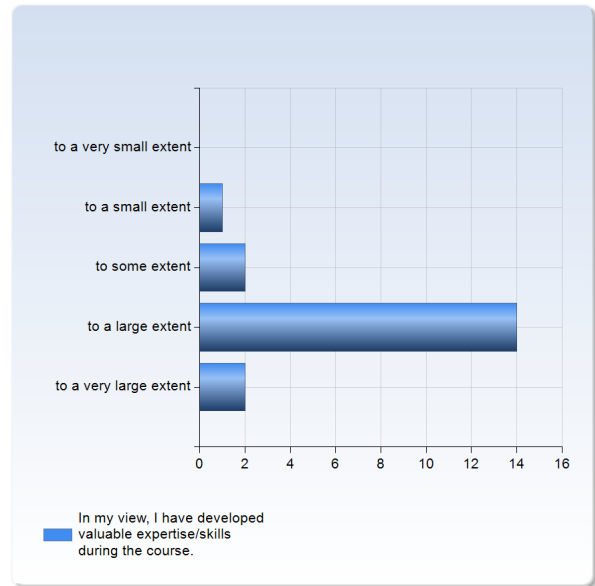


Course evaluation - Laboratory Animal Science in Theory and Practice (4TX015) VT20

Respondents: 25
Answer Count: 19
Answer Frequency: 76.00%

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

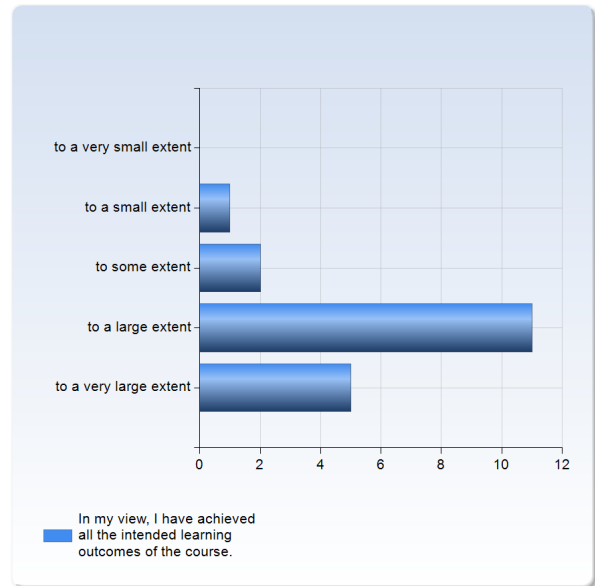
In my view, I have developed valuable expertise /skills during the course.	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	1 (5.3%)
to some extent	2 (10.5%)
to a large extent	14 (73.7%)
to a very large extent	2 (10.5%)
Total	19 (100.0%)



	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.	3.9	0.7	16.9 %	2.0	4.0	4.0	4.0	5.0

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

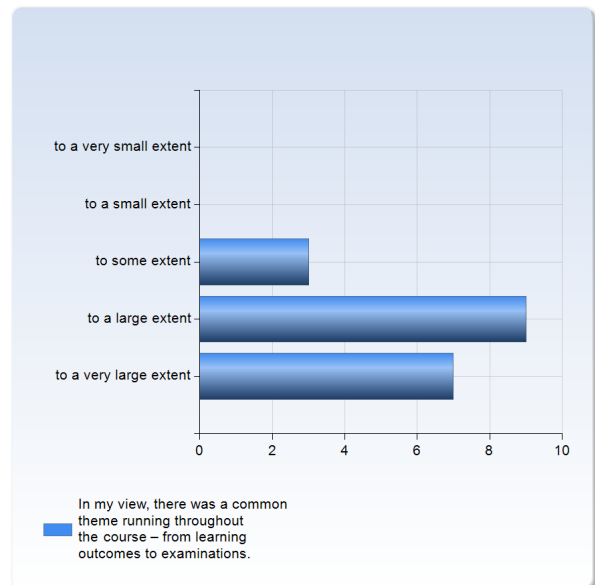
In my view, I have achieved all the intended learning outcomes of the course.	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	1 (5.3%)
to some extent	2 (10.5%)
to a large extent	11 (57.9%)
to a very large extent	5 (26.3%)
Total	19 (100.0%)



	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.	4.1	0.8	19.2 %	2.0	4.0	4.0	4.5	5.0

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

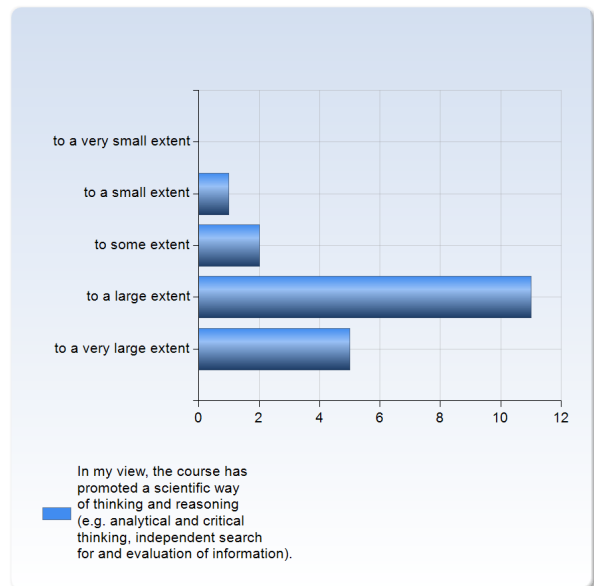
In my view, there was a common theme running throughout the course – from learning outcomes to examinations.	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	3 (15.8%)
to a large extent	9 (47.4%)
to a very large extent	7 (36.8%)
Total	19 (100.0%)



	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.	4.2	0.7	16.9 %	3.0	4.0	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).

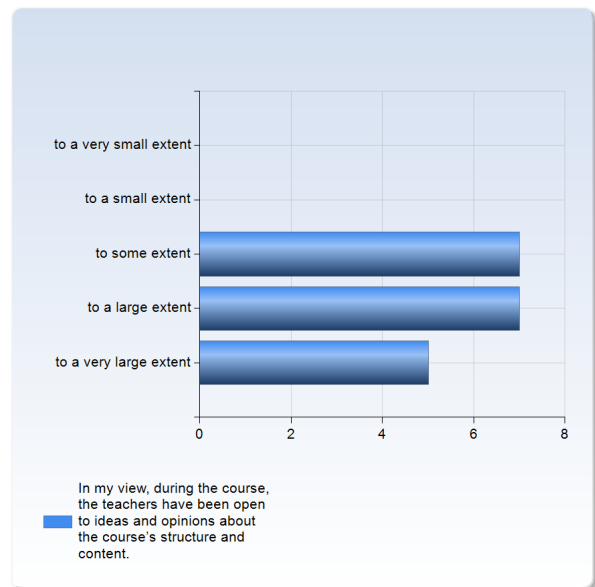
In my view, the course has promoted a scientific way of thinking and reasoning (e.g. analytical and critical thinking, independent search for and evaluation of information).	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	1 (5.3%)
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Total	19 (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).	4.1	0.8	19.2 %	2.0	4.0	4.0	4.5	5.0

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

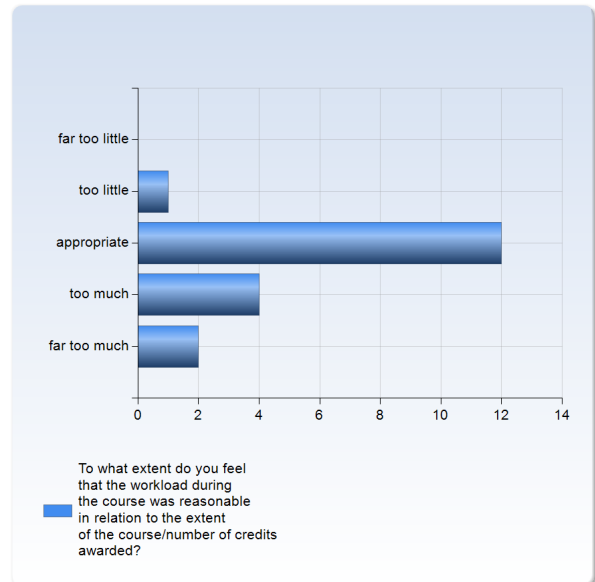
In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	7 (36.8%)
to a large extent	7 (36.8%)
to a very large extent	5 (26.3%)
Total	19 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	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.	3.9	0.8	20.8 %	3.0	4.0	4.5	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?

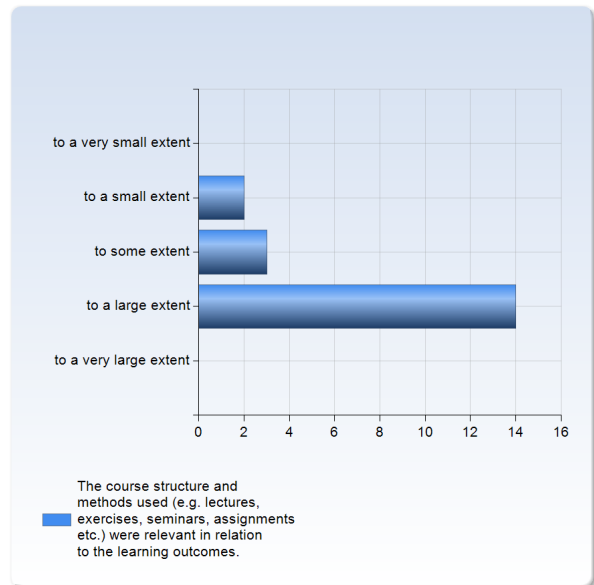
To what extent do you feel that the workload during the course was reasonable in relation to the extent of the course/number of credits awarded?	Number of Responses
far too little	0 (0.0%)
too little	1 (5.3%)
appropriate	12 (63.2%)
too much	4 (21.1%)
far too much	2 (10.5%)
Total	19 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	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?	3.4	0.8	22.6 %	2.0	3.0	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.

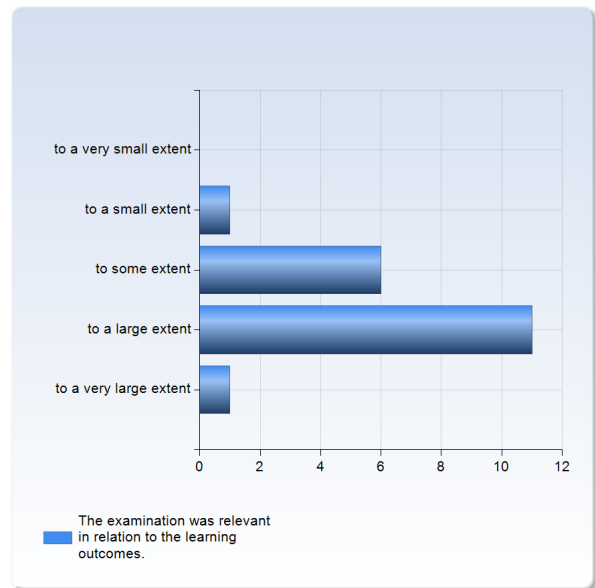
The course structure and methods used (e.g. lectures, exercises, seminars, assignments etc.) were relevant in relation to the learning outcomes.	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	2 (10.5%)
to some extent	3 (15.8%)
to a large extent	14 (73.7%)
to a very large extent	0 (0.0%)
Total	19 (100.0%)



The course structure and methods used (e.g. lectures, exercises, seminars, assignments etc.) were relevant in relation to the learning outcomes.	Mean	Standard Deviation	Coefficient of Variation	Lower Min	Upper Quartile	Median	Upper Quartile	Max
		3.6	0.7	18.8 %	2.0	3.5	4.0	4.0

The examination was relevant in relation to the learning outcomes.

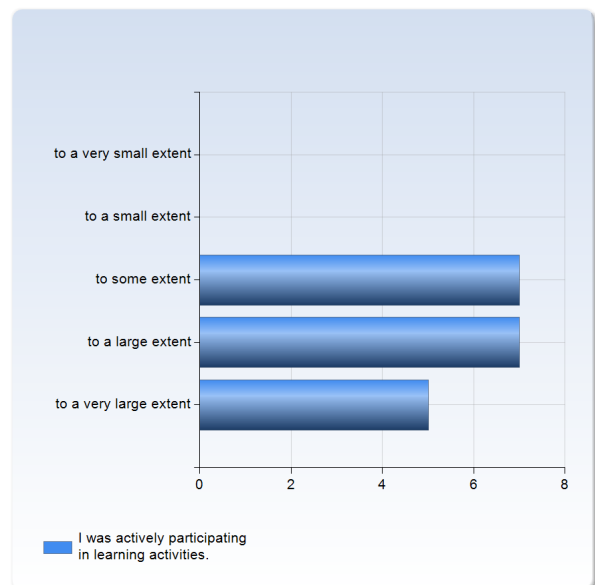
The examination was relevant in relation to the learning outcomes.	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	1 (5.3%)
to some extent	6 (31.6%)
to a large extent	11 (57.9%)
to a very large extent	1 (5.3%)
Total	19 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The examination was relevant in relation to the learning outcomes.	3.6	0.7	18.8 %	2.0	3.0	4.0	4.0	5.0

I was actively participating in learning activities.

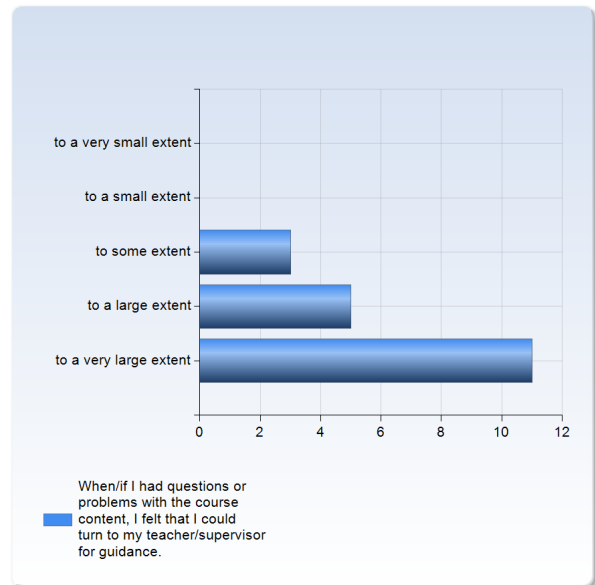
I was actively participating in learning activities.	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	7 (36.8%)
to a large extent	7 (36.8%)
to a very large extent	5 (26.3%)
Total	19 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I was actively participating in learning activities.	3.9	0.8	20.8 %	3.0	3.0	4.0	4.5	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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Total	19 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Lower 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.	4.4	0.8	17.4 %	3.0	4.0	5.0	5.0	5.0

What were the strengths of this course?

What were the strengths of this course?
I can practice in rodents
Hands on practice
Lectures were good and was nice to have visitor lecturers, the practical sessions were super good and I liked the fact that the online quizzes were optional but you could advantage from doing them (=get VG) :
The hands-on sessions were really helpful, I wish there had been more days practically with the animals (or models/dead animals)
Very good plan from the Professor. I really liked the project work and by working on the project I learned many more things!
You learn everything you need to know about laboratory animals
The teacher
Practical work with animals
Working in very small groups with live animals.
Rafel is the strength of this course. He is amazing in teaching.
animal hands on
During this course, we have a lot of learning resource include online learning, lectures, and practical. I think online learning is really nice, I have really learnt a lot about laboratory animals, then I can understand their behavior better. And during practical sessions, we have chance to talk with our tutors, who have worked with animals for many years.
I really liked the online quizzes and mini lectures
The importance of the animal use and different aspects of it, such as harm/benefit, ethics, or social acceptance.
Animal handling was well done
We received an overview on handling the animals and of the regulations we should be aware of.

Any suggestions for how to improve this course? (Give as constructive suggestions as possible!)

Any suggestions for how to improve this course? (Give as constructive suggestions as possible!)

The slides and excercises should be uploaded before lectures.

nothing

Break up whole day lectures

The online quizzes were partially the type of questions, that you couldn't really find the answers, and had to go guessing until you got it right....they could maybe be reformed a bit

Examination shouldn't include details that were never once mentioned in class / not mentioned to the whole course and should have focused on questions more relevant for the learning outcomes!

It would be nice to mix the groups as much as possible and not put tox students together and biomed students together. This way we will have the chance to meet and interact with new people! Less work load or more ECTS points for the course. In addition I think it would be really helpful to have another 2 lab animal sessions.

Make the course longer because it is way too much information and tasks for so short time

More legislation

The day on statistics was amazing (the two guys explained some of the basic concepts in a way that I understood them for the first time after years of statistics courses). However, if possible it should be split into two days so that everyone can focus and listen to their entire talk.

More breaks during long lectures

Remove unrelated online exercises

I hope we can have more hands-on sessions in this course, since our group only have two afternoons for this course, I think it is better to have at least more one week on this course because animal testing is still very important for scientific research.

I think it needs to be one week longer. Instead of three, four weeks would be more appropriate. I didn't get enough time to digest everything and feel that a lot was left out that could have been taught if we had a few extra days.

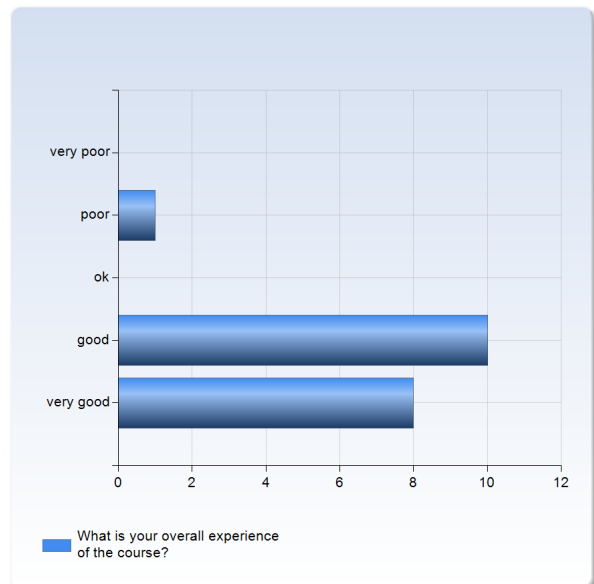
I believe this course should be given a more time (more weeks) as there are a lot of information condensed in a single day.

Slide are not always clear if taken alone. Mini self test did not repeat lecture as well as they could have. Self test were great but that info should be in the slide and some was missing

It would be better if some lectures were not mandatory. Also, it would be better if the Biostatistics lecture was much shorter and focused on fewer topics since it was very tiring and a lot of people were confused and overwhelmed at the end of the lecture.

What is your overall experience of the course?

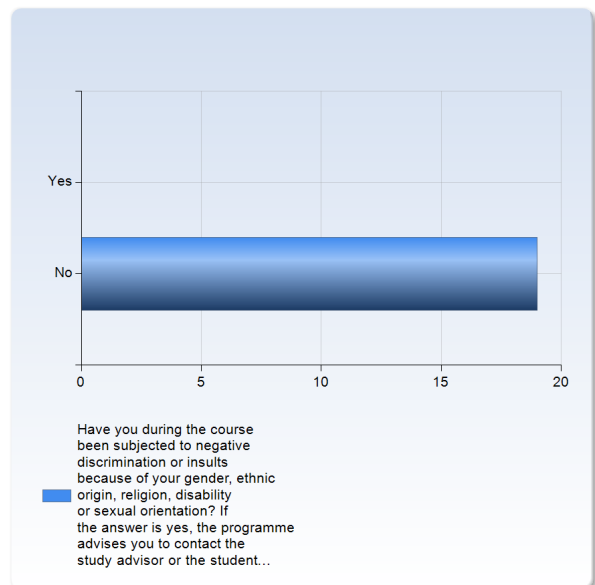
What is your overall experience of the course?	Number of Responses
very poor	0 (0.0%)
poor	1 (5.3%)
ok	0 (0.0%)
good	10 (52.6%)
very good	8 (42.1%)
Total	19 (100.0%)



What is your overall experience of the course?	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
What is your overall experience of the course?	4.3	0.7	17.4 %	2.0	4.0	4.0	5.0	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.

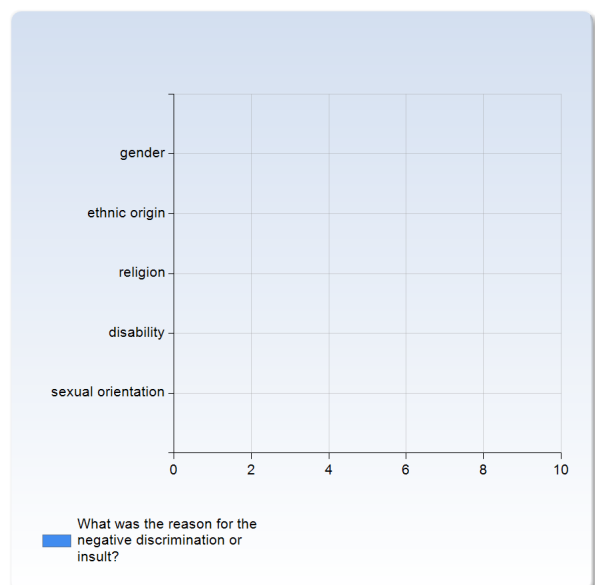
Have you during the course been subjected to negative discrimination or insults because of your gender, ethnic origin, religion, disability or sexual orientation? If the answer is yes, the programme advises you to contact the study advisor or the student ombudsman; see KI webpage for Contact information.	Number of Responses
Yes	0 (0.0%)
No	19 (100.0%)
Total	19 (100.0%)



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.	Mean	Standard Deviation	Coefficient of Variation	Lower Min	Lower Quartile	Median	Upper Quartile	Max
		2.0	0.0	0.0 %	2.0	2.0	2.0	2.0

What was the reason for the negative discrimination or insult?

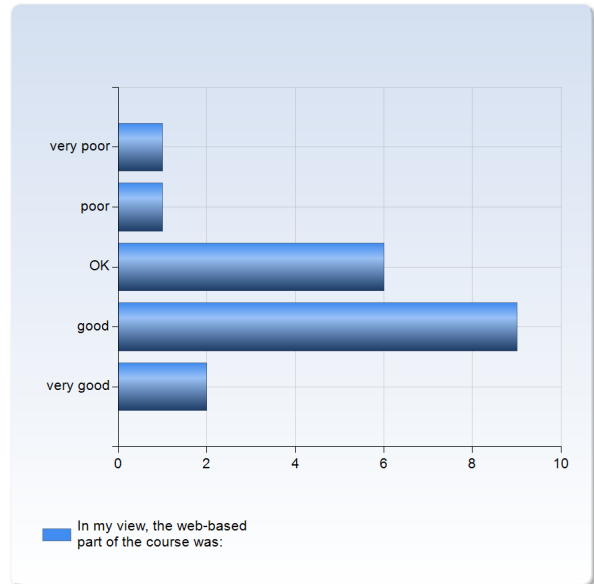
What was the reason for the negative discrimination or insult?	Number of Responses
gender	0 (0.0%)
ethnic origin	0 (0.0%)
religion	0 (0.0%)
disability	0 (0.0%)
sexual orientation	0 (0.0%)
Total	0 (0.0%)



	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	-∞

In my view, the web-based part of the course was:

In my view, the web-based part of the course was:	Number of Responses
very poor	1 (5.3%)
poor	1 (5.3%)
OK	6 (31.6%)
good	9 (47.4%)
very good	2 (10.5%)
Total	19 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, the web-based part of the course was:	3.5	1.0	27.3 %	1.0	3.0	4.0	4.0	5.0

Comments to the previous question:

Comments to the previous question:

Too much workload. There are some questions need extra interpretation.

it is related to our lecture

Very long

The material was good and there was enough of it.

It was very helpful to practise for the exam and gain in-depth knowledge about the subject BUT the self-assessment tests often contained questions that couldnt be answered with the material, which was very frustrating!

The questionnaires should be improved. Some questions are not very clear and some answers as well. In addition in some cases it did not accept right answer (e.g. there was a question were you had to answer with which injection can you avoid metabolism, and it could be either subcutaneous or intravenous, but they only accept subcutaneous).

In the multiple choice questions state how many are correct and not only "more than one can be correct"

Not so deeply explained during the lessons

the questions were way too detailed.

Tricky questions in some situations

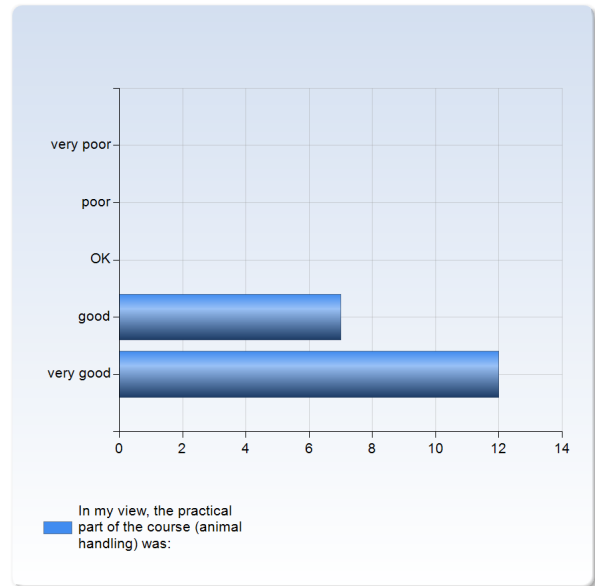
It is always nice to know laboratory animals better if we want to work with them.

There were questions whose answers weren't in the texts and in the end I just tried different combinations to answer the questions, so I didn't end up understanding the answers .

Some questions not covered in the content of informative section. Especially in the CD section quizzes with the highest retakes and several questions only available answer is google not course content.

