



Course analysis (course evaluation)

Course code 4FF002	Course title Physiological and pharmacological mechanisms and experimental approaches	Credits 15
Semester VT24	Period 240219-240428	

Course coordinator Anna Krook and Shane Wright	Examiner Anna Krook
Teacher in charge of component	Other participating teachers

Number of registered students during the three week check 33	Number approved on the last course date	Response frequency course valuation survey 51,5%
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Other methods for student influence (in addition to concluding course valuation)
Student oral feedback after each part of the course

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: 240906

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

A few more research visits were added
One of the practical laboratory sessions was changed
Some of the lectures were changed

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

Overall, the students found the study visits: interesting and useful to visit different labs with different focuses to potentially discover personal interests. A number of students found the written exam challenging, although some also liked having a written exam noting that it made them study efficiently. The individual assignment and presentation was also appreciated with a comment that everyone took it more seriously than the group assignments. (This underscores that some people do not pull their weight in group assignments). In general, the



assignments were appreciated and promoted a new way of thinking. The journal club format was very appreciated.

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

Strengths of the course:

The strength of the course is the ambition to promote new ways of independent and constructive thinking about research questions. We used a number of different pedagogical methods in the course including group projects and individual projects. The course starts with a number of lectures from very diverse fields, and then in order to stimulate peer learning we included a number of different discussion sessions. These discussion sessions ranged from directed journal clubs to group presentations to scientific seminars with posters generated by the students. The course also included research practicals and demonstrations.

Weaknesses of the course:

Same as last year, it is challenging to design the course so that students with very diverse backgrounds can follow while at the same time ensure that the more advanced students are feeling challenged. The whole group this year was very different from the group in 2023, adding another difficulty when adapting the course based on student feedback. Clearly this could also be due to the limited number of times the course has been given.

4. Other views

The students could be better prepared for a written exam.

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

Students are moving from a dependent form of learning to a more independent form of learning, where the knowledge required is above just listening to a lecture or memorising course material. This is harder for some of the students, which is probably reflected in the very large variation in the exam scores.

We will add a dedicated lecture to how to answer and think about essay questions. We will try and space the lectures at the beginning of the course better. We could consider an additional journal club. Perhaps a basic orientation in lab skills (holding a pipette, etc) on a voluntary basis could be added in term 1? "The afternoon course for a lab green-card"

Appendices: