

Course analysis (course evaluation)

Course code 4FF009	Course title Laboratory animal science, behavior and metabolism	Credits 7,5 HP
Semester HT24	Period 2024-09-02 to 2024-10-04	

Course coordinator Jorge Ruas	Examiner Duarte Ferreira
Teacher in charge of component Johannes Wilbertz	Other participating teachers Elisabet Andersson, Bengt Eriksson, Stephan Teglund, Jose Inzunza, Matt Leach, Aurora Brønstad, Lars Bräustigam, Velmurugesan Arulampalam, Vilma Alanko, Alessandro Furlan, Daniela Calvigioni, Paulo Jannig, Alex Banks

Number of registered students during the three week check 12	Number approved on the last course date 12	Response frequency course valuation survey 75 %
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Other methods for student influence (in addition to concluding course valuation)

Email contact with the course coordinator

Feedback reporting of the course valuation results to the students

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: 200115

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

We explain now in the beginning of the course the mandatory moments, important deadlines and course components (specially the 2 parts) as well as information regarding the course certificate. To avoid confusing on the exam, the exam was proof-read to avoid unambiguous language in the exam

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

The "Laboratory Animal Science" course was well-received by the majority of students, with strong engagement in both the practical and theoretical components. The course effectively

developed valuable skills in handling animals, understanding relevant legislation, and applying laboratory animal science concepts, earning a high mean rating of 4.6. Additionally, the majority of students reported that they achieved the intended learning outcomes (mean 4.3) and appreciated the relevance of the course's structure and methods to the objectives (mean 4.7).

Students particularly highlighted the hands-on nature of the practical sessions, the variety of perspectives provided by lecturers from different professions, and the well-structured content delivered in the first part of the course. The psychosocial environment was another notable strength, fostering collaboration and open communication within a small group setting (mean 4.4). The lack of intense competition between students (mean 2.2) further contributed to a positive learning atmosphere.

However, there were several areas for improvement, particularly in the integration of the course's components and the clarity of its assignments. Students noted that the behavior and metabolism sections lacked the depth and organization of the animal science portion, resulting in uneven engagement across the course. The EU modules were also a point of contention, with students unprepared for the time commitment required. Additionally, while the practical sessions were praised, many students expressed a desire for even more hands-on opportunities.

Despite these challenges, the course succeeded in delivering a foundational understanding of laboratory animal science and provided students with essential skills for future academic and professional applications. The enthusiastic teaching team, including highlights like Johannes and guest lecturers, was highly appreciated for their ability to create an engaging and supportive learning environment. The course remains a vital component of the curriculum, and with adjustments based on student feedback, it has the potential to achieve even greater impact.

This comprehensive evaluation highlights the course's strengths and opportunities for growth, ensuring its continued relevance and excellence.

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

Strengths of the course: The students highly valued the practical sessions and hands-on learning. "It was great to learn about how to handle animals, different procedures, and legislations. We rarely learned about that previously." and "The practical lab was very interesting. I feel like I've learned a lot of new things." Another positive aspect of the course was the inclusion of lecturers from various professions, such as veterinarians, was appreciated for providing a well-rounded view of the subject "I liked that we had lectures with people of different professions, especially the veterinarian, to give us different perspectives on a controversial topic." In addition, the teachers' enthusiasm and engagement in the beginning of the course for the students' learning were noted as a highlight. Finally, the students appreciated that the lectures and presentations were aligned with the practical application of concepts. "The methods used in the lecture and the presentations helped to further understand the concepts."

Weaknesses of the course: One problem with the course was the lack of integration between online and in-person components, leading to confusion. "The online modules



and the in-person lectures are not really connected.” and “It would have been nice if the two parts of the course were more aware of each other.” In addition the behavior and metabolism part was perceived as less engaging and well-organized compared to the animal science part. “I wish the sections on behavior and metabolism were more like the animal science part.” and “Metabolism was not bad, just a bit less well-organized due to Jorge Ruas leaving, but it felt like behavior was skipped over.” This also led to students feeling that some assignments lacked clear instructions. “The metabolic test presentation was a little unclear. Maybe specify what the purpose of the presentation is (grant application?) instead of saying we should present a topic of interest.”. Finally, the students reacted that the EU modules took longer than anticipated, and students were not adequately prepared for this and expressed their desire for more hands-on practical sessions.

4. Other views

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

We will oversee the part of behavior and metabolism to increase the depth and engagement of these part, ensuring they match the quality of the animal science part. We will work on improving the organization of the metabolism part and provide more focus on behavioral assays. In addition, we will revise and provide clear instructions and goals for assignments, such as the metabolic test presentation as well as introduce examples to help students understand expectations. To help the students, we will provide an overall introduction to ensure students understand how the different parts of the course are connected and we will clearly communicate the purpose of assignments, such as whether presentations are meant to mimic grant applications or showcase topics of interest.

Appendices: