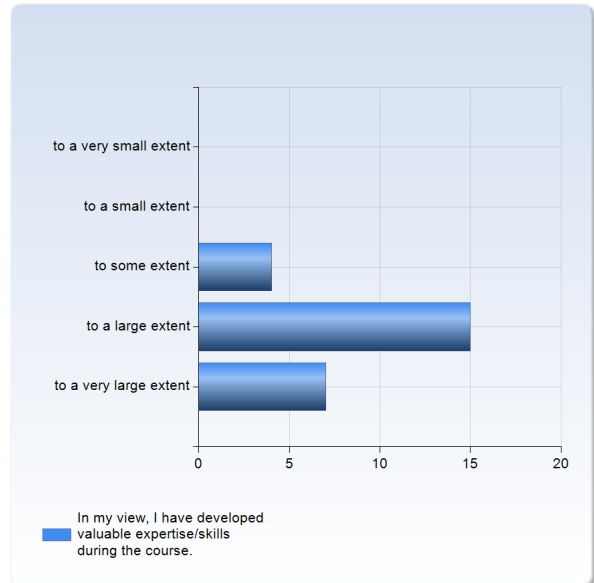




Answer Count: 26

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	0 (0.0%)
to some extent	4 (15.4%)
to a large extent	15 (57.7%)
to a very large extent	7 (26.9%)
Total	26 (100.0%)

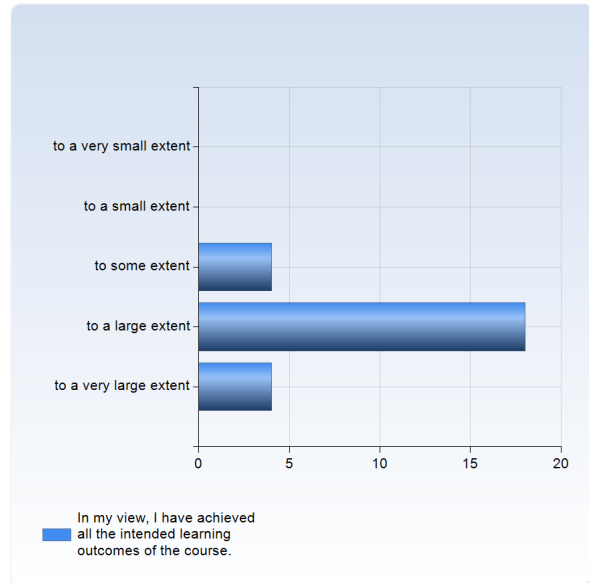


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, I have developed valuable expertise/skills during the course.	4.1	0.7	15.9 %	3.0	4.0	4.0	4.5	5.0



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

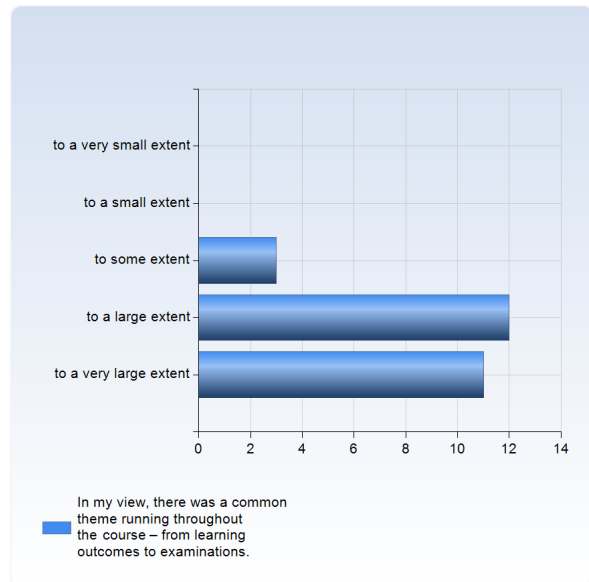
In my view, I have achieved all the intended learning outcomes of the course.	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	4 (15.4%)
to a large extent	18 (69.2%)
to a very large extent	4 (15.4%)
Total	26 (100.0%)



	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.	4.0	0.6	14.1 %	3.0	4.0	4.0	4.0	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	3 (11.5%)
to a large extent	12 (46.2%)
to a very large extent	11 (42.3%)
Total	26 (100.0%)

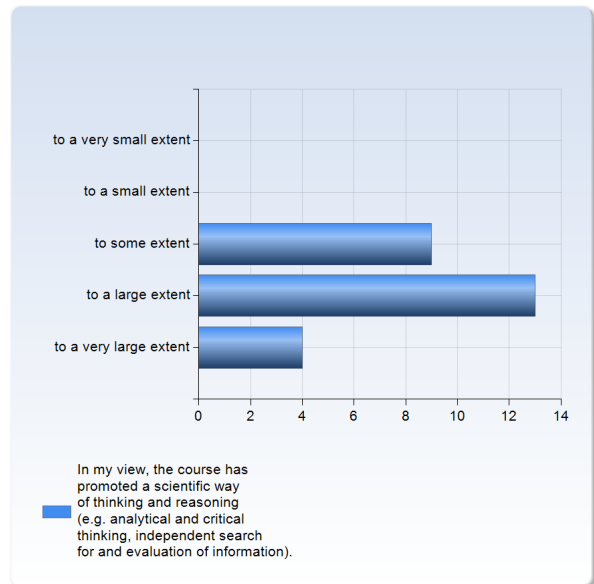




	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, there was a common theme running throughout the course – from learning outcomes to examinations.	4.3	0.7	15.8 %	3.0	4.0	4.0	5.0	5.0

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	0 (0.0%)
to some extent	9 (34.6%)
to a large extent	13 (50.0%)
to a very large extent	4 (15.4%)
Total	26 (100.0%)

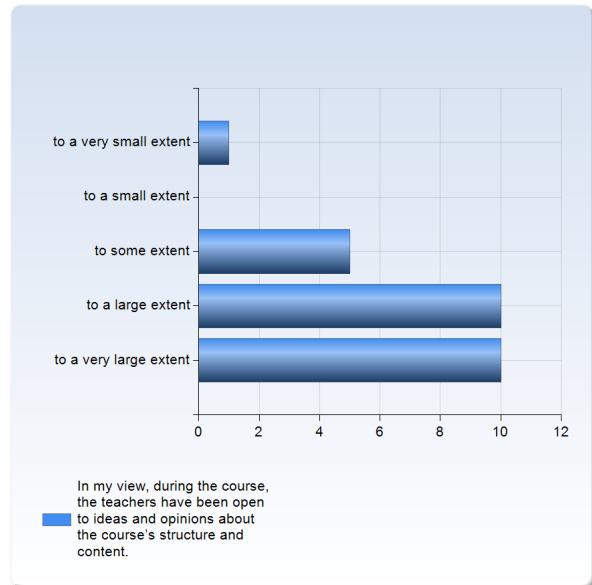


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, the course has promoted a scientific way of thinking and reasoning (e.g. analytical and critical thinking, independent search for and evaluation of information).	3.8	0.7	18.2 %	3.0	3.0	4.0	4.0	5.0



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

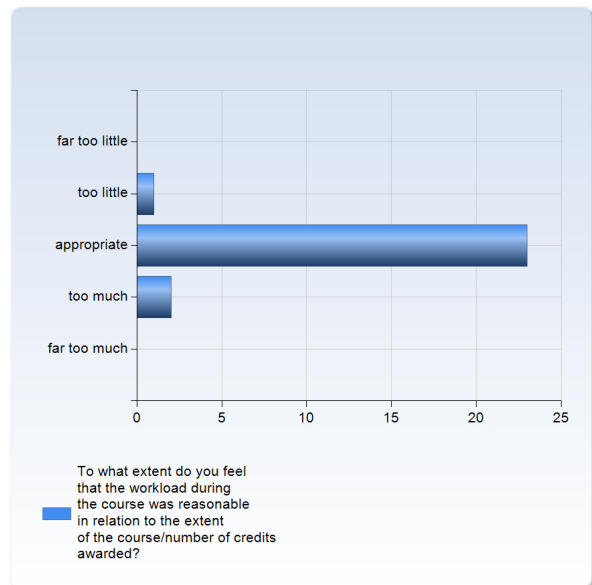
In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.	Number of Responses
to a very small extent	1 (3.8%)
to a small extent	0 (0.0%)
to some extent	5 (19.2%)
to a large extent	10 (38.5%)
to a very large extent	10 (38.5%)
Total	26 (100.0%)



	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.	4.1	1.0	24.0 %	1.0	4.0	4.0	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
far too little	0 (0.0%)
too little	1 (3.8%)
appropriate	23 (88.5%)
too much	2 (7.7%)
far too much	0 (0.0%)
Total	26 (100.0%)

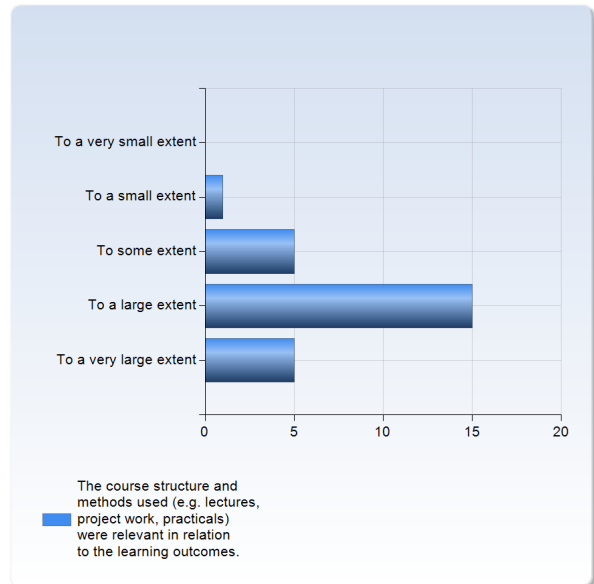




	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
To what extent do you feel that the workload during the course was reasonable in relation to the extent of the course/number of credits awarded?	3.0	0.3	11.3 %	2.0	3.0	3.0	3.0	4.0

The course structure and methods used (e.g. lectures, project work, practicals) were relevant in relation to the learning outcomes.

The course structure and methods used (e.g. lectures, project work, practicals) were relevant in relation to the learning outcomes.	Number of Responses
To a very small extent	0 (0.0%)
To a small extent	1 (3.8%)
To some extent	5 (19.2%)
To a large extent	15 (57.7%)
To a very large extent	5 (19.2%)
Total	26 (100.0%)

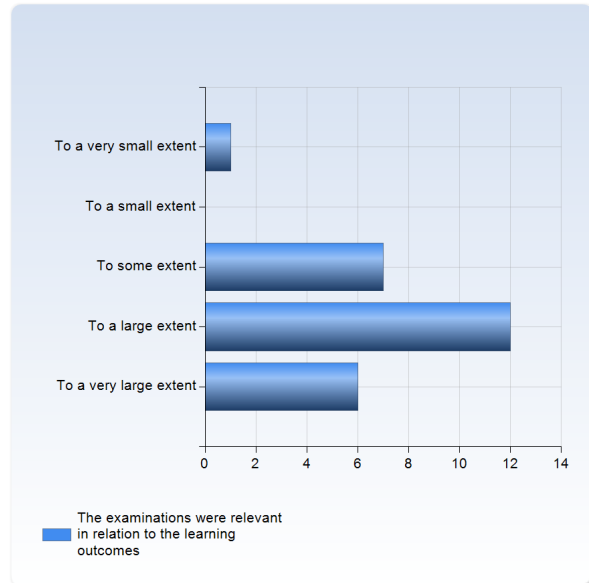


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The course structure and methods used (e.g. lectures, project work, practicals) were relevant in relation to the learning outcomes.	3.9	0.7	19.0 %	2.0	4.0	4.0	4.0	5.0



