



Course analysis (course evaluation)

Course code 4FF006	Course title Applied physiology and pharmacology - research project 2	Credits 7,5
Semester 3	Period	
Course coordinator Funda Orhan	Examiner Duarte Ferreira	
Teacher in charge of component Funda Orhan	Other participating teachers Jessica Norrbom, Patrik Fridh, Vitaly Kaminsky, Tomas Schiffer, Ana Teixeira, Camille Gauthier, Haojiang Lu, Jordan Cassidy, Marta Gomez	
Number of registered students during the three week check 44	Number approved on the last course date 42	Response frequency course valuation survey 50%
Other methods for student influence (in addition to concluding course valuation) Course council		
Feedback reporting of the course valuation results to the students Course council and 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: 2026-03-06

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

In order to increase attendance at the poster session, we invited students from the same program who are scheduled to take the course in the following year. This allowed these future students to become familiar with the research process, understand how to search for laboratory projects, and gain insight into the expectations for the course. This year, we also introduced a poster prize, which encouraged participation and added a motivating element to the session.

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

The course evaluation was completed by 50% of the students and shows an overall positive assessment of the course. Students particularly appreciated the opportunities for active learning and problem solving (both mean 5.0), and most respondents felt that the intended

learning outcomes were successfully achieved (mean 5.0). In addition, students generally reported having a clear understanding of what was expected of them during the course (mean 5.0).

Students also expressed positive views on how well the course structure and activities supported the intended learning outcomes (mean 5.0). The feedback provided during the course was considered useful for learning (mean 5.2), although a few respondents noted that feedback on final course components had not yet been received at the time they completed the evaluation.

The psychosocial learning environment was rated very highly, with students reporting that they felt included and respected throughout the course (mean 5.6). Teaching and supervision were generally perceived as clear and informed by current research (means 5.1-5.3). Although the course as a whole received a positive overall rating (mean 4.9), several students pointed to organisational challenges, particularly related to the five-week project format and its timing over the Christmas and New Year holidays.

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

Strengths of the course: The course offered students an important opportunity to gain hands-on research experience and practical laboratory training in preparation for their master's thesis work. Many students valued the possibility to work independently on a project of their own choosing, which supported the development of scientific thinking, problem-solving skills, and analytical reasoning. Respondents also highlighted the opportunity to learn new methods.

The poster session was described as a highlight of the course. Presenting research findings in a printed poster format created an interactive and engaging learning environment, similar to a scientific conference. Students appreciated the opportunity to discuss their work with peers and teachers, as well as to learn about each other's projects.

Weaknesses of the course: The main challenge identified by students was the timing of the course, as it coincided with the Christmas and New Year holidays. This overlap made it difficult for some students to coordinate project work with their supervisors and to access laboratory facilities, and resources during this period. As many students are international and travel during the holidays, the effective time available for experimental work was further reduced.

In addition, the five-week duration of the course was perceived as limiting for conducting meaningful research. Several students felt that the timeframe was too short to allow for adequate data collection.



4. Other views

The course evaluation was completed by 50% of the students, which provides a useful but not complete picture of students' experiences of the course.

Despite this limitation, the responses show a consistent pattern in relation to the timing of the course. The overlap with the Christmas and New Year holidays was again highlighted as a major challenge, with several students reporting that it negatively affected their ability to carry out their project work effectively.

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

Overall, the course received positive feedback. Students particularly appreciated the opportunity to gain hands-on research experience and to present their work in a printed poster session. The course met its intended learning outcomes, and many students reported developing valuable skills related to scientific thinking, problem solving, and independent research work.

At the same time, several students experienced the timing of the course as challenging, especially due to the overlap with the Christmas and New Year holidays. This was described as affecting project continuity and, in some cases, access to laboratory resources. While these concerns are important to acknowledge, the course is designed primarily to provide students with experience of the research process rather than to maximise experimental output. In this respect, the evaluation suggests that the course largely achieved its aims, as many students reported positive learning outcomes despite the practical constraints.

To build on the strengths of the course, we will continue with the same overall setup. In order to enhance the poster session, we plan to start inviting researchers from the institute earlier, which should allow for broader participation and feedback. In addition, we will invite personnel from the university library to provide guidance on designing and presenting a research poster.

Appendices: