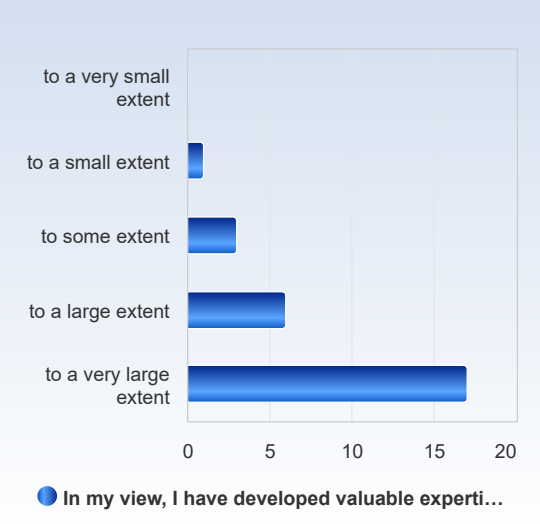
Physiology spring term 2024

Respondents: 111
Answer Count: 27
Answer Frequency: 24.32%

In my view, I have developed valuable expertise/skills during the course.

In my view, I have developed valuable expertise/skills during the course.	Number of responses
to a very small extent	0 (0.0%)
to a small extent	1 (3.7%)
to some extent	3 (11.1%)
to a large extent	6 (22.2%)
to a very large extent	17 (63.0%)
Total	27 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, I have developed valuable expertise /skills during the course.	4.4	0.8	19.1 %	2.0	4.0	5.0	5.0	5.0

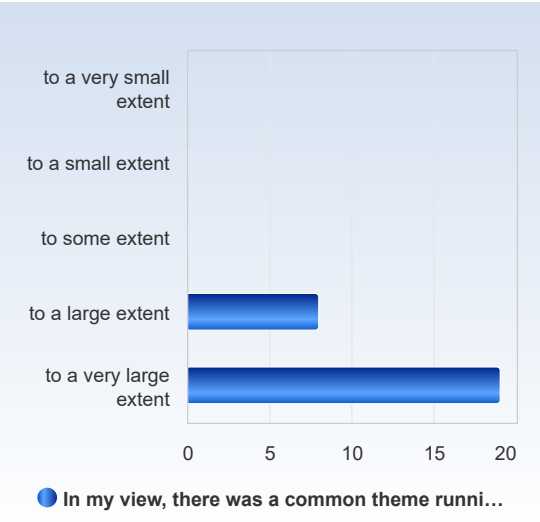
In my view, I have achieved all the intended learning outcomes of the course.

In my view, I have achieved all the intended learning outcomes of the course.	Number of responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	1 (3.7%)
to a large extent	12 (44.4%)
to a very large extent	14 (51.9%)
Total	27 (100.0%)

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, I have achieved all the intended learning outcomes of the course.	4.5	0.6	12.9 %	3.0	4.0	5.0	5.0	5.0

In my view, there was a common theme running throughout the course – from learning outcomes to examinations.

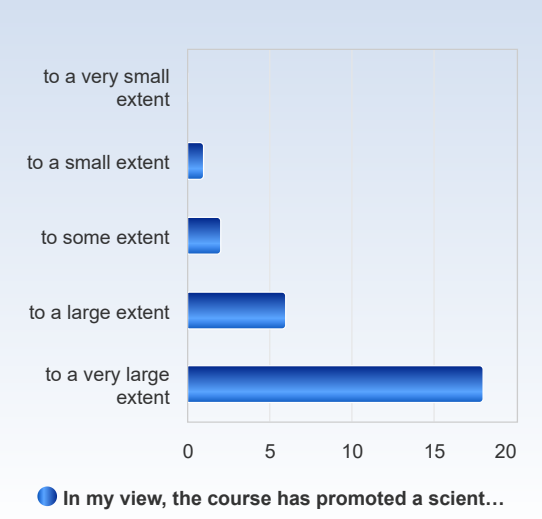
In my view, there was a common theme running throughout the course – from learning outcomes to examinations.	Number of responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	0 (0.0%)
to a large extent	8 (29.6%)
to a very large extent	19 (70.4%)
Total	27 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, there was a common theme running throughout the course – from learning outcomes to examinations.	4.7	0.5	9.9 %	4.0	4.0	5.0	5.0	5.0

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).

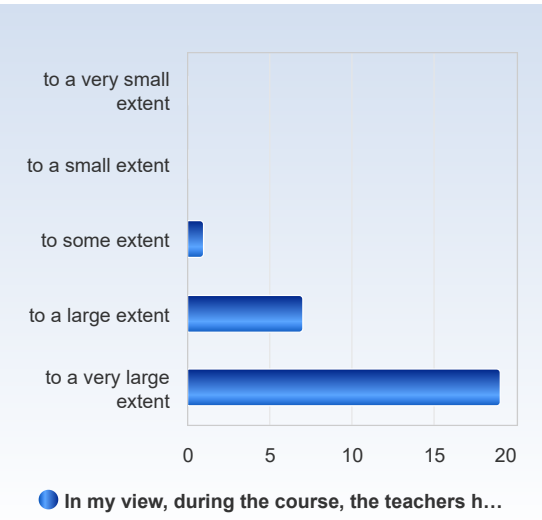
In my view, the course has promoted a scientific way of thinking and reasoning (e.g. analytical and critical thinking, independent search for and evaluation of information).	Number of responses
to a very small extent	0 (0.0%)
to a small extent	1 (3.7%)
to some extent	2 (7.4%)
to a large extent	6 (22.2%)
to a very large extent	18 (66.7%)
Total	27 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
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).	4.5	0.8	17.8 %	2.0	4.0	5.0	5.0	5.0

In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.

In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.	Number of responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	1 (3.7%)
to a large extent	7 (25.9%)
to a very large extent	19 (70.4%)
Total	27 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.	4.7	0.6	11.9 %	3.0	4.0	5.0	5.0	5.0

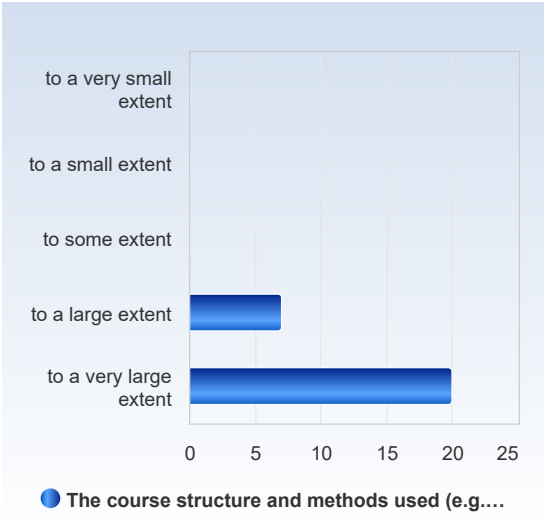
To what extent do you feel that the workload during the course was reasonable in relation to the extent of the course/number of credits awarded?

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?	Number of responses
To a very small extent	0 (0.0%)
To a small extent	1 (3.7%)
To some extent	1 (3.7%)
To a large extent	8 (29.6%)
To a very large extent	17 (63.0%)
Total	27 (100.0%)

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
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?	4.5	0.8	16.7 %	2.0	4.0	5.0	5.0	5.0

The course structure and methods used (e.g. lectures, exercises, seminars, assignments etc.) were relevant in relation to the learning outcomes.

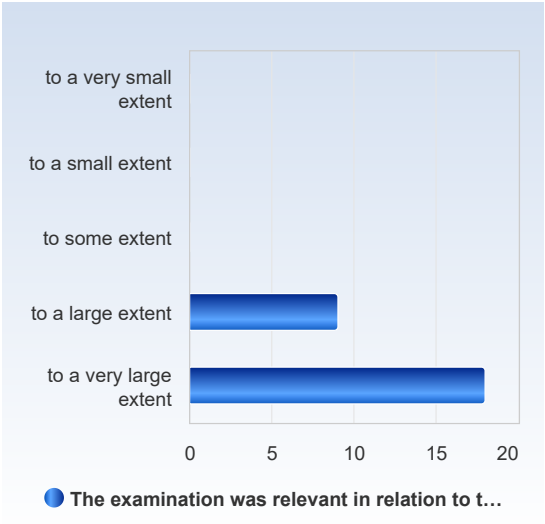
The course structure and methods used (e.g. lectures, exercises, seminars, assignments etc.) were relevant in relation to the learning outcomes.	Number of responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	0 (0.0%)
to a large extent	7 (25.9%)
to a very large extent	20 (74.1%)
Total	27 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The course structure and methods used (e.g. lectures, exercises, seminars, assignments etc.) were relevant in relation to the learning outcomes.	4.7	0.4	9.4 %	4.0	4.5	5.0	5.0	5.0

The examination was relevant in relation to the learning outcomes.

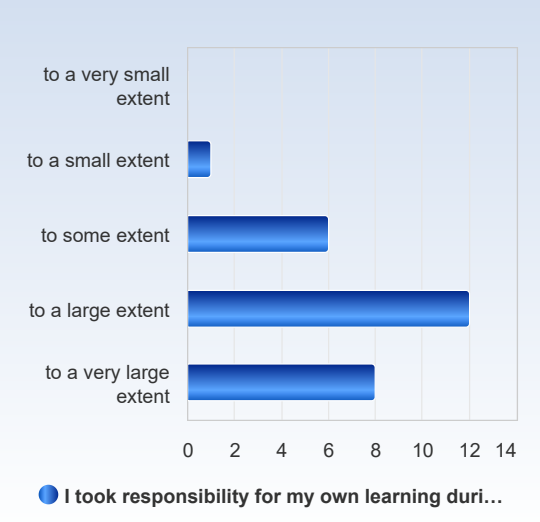
The examination was relevant in relation to the learning outcomes.	Number of responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	0 (0.0%)
to a large extent	9 (33.3%)
to a very large extent	18 (66.7%)
Total	27 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The examination was relevant in relation to the learning outcomes.	4.7	0.5	10.3 %	4.0	4.0	5.0	5.0	5.0

I took responsibility for my own learning during this course.

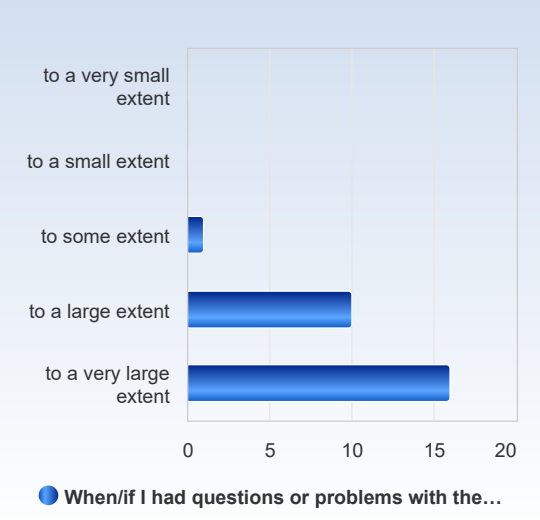
I took responsibility for my own learning during this course.	Number of responses
to a very small extent	0 (0.0%)
to a small extent	1 (3.7%)
to some extent	6 (22.2%)
to a large extent	12 (44.4%)
to a very large extent	8 (29.6%)
Total	27 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I took responsibility for my own learning during this course.	4.0	0.8	20.8 %	2.0	3.5	4.0	5.0	5.0

When/if I had questions or problems with the course content, I felt that I could turn to my teacher /supervisor for guidance.

When/if I had questions or problems with the course content, I felt that I could turn to my teacher/supervisor for guidance.	Number of responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	1 (3.7%)
to a large extent	10 (37.0%)
to a very large extent	16 (59.3%)
Total	27 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
When/if I had questions or problems with the course content, I felt that I could turn to my teacher /supervisor for guidance.	4.6	0.6	12.7 %	3.0	4.0	5.0	5.0	5.0

The feedback that I have received has been important for my development and learning.

The feedback that I have received has been important for my development and learning.	Number of responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	4 (14.8%)
to a large extent	10 (37.0%)
to a very large extent	13 (48.1%)
Total	27 (100.0%)

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The feedback that I have received has been important for my development and learning.	4.3	0.7	16.9 %	3.0	4.0	4.0	5.0	5.0

What were the strengths of this course?

Karolinska Institutet

What were the strengths of this course?

Continuous feedback and seminar sessions were very helpful, lecturers linking various systems learned throughout the course also aided in understanding, Attached videos were very helpful.
Group learning activities during the integrative quiz, very interactive labs, very constructive feedback during the oral presentations, a strong feeling of support from the course director throughout
Structured well, the course directors and lecturers were very responsive. Everything is spaced out well making it easier to follow and the seminars are helpful. The labs were also very fun!
Availability of recorded lecture material (at least some of it) is paramount, and I quite appreciated this. The laboratory sessions were interesting, the course responsible Nicolas was fantastic when it comes to answering any concerns whatsoever.
The course was VERY well organized and structures. Nicolas was extremely well prepared. He was receptive to feedback and able to adjust if things didn't go according to plan. The lectures were interesting and well structured. The schedule was great and left enough time for self studies. This was the best course of the entire program!
The seminars and also the lectures schedule was absolutely amazing and gave us lots of time to revise and catch up. Also the topical quizzes on canvas was really helpful
Nicholas was very approachable. If things didn't go right, you could always ask for advice.
-The teachers: Almost all of the teachers took our perspective into account, asked for feedback both during and after learning activities, and made sure that we understand the content and were open for suggestions and easy to reach out to -The labs: The labs are very helpful to deepen the understanding of the theory, the compendia are well written and it is very intresting to work with our own data. The R sessions was very helpful. -Teaching methods&supplementary material: The lectures themselves were already very good, but even without the lectures it was easily possible to learn about a certain topics with the videos and study questions/old exams on canvas. It was very helpful to have time for these integrated into the schedule. There was also sufficient help and guidelines for the project work, even when choosing the topic freely.
Good workload, helpful learning materials, friendly and helpful teachers
The course had a perfect number of lectures which left room for self-study and made it possible to absorb the material. Most of the teachers were really engaged and helpful. The labs were very good and the lab report was very clear and manageable (the drop-in session was great to have). The project work was another strength of the course. The main advantage was that we were able to choose our own topic which made it very interesting. It was also good to have individual presentations, I received valuable feedback.
The labs are very interesting and are very helpful with a more comprehensive understanding of lecture materials. The communication with lecturers and course organizer is direct and efficient.
The lecturers were really good, especially Nicolas. It was well-organized and a lot of time to revise and repeat the knowledge, either individually or in group in the seminars etc. There were many different learning opportunities and the schedule was not too tight, so you had time to revise and learn the material. Nicolas was a really good and supportive teacher who gave a lot of feedback and was open to answering all kinds of questions in a pedagogical way. It was also really nice that we had some videos on canvas of lectures that we could use to revise, as well as self-assesment quizzes and labbuddy.
amazing structure - not overly dense in information, lectures, and slides, which actually allowed us to understand concepts and learn them in a way in which they will stick with us after the exam too fun labs! - very different from everything we've done so far, really engaging and exciting teachers - all teachers were great lecturers and had realistic expectations from us for the exam (this is very very rare!) overall atmosphere - good communication with nico, very responsive at any given hour, great teachers and lab assistants, everything was focused on making this course as nice as possible and it succeeded! the best course so far, without a doubt! even students who weren't really interested in the subject continuously said that this is one if not the best course so far (and i think that says it all!) thanks for your effort!!!
very good work load and laboratory practical
The seminars, as well as the quizzes available on canvas were very helpful! In general, lectures were also clearly structured which made it easier to study the content. The labs were fun and had a clear tie to the modules we were working on.
Definitely the course director. He has been really nice and helpful throughout the course, it was easy to contact him and he was very approachable. Also, the spacing of the lectures (the fact that it was 3h per day) really helped because it allowed for self study of the topic before the next part. Overall, very nice course and i've enjoyed it.
* The labs were very good, it was good to have several of them concerning different parts of the course. We didn't always understand all the information right away, but while studying later we could look back to a lab and it would "click" why something happened or how something works. I also liked that some of the teachers were aware of the labs and what we would be doing, and referenced it in their lectures. * Reduced "lecture load" as compared to other courses. Honestly, I wish more of KI would try to have a similar amount of lectures in their courses. Having fewer lectures reduces fatigue as the course progresses and ensures that every lecture *matters*, if that makes sense. If a lecturer only has 6 hours of combined lecture time to cover everything they need they are going to be more selective about what material to include than if they have 20 hours. Putting the lectures in the morning instead of the afternoon is also great. As we know from the course, cortisol peaks in the early hours of waking and we're generally more alert then. * The self-assessment quizzes. Good god almighty, all courses should be doing these. With AI tools it shouldn't be very difficult to generate questions either, if lecturers are short on time. We can make our own quiz material using AI of course, but it can be hard to determine whether the questions are within the scope of the course (and sometimes how correct and updated the answer is). And, lecturers/examiners will have certain topics they think are more important than others. * The integrative quizzes at the end of the course were excellent as well. * The supplemental material lecturers provided, like youtube videos etc, were very appreciated. * The fact that no lab report was required for most of the labs is actually a strength. We tend to view reports as an obstacle to get a grade, not a learning experience. We focus on finishing a report with the objective of passing instead of absorbing course material. As such the lab itself is more about generating usable results for a report. Removing the requirement for a report allows us to focus on what is happening and why, and perhaps try things outside the protocol to see what happens.
- very well structured - interesting lab practicals - revision quiz at the end of the course - constructive and helpful feedback after assignments
Students take charge of their own learning, well planned schedule so that lectures and submissions were not so rushed
It is very interactive with a lot of Seminars and Labs
The course director, lecturers and all lab assistants were extremely helpful, supportive and knowledgeable regarding the topics. Overall timetabling was optimal and the course was extremely well designed and structured to meet all learning requirements. The seminars were very helpful and informative.