The examinations were relevant in relation to the learning outcomes

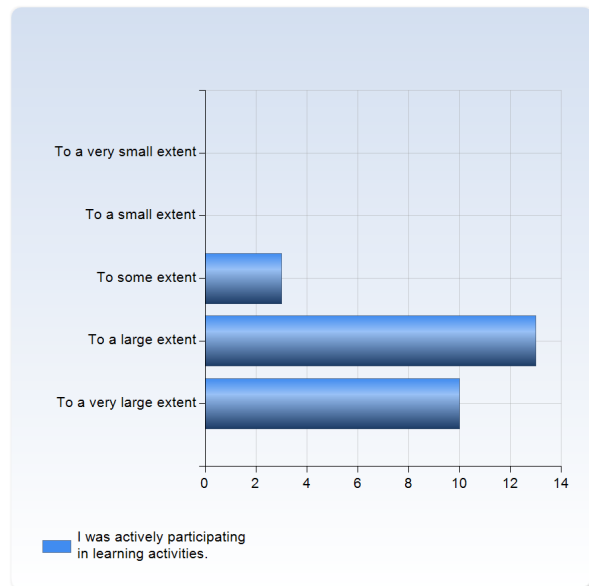
The examinations were relevant in relation to the learning outcomes	Number of Responses
To a very small extent	1 (3.8%)
To a small extent	0 (0.0%)
To some extent	7 (26.9%)
To a large extent	12 (46.2%)
To a very large extent	6 (23.1%)
Total	26 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The examinations were relevant in relation to the learning outcomes	3.8	0.9	24.0 %	1.0	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	3 (11.5%)
To a large extent	13 (50.0%)
To a very large extent	10 (38.5%)
Total	26 (100.0%)

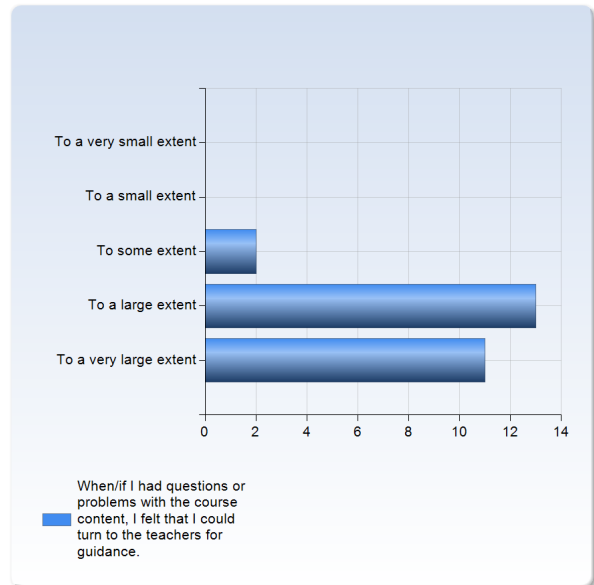


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I was actively participating in learning activities.	4.3	0.7	15.6 %	3.0	4.0	4.0	5.0	5.0



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

When/if I had questions or problems with the course content, I felt that I could turn to the teachers for guidance.	Number of Responses
To a very small extent	0 (0.0%)
To a small extent	0 (0.0%)
To some extent	2 (7.7%)
To a large extent	13 (50.0%)
To a very large extent	11 (42.3%)
Total	26 (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 the teachers for guidance.	4.3	0.6	14.5 %	3.0	4.0	4.0	5.0	5.0



What were the strengths of this course?

What were the strengths of this course?

Laboratory and online materials were quite comprehensive in technical methods and humane animal treatment methods.

Practical sessions and project work, ensured independent learning of new material

Introduction lecture focused on participation. Hands on experience.

The practical part

Hands-on tutorials. They would be even more efficient if we would be in smaller groups (especially students that didn't have contact with animals before), but I understand why this is not possible.

I thought that giving students the chance to work with animals and try injections on live animals was good for people who want to use with animals later.

Really open minded professors, very close to students and really wanting to teach us students all they can. Really helpful.

The hands on session.

Practical experience in the lab under the supervision of skilled staff

Organised, freedom in the presentation, high focus on animal welfare

I enjoy the lab that teachers are patient and nice

practical training

-

The strength of this is course was more evident in its practical sections

The lab practicals, the group project and the self assesement tests

Hand on part is awesome! I learnt and tried every thing I need in clam and relaxing atmosphere.