In my view, the practical part of the course (animal handling) was:

In my view, the practical part of the course (animal handling) was:	Number of Responses
very poor	0 (0.0%)
poor	0 (0.0%)
OK	0 (0.0%)
good	7 (36.8%)
very good	12 (63.2%)
Total	19 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, the practical part of the course (animal handling) was:	4.6	0.5	10.7 %	4.0	4.0	5.0	5.0	5.0

Comments to the previous question:

Comments to the previous question:

It was good, but would be better if we were allowed to practice injections on conscious animals.

nothing

Valuable hands on experience

Best part of the course, thank you!

More days would have been helpful to really become more confident with the animals.

I was expecting to learn more in 3 hours teaching, but my group was going slowly due to a variety of reasons. Maybe next time in the questionnaire where we had to answer if we have any previous skills you could also ask if you are really sensitive with the animals, if you are afraid of them and other related questions. With all due respect, this way you avoid putting very beginners with people with some experience, so the latter could learn more and take advantage of the 3 hours.

None

I appreciated that where animals that have been

I would have liked to have gotten the opportunity to work with rats more extensively- since we had 3 mice and one rat it was a bit disproportionate. I can see the reason behind it though.

We were trained in handling animals ethically, professionally and with good practice guidelines.

very good

I hope to have more practical sessions.

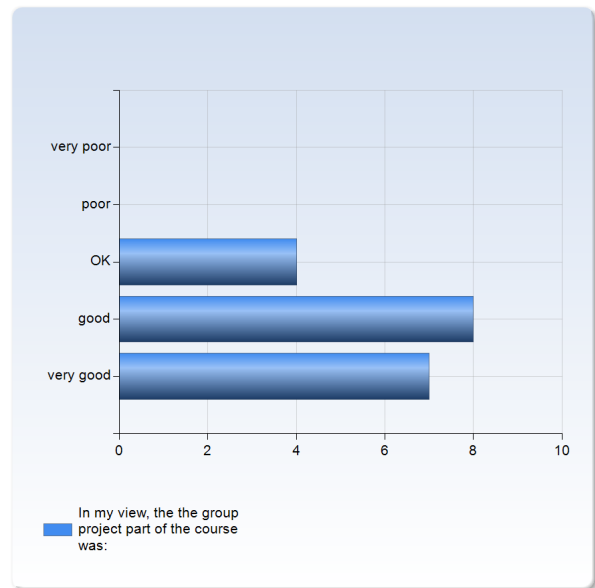
I think this is a very important part that needs to remain in future courses. I appreciate the hands on experience even if I might never work with animals. Now I feel a lot more confident reading a paper based on an animal study.

It was really good and eye-opening.

It was very nice to learn and practice on live animals and I learned a lot.

In my view, the the group project part of the course was:

In my view, the the group project part of the course was:	Number of Responses
very poor	0 (0.0%)
poor	0 (0.0%)
OK	4 (21.1%)
good	8 (42.1%)
very good	7 (36.8%)
Total	19 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, the the group project part of the course was:	4.2	0.8	18.4 %	3.0	4.0	4.0	5.0	5.0

Comments to the previous question:

Comments to the previous question:

Students with variable background can contribute to different parts of the project.

Time consuming on top of the rest of the workload

It was interesting to make and the mock ethics committee was very good!

It would have been helpful to have one session together with Rafael where he would give clearer instructions (and e.g show an example).

Instructions were given only written and the degree of details was not clear.

It was very very useful!!!

I didn't like this task very much because I had to work with people I didn't know

Working with other master students haven't been so easy because of the different backgrounds

I enjoyed working with my assigned group and the topic. I also enjoyed getting the chance to design a research project and I think we should have had more of these types of projects in the programme.

We got a chance to design a study with focus on 3Rs

It was valuable to learn from the mock ethics committee

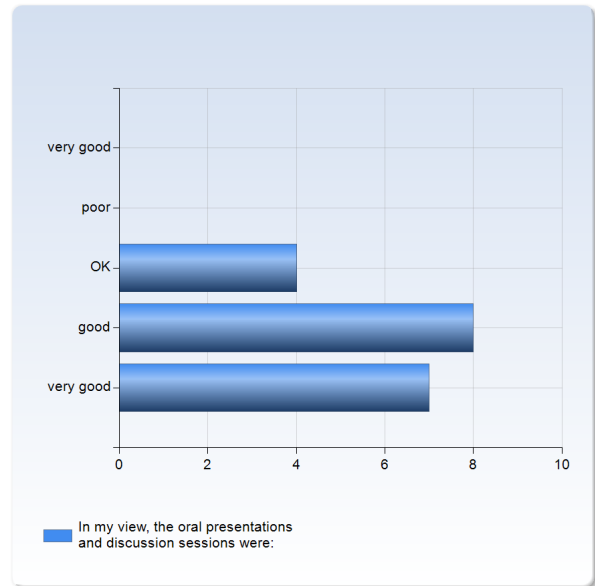
It is a very good experience to communicate and discuss with students in other majors.

This was interesting. Definitely think it was good. I liked the mock ethics committee as well.

No comments.

In my view, the oral presentations and discussion sessions were:

In my view, the oral presentations and discussion sessions were:	Number of Responses
very good	0 (0.0%)
poor	0 (0.0%)
OK	4 (21.1%)
good	8 (42.1%)
very good	7 (36.8%)
Total	19 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, the oral presentations and discussion sessions were:	4.2	0.8	18.4 %	3.0	4.0	4.0	5.0	5.0

Comments to the previous question (strengths, improvements to be made):

Comments to the previous question (strengths, improvements to be made):

It reminds me of my thesis presentation. Pressure and quick reaction.

Taught me a lot!

-No No: in the exam was a question where one of the answers required knowledge from one presentation (corona-virus, laboratory safety level) which was not really talked about and only have the course was present anyway.

-The mock ethics committee was great and dialogue was encouraged and stimulating

It helps to learn how to design an appropriate experimental design using lab animals

I appreciated the questions and the challenge that the presentation represented

I don't think the criticism from the mock committee was very constructive- their questions didn't revolve around the animal treatment/welfare and why we made this decisions concerning the animals but they asked about study design in general and tried to prove us wrong, but not concerning the animal handling and procedures. We were specifically asked not to focus on molecular mechanisms and the biomedical aspect and were even encouraged to make things up. I understand that this will not affect my grade but it was a bit disheartening because I was very excited about this project.

great

I think we need more time on preparing for the presentation, so we can make it better.

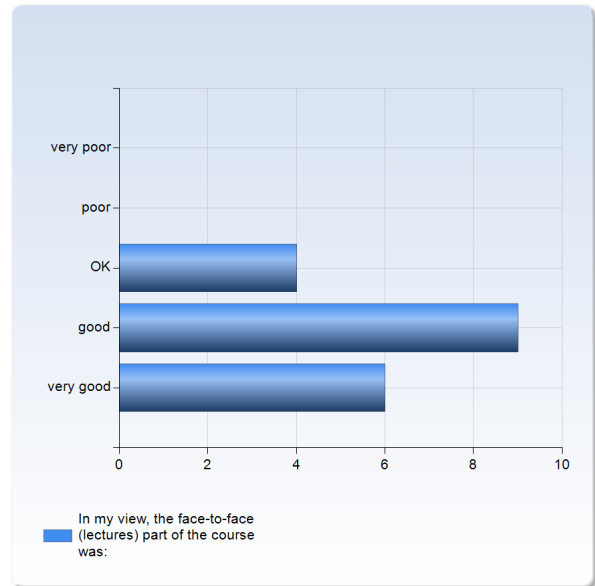
I learned a lot from other people's comments

Maybe a little bit of clarification has to be done about what to cover in the presentation.

Ethics board was tough and asked good questions and I think it made people see the fine line between needing relevant data and undue animal suffering

In my view, the face-to-face (lectures) part of the course was:

In my view, the face-to-face (lectures) part of the course was:	Number of Responses
very poor	0 (0.0%)
poor	0 (0.0%)
OK	4 (21.1%)
good	9 (47.4%)
very good	6 (31.6%)
Total	19 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, the face-to-face (lectures) part of the course was:	4.1	0.7	18.0 %	3.0	4.0	4.0	5.0	5.0

Comments to the previous question

Comments to the previous question

Most of them are good except the statistical one

Whole day lectures should be broken up across several days

The long statistics day was too much input. Preferably split to 2 days would have given us a better chance to 'digest' the information

You could reduce the time of the experimental design lecture because it was too much and tiring even though it was really important and interesting.

Everything okay

It cleared my doubts

The bioethics have too much overlapping with previous courses.

It is so nice that our lectures presented by expertises working in different fields, I think all of us have learnt a lot from them

No comment.

Despite what others say the Stats part of the course was well done just long. Better explained relivance and practical application to biology than my undergraduate. I would agree that those two lectures need better time management though.