

## Course analysis (course evaluation)

<b>Course code</b> 4FF009	<b>Course title</b> Laboratory animal science, behavior and metabolism	<b>Credits</b> 7,5 HP
<b>Semester</b> HT23	<b>Period</b> 2023-08-28 to 2023-09-29	

<b>Course coordinator</b> Jorge Ruas	<b>Examiner</b> Duarte Ferreira
<b>Teacher in charge of component</b> Rafael Frias Beneyto	<b>Other participating teachers</b> Stephan Teglund, Matt Leach, Aurora Brønstad, David Lewis, Velina Siderova, Chiara Zullian, Juan Pablo Lopez Buitrago, Vilma Alanko, Alessandro Furlan, Daniela Calvigioni, Paulo Jannig, Alex Banks

<b>Number of registered students during the three week check</b> 17	<b>Number approved on the last course date</b> 16	<b>Response frequency course valuation survey</b> 58,82 %
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### Other methods for student influence (in addition to concluding course valuation)

Email contact with the course coordinator and examiner as well as with Rafael Frias Beneyto

### Feedback reporting of the course valuation results to the students

<https://sunet.artologik.net/ki/Admin/Survey/36122>

### 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: 231116

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

Course was given for the first time this semester (HT23)

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

Overall, the course was positively received. Overall, 70% of respondents stated that the course contributed to a "very large extent" to a development of valuable skills during the course (mean 4.7). Similarly, most students responded that they achieved the intended learning outcomes (mean 4.6) and that there was a common theme running throughout the course (mean 4.5). The students moreover thought that the course promoted a scientific way of thinking (mean 4.6). The lowest score was received when answering whether their previous

knowledge was sufficient for the course (mean 3.2). This is understandable, since this is the first course of the program focused in animal laboratory science and how to handle laboratory animals as well as performing analysis in different methods that analyse behaviours and metabolism. Interestingly, the students felt that they could turn to the teacher/course coordinator for guidance (mean 4.7). The overall opinion of the course was considered very good and with a clear structure from the learning outcomes to the teaching methods (mean 4.7) with most of the students reporting that the course had a good psychosocial work environment (mean 4.6) with very little competition between the students (mean 1.6).

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

***Strengths of the course:*** The Laboratory Animal Science course stands out as one of the best-organized and most enriching experiences in the Master's program, as per student feedback. "Laboratory animal science, even though short in duration, was probably the best and most organised course I have attended in this Master's program." The students expressed satisfaction with the lectures, finding them instructive, insightful, and well-structured. They appreciated the depth and clarity of the content. The students also praised the practical sessions involving animals, which were well-organized and provided a comfortable environment for those new to working with animals. "I particularly appreciated practicals with the animals, the instructors created a very nice environment while most of us worked for the first time with animals." and "The practical parts of laboratory animal science were very well organized and interesting.". The course used varied teaching methods, including quizzes, which enhanced motivation and critical thinking. These methods ensured active participation and effective learning. "I liked the structure of the lectures and the hands-on session. As well as the opportunity to talk about a research project and get feedback from people that work in the ethics committee."

***Weaknesses of the course:*** Students experienced occasional confusion regarding deadlines and the different parts of the course. They suggested that a more detailed and organized overview of course components and deadlines would be beneficial. "Sometimes there was some confusion with the deadlines and all the different parts of the courses, so a more detailed overview of the course parts would have been helpful." Some students encountered issues with the wording of exam questions, which could be confusing, particularly when translated from Swedish to English. Ensuring clear and unambiguous language in assessments could enhance the student experience. "During the exam of the 1st part, we had some issues regarding wording that were a little bit confusing and therefore lead us to make mistakes." There was also some uncertainty in the beginning on whether the course leads to a certificate or not. "maybe we would have loved to know from the beginning whether this course would give us a certificate or not." Regarding, part 2 of the course was noted to be focused on narrow areas of research, primarily neuroscience and diabetes/obesity. Students suggested that including more behavioral tests could broaden the course's appeal and make it more inclusive. "Part 2 was focused on very narrow areas of research, mainly neuroscience and diabetes/obesity, thus more behavioral tests could be included to broaden and appeal to more students." Finally, an initial overview of the course would be desired, including deadlines and assignment



**requirements, at the beginning of the course since it would help students better navigate the course structure and requirements. "In the beginning, it would be nice to have a clear overview about the deadlines and the assignments that need to be done."**

#### **4. Other views**

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

**Taking into account the students feedback, this course has some areas that could be improved:**

**Introductory lecture: An introductory lecture in the beginning of the course will be added to give the students a better overview of the course, its mandatory moments, important deadlines and course components (specially the 2 parts) as well as information regarding the course certificate**

**Exam Clarity: To avoid confusing on the exam, particularly when translated from Swedish to English, we will start that the course responsible (Jorge Ruas), teacher in charge of a component (Rafael Frias) and examiner (Duarte Ferreira) will read the exam to avoid unambiguous language in the exam**

**We will see over the content on the part 2 of the course to include more behavioral and metabolic related tests that could be used by the students in the future.**

**Appendices:**