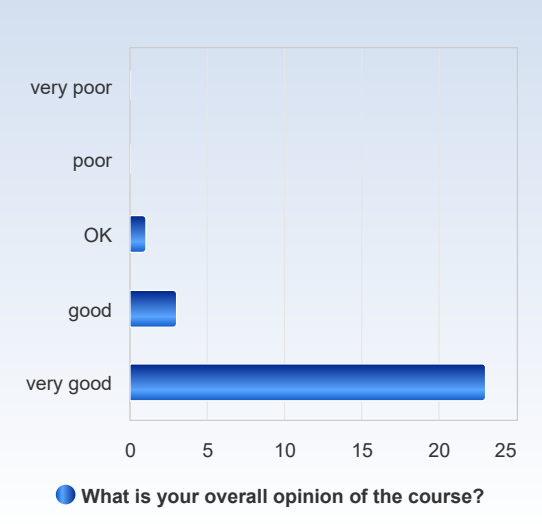
Karolinska Institutet

Do you have any suggestions as to how to improve this course? (Give as constructive suggestions as possible!)

Do you have any suggestions as to how to improve this course? (Give as constructive suggestions as possible!)
- ANS seminar was helpful, but could have been more effective if a lecture on the topic was held beforehand. - Digestion seminar didn't feel relevant to our learning and could have focused more on questions regarding pathways for example that we need to know. - Endocrinology and reproduction lecture slides are quite messy and contain many figures on one slide, many times without guidance for us what to look and what we should know - Some modules lacked a seminar and would have been helpful to understand some trickier concepts
Honestly, it was really good. The presentation could have been a week earlier.
If the presentation was maybe the week before the exam, that could be nicer as we'd have more time to focus solely on the exam but also it's not really a big issue or anything. The course was really structured quite well.
As always with any course, all lectures should have been recorded and made available on Canvas. My only complaint about the course in particular would concern the group project assessment. The project in itself was a good way to gain a better understanding of physiological adaptations and allowed for choosing our own topics - amazing! However, I don't think that forcing all presenters to have identical slides is practical. One element of group work is working on a topic as a team, however presentation skills are a highly individual element, and discussions over how many slides or how much text, what elements, etc. are placed on slides should not have to take place, because they are not a relevant element of the project, but rather, once again, merely a personal choice to match one's presentation style. As a suggestion for improvement, the common submission of slides could still be compulsory, however a margin of difference between different presenters should be allowed, to ensure that everyone can present according to their needs.
The endocrine lecture was a little unorganized and difficult to follow. Sometimes the teacher couldn’t explain the topic well and her sentences were hard to understand. This made it difficult to follow her content. It would’ve been nice if the presentation was held the week before the exam. It gives students more time to fully concentrate on the exam. There is enough time to prepare for the presentation so having 3 days less wouldn’t make a big difference in the quality of the presentation.
Reproduction and endocrinology lectures could’ve been a bit better explained
The course didn’t go into much depth. I would have liked to dive deeper into the physiology, maybe by adding some lectures about application of the new knowledge we have gotten. This shouldn’t necessarily be tested on the exam, but just for some more information.
For seminars, communicate clearer that they are not lectures and that there are questions that we already should have answered before attending the learning activiy. This was especially the case for the ANS seminar/lecture.
It would be good to have the past exams available with and without answers, also with randomized order of answers in the MCQs (for most exams the first option was alsways the correct one). It should be specified which sessions are lectures and which are seminars so students know when to prepare in advance (especially for the autonomic nervous system). Also, the simulations on Canvas were not working most of the time.
