

Course analysis (course evaluation)

Course code 4BI127	Course title Circulation, Metabolism and Endocrinology	Credits 6
Semester (VT/HT-yr) HT23	Dates 25/9-22/10 2023	

Course Director Jurga Laurencikiene	Examiner Jurga Laurencikiene
Teachers in charge of different parts of the course Ljubica Matic, Duarte Ferreira, Alexander Chibalin	Other participating teachers Paul Petrus, Joy Roy, Jorge Ruas

Number of registered students at the 3-week check 8	Number passed at final course day 8	Response frequency course valuation survey 6
Other methods for student influence (in addition to the final course valuation/survey) Class council, meeting with the students on the last day of the course to hear their informal feedback		
Feedback reporting of the course evaluation results to the students Will be uploaded on the course open webpage		

Note that...

The analysis should (together with a summarising quantitative summary of the students' course evaluation) be communicated to the education committee at the department responsible for the course and for programme courses also to the programme coordinating committee.

The analysis was communicated to the education committee on the following date: 2023 12 21

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

This year, HT23, the elective course was composed from three different PhD courses: 5560 Vascular Cell Biology, 2 weeks, September 25 – October 06, (*Ljubica Matic, Joy Roy*) 3121 Experimental techniques in study of metabolic and endocrine disorders, October 9-13, (*Alexander Chibalin*) 3157 Mechanisms of Gene Regulation in Metabolism, October 16-20, (*Duarte Ferreira, Jorge Ruas*). The same three courses were also included in HT22. For the course 3121, students identified (survey HT22) a need for more supervision and interaction during lab sessions and asked for better explanation of the methods in the context of entire research area of Metabolism and Endocrinology, which was implemented by adding additional lab supervisors and occasions for the discussions during lab sessions. For two other courses (5560 and 3157 no larger changes were implemented).

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

(Based on the students' quantitative responses to the course valuation and key views from free text responses. Quantitative summary and any graphs are attached.)

The response rate of the survey was 75% (6 out of 8 students have responded). In general, students gave a very positive feedback for the course. Their answers for 5 first questions of the survey are listed below and gave a mean of 4.2 (out of maximum 5).



Question	Mean (Median)
In my view, I have developed valuable expertise/skills during the course	4.5 (4.5)
In my view, I have achieved all the intended learning outcomes of the course.	4.2 (4.0)
In my view, there was a common theme running throughout the course – from learning outcomes to examinations.	4.2 (4.0)
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).	4.2 (4.0)
In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.	4.2 (4.0)

Students also felt that they have received a good guidance and a feedback from the teachers (mean 4.0 for both of these questions). The lower score was given to a question about the balanced workload and how well course content was related to students' previous knowledge (mean 3.8 to these questions). As a major strength of the course students named good balance between theory and practice, which helped reaching course's ILOs. A lack of time to prepare for assignments and a lack of time for explain meaning of the laboratory data in a larger context of research area were named as weaknesses.

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

In general, the course went very well and both oral (during the meeting) as well as written (survey) feedback from the students was very positive. The vascular cell biology doctoral course is very well balanced and well-taught from pedagogical point of view and appreciated very much the students. An effort should be made to keep this course as part of Circulation, Metabolism and Endocrinology course in a future. The "Mechanisms of gene regulation in metabolism" course, which is entirely theoretical, was also appreciated by the students. The students asked for broader perspective on the included topics, which will be communicated to the course director of the doctoral course. Some organizational improvements are needed for the "Experimental techniques in the studies of metabolic and endocrine disorders", which will also be communicated to the director of this doctoral course.

The course directors of doctoral courses appreciated participation of the master students in their course activities.

Strengths of the course:

- Good balance between theory and practise;
- International speakers;
- Close interaction with the researchers and research environment at KI, including group work in mixed groups with PhD students;
- Translational perspective (integration of clinical and basic research questions and methodologies).

Weaknesses of the course:

- Work load can be too heavy at times;
- Advanced level of knowledge in the field can be required to fully benefit from the different modules of the courses.

3. Other views



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4. Course Director's conclusions and any suggestions for changes

(If changes are suggested, state who is responsible for implementing them and provide a schedule.)

In summary, students feedback will be communicated to the course directors of the doctoral courses, small adjustments will be implemented. The aim is to include the same doctoral courses as modules for the next years Circulation, Metabolism and Endocrinology course.

Appendices:

Results from the course survey, long and short reports