

Course analysis (course evaluation)

Course code 4TX029	Course title Target organ Toxicology, Toxicokinetics and Toxicodynamics	Credits 17.5
Semester (VT/HT-year) HT-2023		

Course leader/examiner Emma Wincent (examiner), Maria Kippler	Other teacher(s) responsible for major part(s) (if applicable) Kristian Dreij, Magnus Olsson, Stefan Spulberg, Anna Beronius, Nanna Fyhrqvist, Jesper Säfholm
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Number of registered students (at 3-week check) 20	Number of students that passed at end of course (after regular session) 11	Response rate in KI survey (%) 71,43
Other methods for influence by students (besides KI survey) Course council, tutor-led discussions at PBL sessions, ample access to course leaders and module managers		
How and when is feedback of KI survey results given to students? Course survey and course analysis uploaded at course web, main results presented at next year students at roll call		

1. Description of any changes made since last course event (based on for example feedback from previous students)

Reduced number of written reports to reduce workload, modified the first module regarding toxicokinetics to meet previous comments regarding complexity, fine-tuned several modules to update content and increase learning outcomes, switched to computer-based module exams.

2. Brief summary of the KI survey

(Based on students' quantitative answers and major feedback from free-text answers)

Over 90% responded they have to a large or very large extent developed valuable expertise during the course, and a similar % achieved the learning outcomes of the course to large/very large extent. This reflects nicely the positive feedback from the students regarding the course. A 100% responded that the course has to a large (20%) or very large (80%) extent prompted a scientific way of thinking and reasoning (analytical, critical), a key goal from our perspective, reflecting the success of the used pedagogical approach.

KI or programme-specific question	Average result -(1-worst, 5-best)
In my view, I have developed valuable expertise/skills during the course.	4,5
In my view, I have achieved all the intended learning outcomes of the course.	4,5
In my view, there was a common theme running throughout the course – from learning outcomes to examinations.	4,4
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).	4,8
In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.	4,5
The course structure and methods used (e.g. lectures, exercises, seminars, assignments etc.) were relevant in relation to the learning outcomes.	4,3
The examination was relevant in relation to the learning outcomes.	4,1
I was actively participating in learning activities.	4,7

When/if I had questions or problems with the course content, I felt that I could turn to my teacher/supervisor for guidance.	4,5
What is your overall experience of the course?	4,4
To what extent do you feel that the workload during the course was reasonable in relation to the extent of the course/number of credits awarded? (1= far too little, 2= to little, 3= appropriate, 4= too much, 5= far too much)	3,4

3. Course coordinator's reflections on the course and the results:

4TX029 is challenging due to its length and workload, and it being the first advanced course in the toxicology master program. The main strength of the course, implemented to meet the mentioned challenges, is its module-based structure in which each target organ is studied separately, and each module is led by experts on the respective target organ. Also, the PBL-based teaching technique, which is highly appreciated by the students, promotes deeper learning and critical thinking. The results of the 2023 course survey reflect the students positive view of the course, its teaching methods, and involved teachers.

4. Other comments:

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

All modules will be reviewed to ensure their content and workload, and the online home exam will change format to ensure alignment with learning outcomes.
