

## Course analysis (course evaluation)

<b>Course code</b> 1BI037	<b>Course title</b> Cell, Stem Cell and Developmental Biology	<b>Credits</b> 12 HP
<b>Semester (VT/HT-yr)</b> HT2024	<b>Dates</b> Nov 19 <sup>th</sup> 2024 to Jan 17 <sup>th</sup> 2025	

<b>Course Director</b> Matthew Kirkham (MK)	<b>Examiner</b> Lena Ström
<b>Teachers in charge of different parts of the course</b> <b>Main lab teachers:</b> -Labs: Matthew Kirkham <b>Main CCT teachers:</b> Part 1: KIB staff Part 2: Anna Kouznetsova and MK Part 3: Anna M Borgström (Writing support)	<b>Other participating teachers</b>

<b>Number of registered students at the 3-week check: 72</b>	<b>Number passed at final course day: 58</b>	<b>Response frequency course valuation survey: 50%</b>
<b>Other methods for student influence</b> (in addition to the final course valuation/survey) - Course council meet with course representatives- Held after the course is completed - Through continues discussions between course representatives and the course director during the course - Through Informal discussions between students and course director during the course		
<b>Feedback reporting of the course evaluation results to the students</b> Course analysis is uploaded on to course website. Emailed to the course representatives		

### 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: May 1<sup>st</sup> 2025  
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### 1. Description of any changes implemented since the previous course occasion based on the views of former students

- Update canvas pages: made the study guide and the self-study question easier to find.
- Updated the text in lab compendiums
- Shorten the mandatory in person part of CCT1
- Added an online quiz to prep students more for CCT1.
- Updated the content of the stem cell lectures.

## **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.)*

*-Additional feedback from discussion with the student representatives and students*

### **Summary of students' student online survey**

In general, the students thought the course was very good (mean score 4.6 out of 5). The survey also demonstrated that the students felt that they had developed valuable expertise /skills during the course (mean score of 4.3 out of 5) and scientific way of thinking and reasoning (mean score of 4.5 out of 5). Furthermore, most of the students felt to a large extent or very large extent that the course structure was good (mean score 4.1 out of 5), the workload was reasonable (mean score 4.4 out of 5) and examination was relevant (mean score 4.4 out of 5).

### **Most relevant responses for student online survey on improvements**

#### *Strengths:*

- The lab report writing was a good opportunity to try writing in a scientific way for the first time. Lab report comments on how to improve were very comprehensive and detailed, which was very useful.
- We learned a lot of new and interesting stuff. The labs were also very interesting. Furthermore, I loved the BIC visit! The exhibition is very fun and the flash talks were also quite fun, even though I was quite skeptical about that beforehand.
- Teachers and supervisors are super kind and they are always happy to discuss a topic with you. Moreover, through taking the CCT part of the course, I have learnt about how to critically read and understand a scientific paper, which I think is super beneficial.

#### *Improvements:*

- The study guide could be improved in some parts in terms of giving more specific key words or topics to focus on for the exam. Some lecturers were very specific, but others only gave vague references to the book. Although I understand that we should be keeping up with the syllabus throughout the course, it is not super attainable to read through the approximately 1000 pages of the book to study for the exam.
- The Canvas page was especially hard to navigate through, additionally, I found I never used the self-studies, the seminars were great (especially the small group ones) and could be useful for more subjects within the course.
- I wish there was more guidance on the material that should be covered for the course (such as a study guide) and that the lectures were closer to the textbook so that in case of any misunderstanding I knew what to refer to. I also feel like it would be extremely helpful if there were answers provided to the self-study questions.

### **Most relevant feedback from Student reps**

- The lectures were generally well-received, but students suggested spreading the Embryo lectures over more days to allow for better study time. Students requested clarification during introductory lectures about the difference between the Files menu and Modules in Canvas.
- Please reorganize the Canvas pages, with student representatives providing a clear plan for the desired structure.

-Improvements workshop and lectures on scientific writing, including clearer distinctions between data and results, and more thorough explanations of T-test.

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

#### ***Strengths of the course (what worked well)***

The course was a success. Students thought that for a very large extent that the lectures and Labs were good and all the teachers they encountered were excellent. This is reflected in the course survey with a high approval rating for the course. The attendance of the lectures was generally good and there was a very high pass rate of the exam.

CCT part was very appreciated. In general, the improvements to the course worked well.

#### ***Weaknesses of the course (what could be improved)***

The canvas pages were modified somewhat from last year, but the students still would like to have a different structure that they feel would be easier for them to find the information. In general, the lab report worked well but there is still room for improvement. Many students still did not understand what was link between how to generate data and how this is linked to creating results and figures. Finally the course study guide still could be improved. May be with the help of using GenAI

### **3. Other views**

### **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.)*

-Simplify the structure of the Canvas page for easier navigation. (Matthew, September 2025)

.Review current course discussions and explore the possibility of adding more small group discussions. (Matthew, September 2025)

-Investigate whether generative AI can be used to provide support with self-study questions. (Matthew, September 2025)

-Explore potential improvements to the course study guide. Matthew, (September 2025)

-Update lab report information and lectures, emphasizing the connection between data and results, and include additional theory on the T-test. Matthew, (September 2025)

### **Appendices:**