Biomedicine Neuroscience HT19

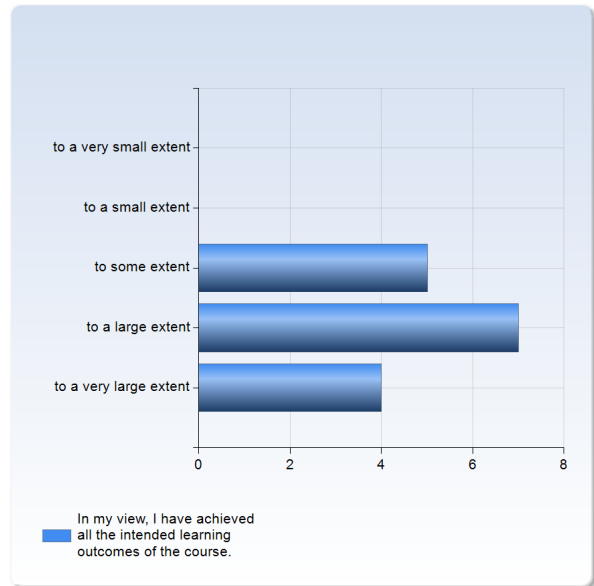## In my view, I have developed valuable expertise/skills during the course.

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 (6.3%)
to some extent	2 (12.5%)
to a large extent	10 (62.5%)
to a very large extent	3 (18.8%)
Total	16 (100.0%)
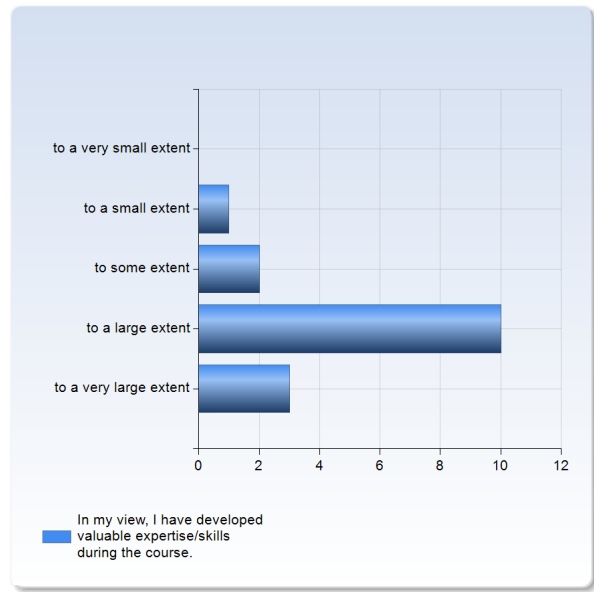
In my view, I have developed valuable expertise/skills during the course.

	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.	3.9	0.8	19.6 %	2.0	4.0	4.0	4.0	5.0

In my view, I have achieved all the intended learning outcomes of the course.
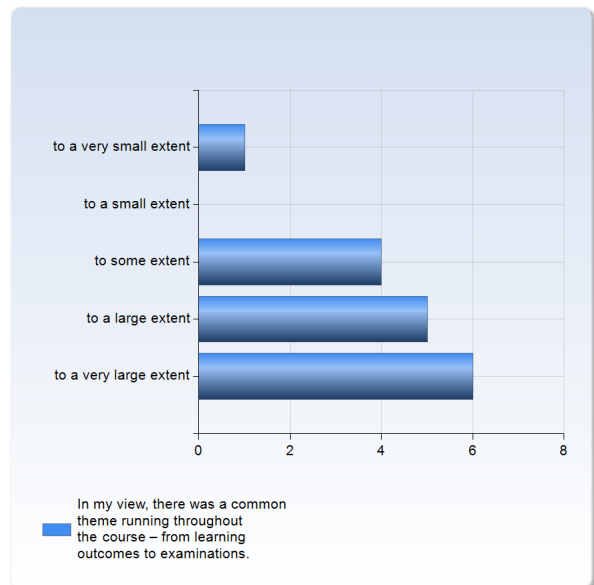
In my view, I have achieved all the intended learning outcomes of the course.	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	5 (31.3%)
to a large extent	7 (43.8%)
to a very large extent	4 (25.0%)
Total	16 (100.0%)

	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.	3.9	0.8	19.6 %	3.0	3.0	4.0	4.5	5.0

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

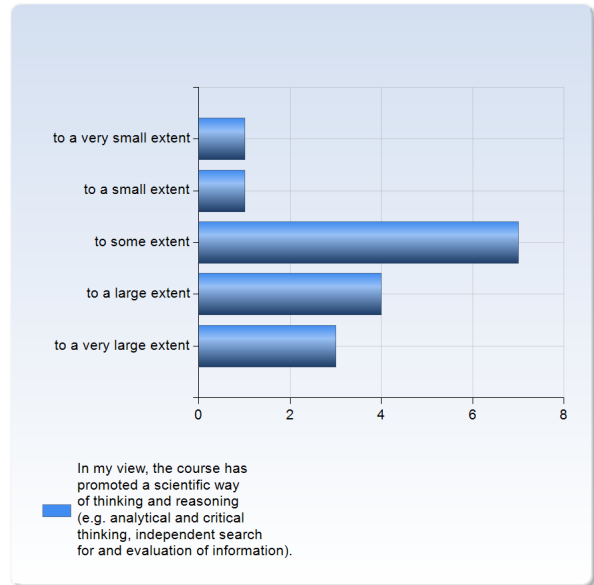| In my view, there was a common theme running throughout the course – from learning outcomes to examinations.	Number of Responses
to a very small extent	1 (6.3%)
to a small extent	0 (0.0%)
to some extent	4 (25.0%)
to a large extent	5 (31.3%)
to a very large extent	6 (37.5%)
Total	16 (100.0%)

	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.	3.9	1.1	28.5 %	1.0	3.0	4.0	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).

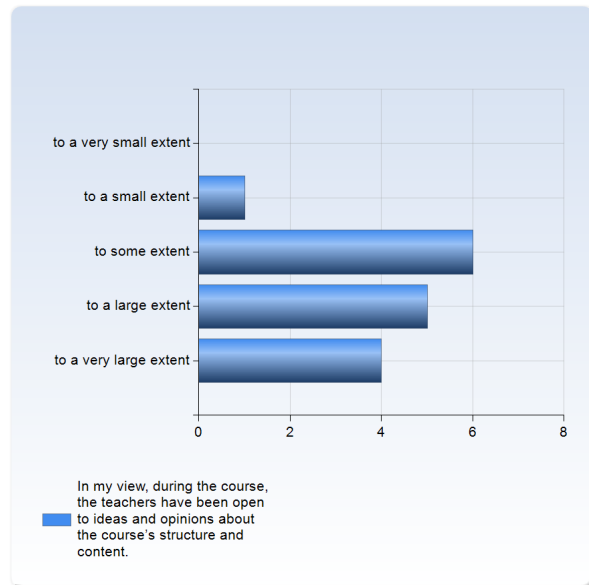| In my view, the course has promoted a scientific way of thinking and reasoning (e.g. analytical and critical thinking, independent search for and evaluation of information).	Number of Responses
to a very small extent	1 (6.3%)
to a small extent	1 (6.3%)
to some extent	7 (43.8%)
to a large extent	4 (25.0%)
to a very large extent	3 (18.8%)
Total	16 (100.0%)

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).

