



Course analysis (course evaluation)

Course code 4FF02	Course title Physiological and pharmacological mechanisms and experimental approaches	Credits 15 ECTS
Semester VT 23	Period 20/02 - 28/04	

Course coordinator Anna Krook	Examiner Lilly Schwieler
Teacher in charge of component	Other participating teachers Nicolas Pillon, Anna Falk, Vesna Munic Kos , Kaminsky, Vitaly , Volker Lauschke, Jorge Ruas , David Rizo Roca , Ilke Sen, Cristiana Cruceanu , Carl Sellgren, Simone Tambaro, Camilla Svensson, Marta Gómez, Emanuela Santini, Christopher Cederroth, Henrik Ahlenius, Magnus Ingelman-Sundberg, Maxence Jollet, Mladen Savikj, Alek Erickson, Inger Johansson, Funda Orhan

Number of registered students during the three week check 37	Number approved on the last course date 36	Response frequency course valuation survey 56%
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Other methods for student influence (in addition to concluding course valuation)
Student oral feed back after each part in the course (for example after group presentations or poster seminar)

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: 230913

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

The areas with little diverse response from students were the following two statements:



The course was challenging enough for me
My previous knowledge was sufficient for the course.
The spread in answers to these statements likely reflect that the background of the students was rather diverse.

Overall, the course was positively received and several of the written comments were positive and students felt that they had achieved new knowledge. Overall, 90% of respondents stated that the course contributed to a "large extent" or "very large extent" to a development of valuable skills during the course. The students moreover thought that the course promoted a scientific way of thinking with 95% of respondents stating that this goal was achieved to a "large extent" or "very large extent".

Although 80 % of respondents felt that "the teachers have been open to ideas and opinions about the course's structure and content" 20% of respondents felt that this was only to "some extent". This could reflect the wish from some students to participate remotely. Since the course is heavily based on discussion and participation, remote participation was not possible. We will inform about this more clearly next time..

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

Strengths of the course:

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 practical's and demonstrations.

Weaknesses of the course:

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.

4. Other views

It was clear that some students did not have a sufficient background to fully appreciate the course. It may be useful to identify these students earlier in the programme such that they have an opportunity to catch up.

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

We are considering other practical content to replace the gene-lab. We will schedule mentor times later, and we are considering adding some more challenging tasks for those students who would like to learn more.

Appendices: