

Course Code: 1BI037	Course Title: Cell, Stem Cell and Developmental Biology	Credits: 12 HP
Semester: HT2019	Period: Nov 18 th 2019 to Jan 17 th 2020	

Course director: Matthew Kirkham (MK)	Examiner: Matthew Kirkham
Main lab teachers: -Lab 1: Christos Karampelias -Lab 2: Jannis Kalkitsas -Lab 3: Matthew Kirkham	Main CCT teachers: Part 1: KIB staff Part 2: Anna Kouznetsova and MK Part 3: Anna M Borgström (Writing support)

Number of Students	Number who have not completed (after 1st re exam)	Number passed by the end of the course (Jan 17th 2020)
62	Feb 20 th re exam	52 (32VG)

Conclusions From previous course evaluations HT 2018-2019:

The course was a success. Students thought that the lectures and Labs were good and all the teachers they encountered were excellent. From discussing with the students during the course and the final feedback a possible need to added some elements to stimulated the top students was highlighted.

The critical thinking and presentation component of the course was greatly appreciated by the students. Although, the presentation workshop still needs to be fine-tuned, to allow more students to present and to better integrate it into the course.

Improvements implemented for HT 2019-2020

- Student reps expressed concern that the students did not understand the purpose of the discussions (low attendance). Thus, pedagogic theory and course structure was explained in more detail in the intro lecture. Also new content and structure was created for the discussions and self-studies components. This increased spatial repetition of the main themes in the course.
- In the discussions, questions to challenge the top students based on scientific publications were added.
- Encouraged the students to continue to use their lab books.
- Changed to the course webpages to canvas.
- Improved the presentation workshop on the course. Every student was required to present a flash talk in a small group. Then give feedback to each other.
- Used scratch cards and elements of team-based learning (TBL) on CCT part1 to introduce information/biomedicine literacy.
- Encouraged the lecturers to be more interactive and to include experimental examples of the theory when appropriate.

Feedback for course HT 2019-2020

Most relevant feedback from Student reps

The student representatives were very positive about the course. They thought that all the teachers they encounter were of a high standard and open to discussion.

The Student's Reps had some similar comments to the course survey.

- They would appreciate if the exam was spell checked one more time.
- That some of the lectures had additional notes or reading list to aid revision.

They also brought up some specific points.

- CCT part 2 discussion should be moved to the morning to maximise the benefit. As some of the student felt it was hard to focus after the morning lectures.
- CCT part 1a and 1b has become a little repetitive. One lecture could be removed here.
- Discussions 1-4 on the course could be more focused. They think if there was a clear link with the lectures this would be more beneficial. They thought that the questions were too general.
- The course text book is too long and few students use it.

Most relevant responses for student online survey on strengths of the course

-Overall, the course was a good combination of theory, practise, communication and scientific thinking. The Mentimeter sessions were useful in identifying the areas that need revision.

- The project, the exhibition, the BIC visit, and the style of the self-study questions. The course was good at contextualizing a lot of the knowledge that was received.
- It was a very useful course in case of content and laboratory practicals. The workload wasn't as much, and there were several projects during the course that gave a bit of a change in the sequence of lectures. The exhibition was really great both for learning and building a team spirit between the class. The analysis of the research paper was also very helpful.

Most relevant responses for student online survey on improvements

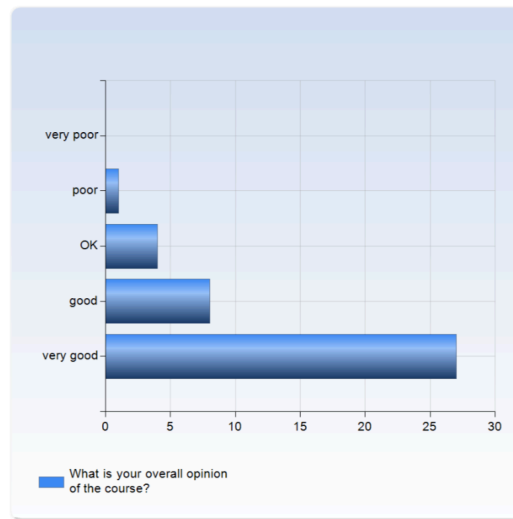
- Have each lecturer mention the recommended reading for their part, which will help students follow up better
- I think the study guide could be improved.
- Some of the Powerpoint slides felt too vague. The slides often contained only images, but no explanations for the images and theories which was slightly frustrating. The textbook also felt very illogical. I would suggest more explanations on the slides and (if possible) a more organized and structural textbook
- Read through exam/mid-exam questions, there were a lot of spelling/grammar mistakes which interrupted the flow of answering them

Summary of students' student online survey

In general, 68% of the students thought the course was very good (see diagram below), and 90% of the students (mean score of 4.2 out of 5) felt to a large extent or very large extent they developed valuable expertise/skills during the course. Furthermore, most of the students felt to a large extent or very large extent that the course structure is good (mean score 4.1 out of 5), the workload was reasonable (mean score 4.3 out of 5) and examination was relevant (mean score 4.0 out of 5). The answer frequency was 65%.

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	1 (2.5%)
OK	4 (10.0%)
good	8 (20.0%)
very good	27 (67.5%)
Total	40 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
What is your overall opinion of the course?	4.5	0.8	17.3 %	2.0	4.0	5.0	5.0	5.0

Course director summary of Course

The course was a success. Students thought that the lectures and Labs were very 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 high pass rate of the exam. An additional positive note, was the successful implementation of Canvas for the course webpages, this was mainly due to the hard work of Linda Lindell. Canvas worked well during the course and was a big improvement.

The improvements made to the CCT part of the course from last year were general well received. Especially the presentation work shop in CCT part 3. This received a lot of positive feedback when I talked to the students after the teaching moment. There are some slight improvements that can still be made from the student's comments.

The other big change was to add new questions and a new structure to the discussions 1-4 and the self-studies. This had some mix response and it was difficult to know how successful all the changes were due to low attendance after discussion 1. It is unclear if this low attendance to the discussions was due to poor timetabling or the students did not understand the pedagogic theory/course structure or the study material was incorrect. The students made use of the self-study questions, though they mainly used them on mass close to the exams, rather than space there use over the course as it is timetabled.

Aims for improves on new course

- Review the text book used on the course.
- Repeated the explanation of the pedagogic theory and course structure as some students I felt do not understand it. Try to make it clearer how the discussions are link to the lectures.
- Look at how more TBL elements can be introduced to the discussions.
- Look at the timing within the schedule of the CCT part2, discussions and the self-studies.
- Review the content of the labs as part of the review of practical training in the biomedicine course.
- Improve the assessment rubric for the written assignments.
- Continue to encouraged the lectures to ask more question to be more interactive. Also, to include experimental examples of theory when appropriate. Maybe a list of reading or glossary for the lectures not covered in the text book.
- Review CCT part 1 and remove any repetitive elements.