The practical Part was very useful to get first experiences with mice

We can study online

learning via different techniques

Practical work

Course leaders really seemed to care about us learning to how to handle animals in whatever way and speed was good for us, great awareness of ethical aspects

-

Well planned with enough time for self-assessment exercises, very qualified teachers, having specialists in ethics committee at the presentation (insight into actual ethics committee)

Proper.

Knowledge about the use of animals in research; mice handling. The research project presented for the ethics committee was a very interest assignment to perform and I learnt a lot. I know have a better idea about what it is necessary to think about when writing a project that requires in vivo studies.

It was well organised with a lot of relevant content. The course gave a good insight and new perspective on research involving animals. This is very important for anyone considering a career in a field involving animal studies, whether they will be working with animals themselves or not.



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!)

Include more individual animal dissections during lab to allow for gaining of more anatomical knowledge

Only that the online course may have been too extensive perhaps we could have had some lectures or another method of learning this information.

There is a lot of content in the online course, it is hard to study all of it. Maybe some reduction to essential key facts would be recommendable, because the big amount isn't really encouraging to read all of it (and on top it is possible to pass the self assessments without reading it all)

The web-based part is convenient for the teachers, but awful as a student trying to learn.

The discussion after the presentations of group projects was occasionally too long. It would be more productive if we would be divided for presentations, for example half class on day 1, other half on day 2. When there was so many people in the lecture hall most of the people was bored, mostly due to fact that we could barely hear each other. It is also ridiculous that you get extra points for participation and are at the same time almost forced to ask questions (with the lecturer having a list of us and ticking off names of people that have already asked a question - you could almost not ask another one after this). The argument that we have to listen to all presentations was that the presentations have different topics - however, everything was about using mice/rats in research and after maybe 4-5 presentations most of the things started to repeat in all presentations.

We got information about the groups on the Monday, so we did not even know how long that day would be in advance. This makes it really hard to organise other activities around uni courses and it would have been nice to know the groups at least a week in advance.

Maybe less web-based courses and questionnaires.

Maybe we could also see how a real written application for an ethical permit look like.

If possible, I'd love to have more practical sessions

No extra points for asking in the presentation and for injections.

Online material is a bit messy and too much information. I suggest it could become more structural next year

It would be nice if only one of the days of the presentations would be mandatory. That way it would be less people and a more open discussion would have been possible.

-

As all of our group project may seem to be very interesting and relevant subject to know, I did not find the amount of time you attend to all the project is necessary and relevant. Indeed, the whole purpose of oral presentation is to learn different ways to tackle diseases using mice model, however, I find it overly done when we have to be present in ALL of the oral presentation made in class. I suggest that instead of doing this, we should pick a couple of groups that we can give feedback to their oral presentation instead of all groups in the class itself.

Maybe a more practice with the animals, especially procedures

May biomedicine students also try handling rat?

Since you get extra points for just asking questions during the project work there were people asking random and irrelevant questions. Maybe there is another way to encourage students to participate in the discussion. And although attendance on the project work was mandatory it was not clearly stated in the schedule and also the attendance wasn't checked on the first day.

Maybe we can have the presentation in smaller groups instead of the whole class

Give immediate feedback for self-assessment questions (no unlimited attempts as this would turn more into a trial and error questionnaire)

More practical experience

More time with the animals AND accreditation for the Phelasa certificate would be great!!!

All biomedicine students were dealing with mice whereas toxicology students were dealing with rats, I would love to at least learn how to handle rats in hands on exercise, so my recommendation is all students should practice on both mice and rats.

If possible, it would be better to have more classes with animals. Self-assessment in online course sometimes did not seem to be working well (e.g. dragging boxes with answers to certain spots would not work in several browsers)

No suggestions now.

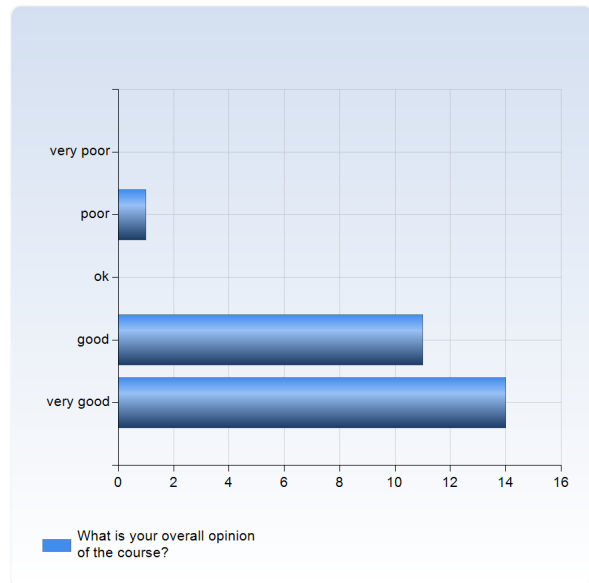
More hand-on sessions; handling both animals (rat and mice)

Not all information given in the online course was accurate (for example the temperature in an animal facility) and during the presentations the teachers commented on facts taken from the online course as being incorrect. The online course should be reviewed to make sure that all given information is up to date. It would also be very helpful if the groups could be sent out before the start of the course, as we did not know until the first day whether we would have a practical session in the afternoon and whether we should bring lunch or not. Furthermore, I appreciated that the groups were designed to fit with everyone's experience in handling animals. However, I would suggest having different groups for the presentations, as in the presentation groups it would be nice to have a mix of different backgrounds/experiences. During the presentations you could notice the difference between groups with different levels of experience with animal research, and I think this project would be a good opportunity to learn from our classmates. Also, a lot of the groups spend a long time deciding on the research question for the presentation leaving less time to focus on the animal welfare, which was the aim of the assignment. Maybe it would be better to give a defined research question as a topic so that the groups can focus more on the animals instead of the science. Lastly, I did not feel comfortable with animals being used for our education, when some of us were not sure or already knew that we don't want to go into animal research. It might have been better to offer the practical sessions as an optional part of the course and replace it with another assignment for those who choose not to take it (or only have them practise on dummies/dead animals). In this way, the number of animals used in our education could be reduced (by asking students whether they want to participate in the practicals and adjust the number of animals ordered accordingly). I feel that it is unethical to use live animals in the training of students that might never use these skills afterwards, it should be reserved for students who are confident they will go into animal research or are interested in it. Nevertheless, I do very much appreciate the insights the course overall has given me and I consider it to be an essential part of my training as a biomedical scientist.



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 (3.8%)
ok	0 (0.0%)
good	11 (42.3%)
very good	14 (53.8%)
Total	26 (100.0%)

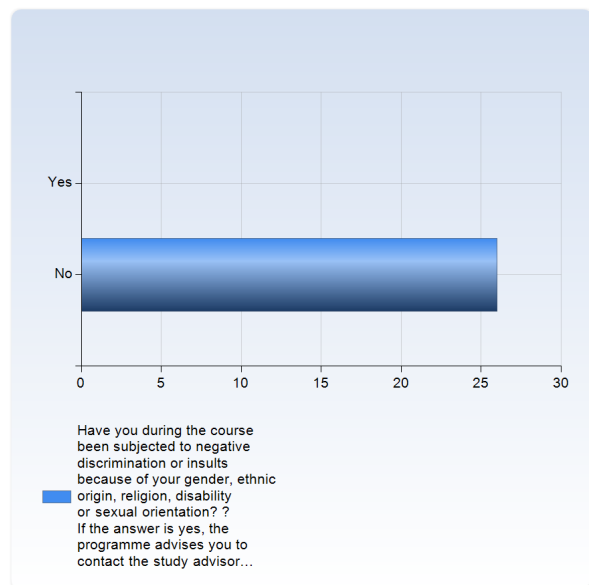


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
What is your overall opinion of the course?	4.5	0.7	15.8 %	2.0	4.0	5.0	5.0	5.0

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	26 (100.0%)
Total	26 (100.0%)





**Karolinska
Institutet**

	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