses |
| to a very small extent   | 5 (15,2%)           |
| to a small extent  | 5 (15,2%)           |
| to some extent   | 16 (48,5%)          |
| to a large extent  | 6 (18,2%)           |
| to a very large extent   | 1 (3,0%)            |
| Total  | 33 (100,0%)         |



|  | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|--|------|--------------------|--------------------------|-----|----------------|--------|----------------|-----|
| The psychosocial work environment during the course was good (psychosocial environment includes, among other things, well-being, support, stress, equal treatment and discrimination). | 2,8  | 1,0                | 36,7 %                   | 1,0 | 2,0            | 3,0    | 3,0            | 5,0 |

**I experienced competition between students during the course.**

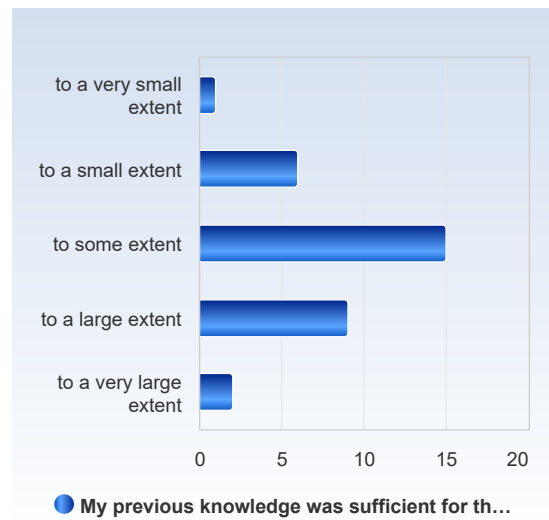
|   |                     |
|---|---------------------|
| I experienced competition between students during the course. | Number of responses |
| to a very small extent  | 10 (30,3%)          |
| to a small extent   | 10 (30,3%)          |
| to some extent  | 7 (21,2%)           |
| to a large extent   | 5 (15,2%)           |
| to a very large extent  | 1 (3,0%)            |
| Total   | 33 (100,0%)         |



|   | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|---|------|--------------------|--------------------------|-----|----------------|--------|----------------|-----|
| I experienced competition between students during the course. | 2,3  | 1,2                | 50,3 %                   | 1,0 | 1,0            | 2,0    | 3,0            | 5,0 |

### My previous knowledge was sufficient for the course.

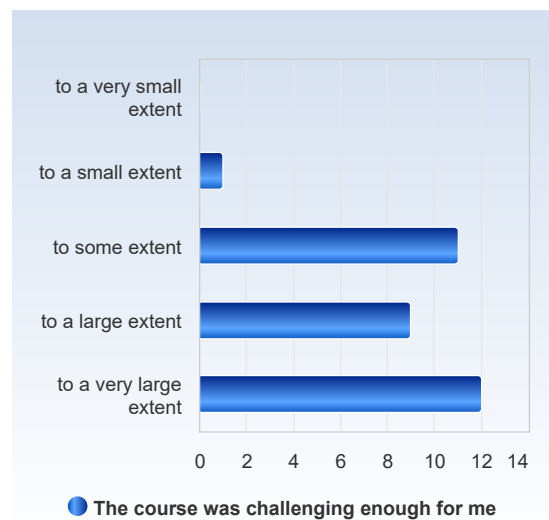
| My previous knowledge was sufficient for the course. | Number of responses |
|--|---------------------|
| to a very small extent                               | 1 (3,0%)            |
| to a small extent                                    | 6 (18,2%)           |
| to some extent                                       | 15 (45,5%)          |
| to a large extent                                    | 9 (27,3%)           |
| to a very large extent                               | 2 (6,1%)            |
| Total  | 33 (100,0%)         |



|  | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|--|------|--------------------|--------------------------|-----|----------------|--------|----------------|-----|
| My previous knowledge was sufficient for the course. | 3,2  | 0,9                | 28,7 %                   | 1,0 | 3,0            | 3,0    | 4,0            | 5,0 |

### The course was challenging enough for me

| The course was challenging enough for me | Number of responses |
|--|---------------------|
| to a very small extent                   | 0 (0,0%)            |
| to a small extent                        | 1 (3,0%)            |
| to some extent                           | 11 (33,3%)          |
| to a large extent                        | 9 (27,3%)           |
| to a very large extent                   | 12 (36,4%)          |
| Total                                    | 33 (100,0%)         |



|  | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|--|------|--------------------|--------------------------|-----|----------------|--------|----------------|-----|
| The course was challenging enough for me | 4,0  | 0,9                | 23,1 %                   | 2,0 | 3,0            | 4,0    | 5,0            | 5,0 |