	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).	3.4	1.1	31.8 %	1.0	3.0	3.0	4.0	5.0

In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.
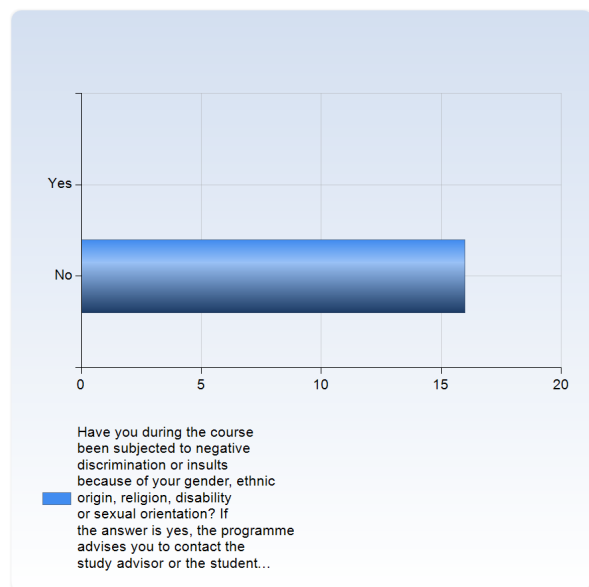
In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	1 (6.3%)
to some extent	6 (37.5%)
to a large extent	5 (31.3%)
to a very large extent	4 (25.0%)
Total	16 (100.0%)

	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.	3.8	0.9	24.8 %	2.0	3.0	4.0	4.5	5.0

Have you during the course been subjected to negative discrimination or insults because of your gender, ethnic origin, religion, disability or sexual orientation? If the answer is yes, the programme advises you to contact the study advisor or the student ombudsman; see KI webpage for Contact information.

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Yes	0 (0.0%)
No	16 (100.0%)
Total	16 (100.0%)

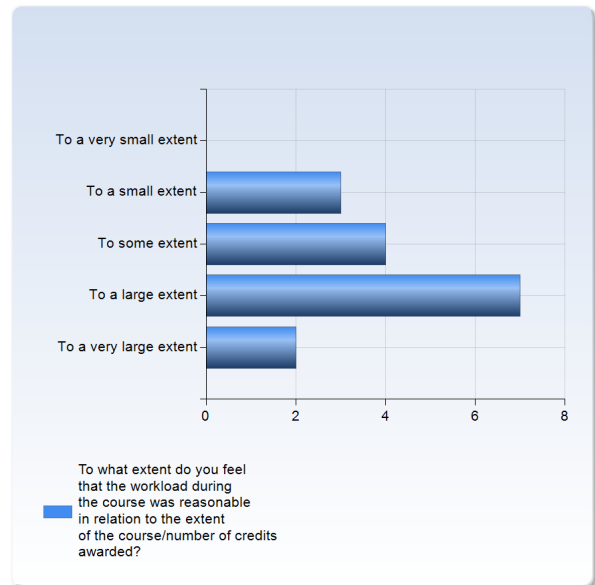|	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Have you during the course been subjected to negative discrimination or insults because of your gender, ethnic origin, religion, disability or sexual orientation? If the answer is yes, the programme advises you to contact the study advisor or the student ombudsman; see KI webpage for Contact information.	2.0	0.0	0.0 %	2.0	2.0	2.0	2.0	2.0

What was the reason for the negative discrimination or insult?

What was the reason for the negative discrimination or insult?	Number of Responses
gender	0 (0.0%)
ethnic origin	0 (0.0%)
religion	0 (0.0%)
disability	0 (0.0%)
sexual orientation	0 (0.0%)
Total	0 (0.0%)
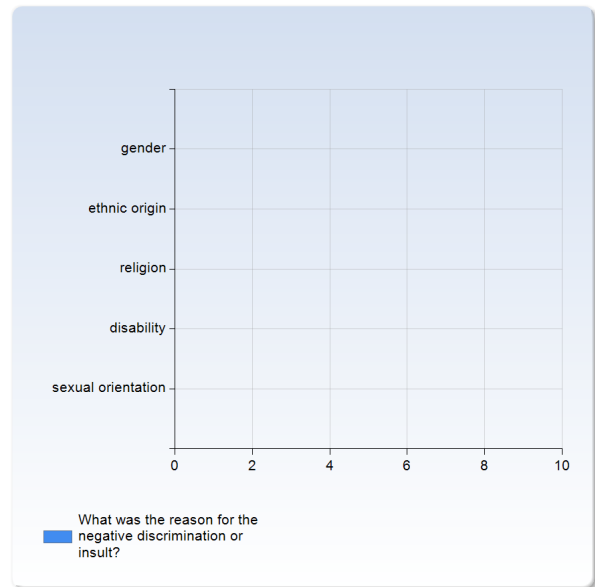
What was the reason for the negative discrimination or insult?

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
What was the reason for the negative discrimination or insult?	0.0	0.0	NaN %	∞	0.0	0.0	0.0	-∞

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	3 (18.8%)
To some extent	4 (25.0%)
To a large extent	7 (43.8%)
To a very large extent	2 (12.5%)
Total	16 (100.0%)

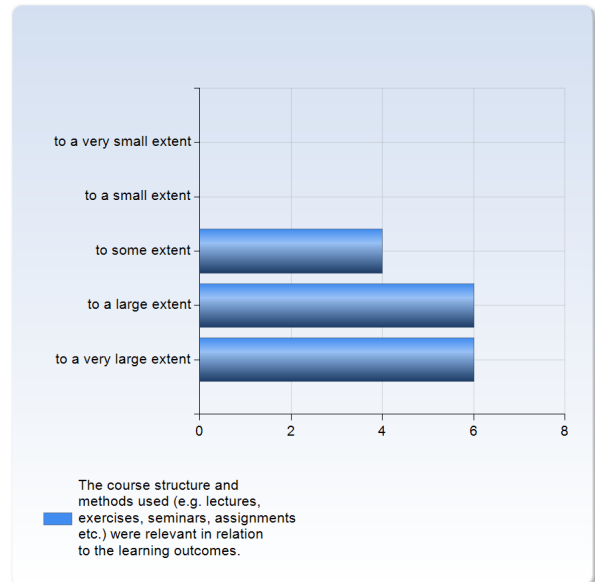|	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
To what extent do you feel that the workload during the course was reasonable in relation to the extent of the course/number of credits awarded?	3.5	1.0	27.6 %	2.0	3.0	4.0	4.0	5.0

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

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to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	4 (25.0%)
to a large extent	6 (37.5%)
to a very large extent	6 (37.5%)
Total	16 (100.0%)

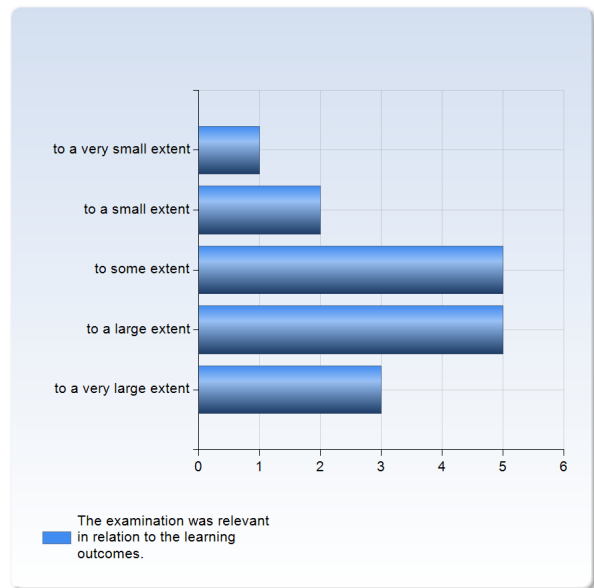|	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The course structure and methods used (e.g. lectures, exercises, seminars, assignments etc.) were relevant in relation to the learning outcomes.	4.1	0.8	19.5 %	3.0	3.5	4.0	5.0	5.0

The examination was relevant in relation to the learning outcomes.

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to a very small extent	1 (6.3%)
to a small extent	2 (12.5%)
to some extent	5 (31.3%)
to a large extent	5 (31.3%)
to a very large extent	3 (18.8%)
Total	16 (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.	3.4	1.2	33.5 %	1.0	3.0	3.5	4.0	5.0

I took responsibility for my own learning during this course.

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to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	2 (12.5%)
to a large extent	5 (31.3%)
to a very large extent	9 (56.3%)
Total	16 (100.0%)
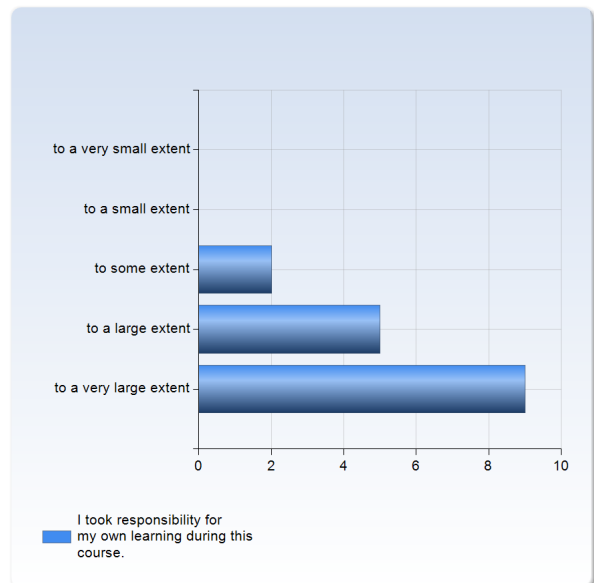
	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I took responsibility for my own learning during this course.	4.4	0.7	16.4 %	3.0	4.0	5.0	5.0	5.0

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

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to a very small extent	0 (0.0%)
to a small extent	1 (6.3%)
to some extent	4 (25.0%)
to a large extent	7 (43.8%)
to a very large extent	4 (25.0%)
Total	16 (100.0%)

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

	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.	3.9	0.9	22.8 %	2.0	3.0	4.0	4.5	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	1 (6.3%)
to a small extent	2 (12.5%)
to some extent	6 (37.5%)
to a large extent	6 (37.5%)
to a very large extent	1 (6.3%)
Total	16 (100.0%)
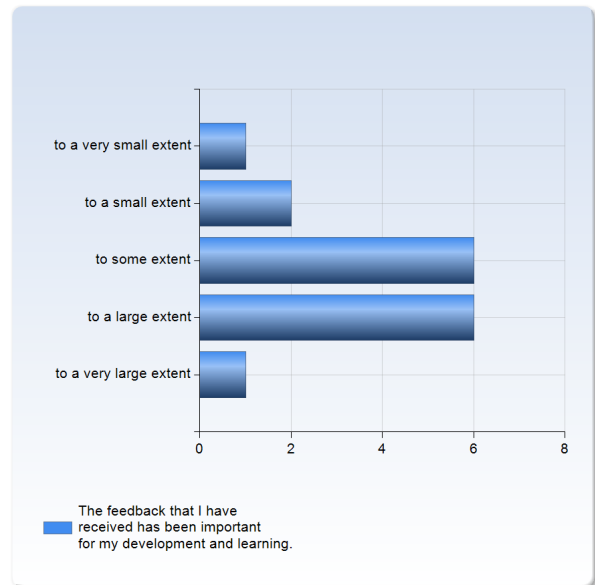
The feedback that I have received has been important for my development and learning.

	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.	3.3	1.0	30.8 %	1.0	3.0	3.0	4.0	5.0

What were the strengths of this course?

What were the strengths of this course?
The oral exams were a good way to stay on top of the material.
the book was great! the oral exams helped a lot and i really liked the structure/idea behind them.
Overall course was well-organised, including the subdivision of themes for the lectures It was nice to have the patch clamp demonstration as a replacement for the lab
the oral exams! calling it exams makes people studying although I think the relaxed atmosphere was more helpful than an actual exam the lectures: many people seemed to be real experts in their field, great! thats inspiring the neuroanatomy workshop - great to handle human brains
1) The focus on experimental evidence or research techniques. 2) Oral exams are a great practice. 3) Labs were really useful.
I found the oral exams quite helpful in revising the topics.
Many good teachers like Tobias K, Lennart B, Zakaria A, Eva H. Oral exams were very good.
It gave a very broad overview of specific areas of interest within neuroscience.
Interesting, relevant topics
The Neuroworkshop was very useful and the oral exams were a good way of making students study consistently.
The teachers were very competent and kind. The coordinator was very kind and open to extracurricular activities.
The oral examinations. They were a great way to discuss different aspects of the course.
seminars neuranatomy workshop higher brain functions