To state clearly in the schedule what is lectures and what is seminars so we can prepare appropriately.
maybe the presentation - i couldn't really see the purpose of having to present the same slides 3/4 times, once per each group member; it wasn't a problem, i just didn't really get the scope of it all :)
to schedule presentation not on the same week as the exam maybe a bit earlier into the course
More clear communication regarding when seminars take place and what to do in order to prepare.
Maybe define in schedule that seminars are seminars, not lectures.
* Personally I learn best from practical work and problem solving where I have something tangible to engage with. I'm not referring to labs, more so things I can do on my own on my computer. Labster is an example, and the course did have them on canvas but they didn't seem to work (though, Labster is usually a bit hit and miss to be honest). I recall the tissue biology course used a tool called LabBuddy in place of actual labs. It basically allowed us to practice the steps of sectioning and immunohistochemical staining, and it contained some quiz material. That's a good example of a practical task that aids memorization. * Tying in with the previous point, having something practical to apply theoretical knowledge on is great. For reference, the Biostatistics course was structured as having theory in the morning and lab in the afternoon where we practiced the theory we learned that morning and some repetition of the previous day. Due to that structure, so long as you were present for the whole course it was almost impossible to fail. Obviously, you can't just add programming to a physiology course, but there might be something that can be added that will allow students to practice what they just learned (and doesn't take up too much of the teacher's time). Menti quizzes are fun and useful, but they are not the solution to this unfortunately. * Lecturers in general were good, they mostly seemed to focus on concepts rather than minutia. They often tried to tie their content with other parts of the course at least to some extent. This might be a product of the fact that this is a course on physiology but they would also sometimes reference ourselves and explain the physiology behind features that we might have noticed in our own bodies. This is underutilized at KI I feel: making the content feel relevant to *me* as a student, rather than treating what we study as abstract concepts and biological machinery. Since we study the biology of the human body (rather than something completely divorced of us, like moon geology) we can take advantage of that fact and make students more engaged in the content. An example would be "Have you noticed what happens when you climb some stairs quickly? You start ventilating more, you get warm, your legs start to burn. Here's why that happens...". Now we have a clear visual and a memory of a sensation to tie the knowledge to, and the next time we run up the stairs we'll notice all those effects and remember the physiology behind them.
- endocrinology and reproduction lectures were of poor quality - introducing integration quiz in the middle of the course
Maybe include a lecture connecting everything to explicitly visualize the common thread. Otherwise one of the best course in the Bachelors Programme till date.

What is your overall opinion of the course?

What is your overall opinion of the course?	Number of responses
very poor	0 (0.0%)
poor	0 (0.0%)
OK	1 (3.7%)
good	3 (11.1%)
very good	23 (85.2%)
Total	27 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
What is your overall opinion of the course?	4.8	0.5	10.0 %	3.0	5.0	5.0	5.0	5.0