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

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| --- |
| The quality of the lectures was uneven, it would be good for the course director to review the lectures before they are given so they can make sure that it's actually relevant to the syllabus. Because of that, I had to create my own notes from the book and the internet for the entire motor function block. |
| The oral exam questions, the lectures, the syllabus and the exam need to be coherent, I felt as though they were all saying different things about what I needed to learn. The course syllabus could be more specific, and we should get more practice questions so we can know what to expect at the exam. |
| the lecture slides had too little information. more text because it was sometimes hard to understand afterwards what was mentioned. |
| Update learning outcomes |
| I would have liked to try the patch clamping myself - i would try to keep it for next year |
| 1) I'd consider including an oral exam for the higher brain functions part. 3) Would like to have more lectures on molecular neuroscience and higher brain functions. 2) The course feels rushed, consequently making it harder to grasp or lacking depth on some topics. I'd really encourage you to have a talk with the Biomedicine programme committee (or whoever is responsible) about giving neuroscience more credits and possibly even splitting it into two courses (e.g. "molecular neuroscience" and "nervous system and higher brain functions" or something similar). Maybe this way you could really go into more depth while not overloading the students. There certainly are some other courses in the second year of the programme who could do with fewer credits, especially given the growing interest in neuroscience in current research. |
| I was a bit disappointed that the exam covered only a small part of the topics of the course. Maybe the result of the exam would better reflect to what extent a student knows the topics if there would be more questions. Since most students had largely enough time, I think the exam could have been longer without causing any time-related problems for anyone. |
| The anatomy and histology workshop felt like an addendum to the course rather than an integrated session. It would've been useful to have it scheduled for earlier in the course so that we could relate what we had been taught in lectures and seen in textbooks to real human specimens. |
| Maybe make the structure of the course content clearer |
| There should be more text in the lecture slides (at least the picture descriptions). The teachers could have focused on anatomy more specifically, as that was required in the exam. |
| During a lot of lectures (especially the ones about emotion and locomotion), it was unclear what we should remember for the exam. |
| after oral exams we never got information about whether we had passed or not. |
| You should include a lab exercise instead of the computer lab and microscopy part. |
| clarify intended learning outcomes |
| clarify lecture in motor functions and sensory functions, especially concerning pathways within the brain |

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 (6.3%)
OK	1 (6.3%)
good	11 (68.8%)
very good	3 (18.8%)
Total	16 (100.0%)
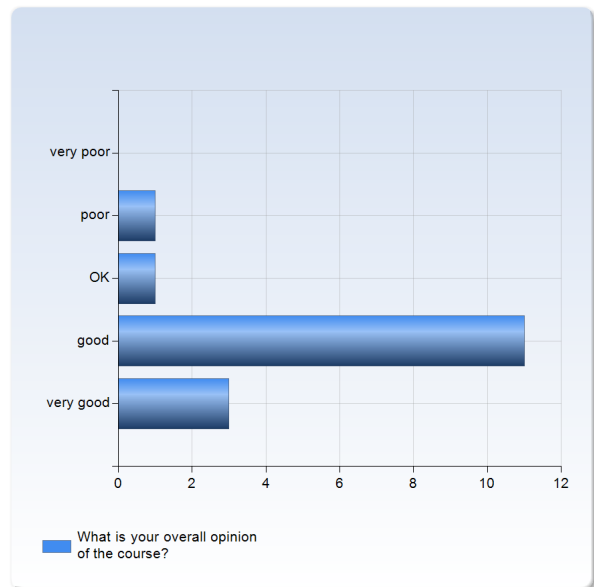
	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
What is your overall opinion of the course?	4.0	0.7	18.3 %	2.0	4.0	4.0	4.0	5.0