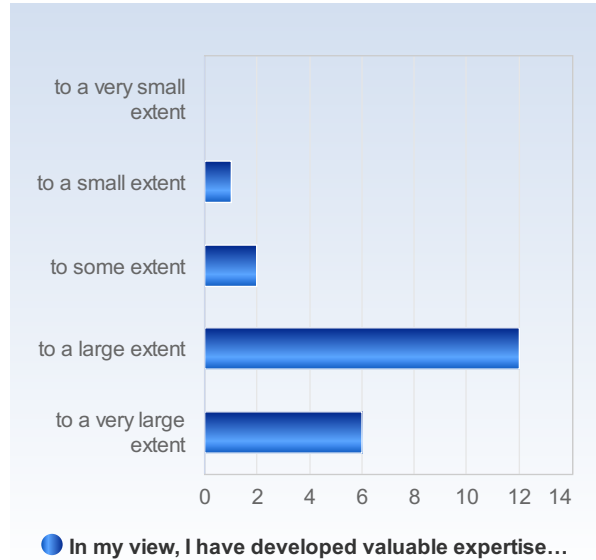


## Course evaluation - Target Organ Toxicology, HT21

Respondents: 28  
 Answer Count: 21  
 Answer Frequency: 75.00%

### 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 (4.8%)
to some extent	2 (9.5%)
to a large extent	12 (57.1%)
to a very large extent	6 (28.6%)
Total	21 (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	0.8	18.8 %	2.0	4.0	4.0	5.0	5.0

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

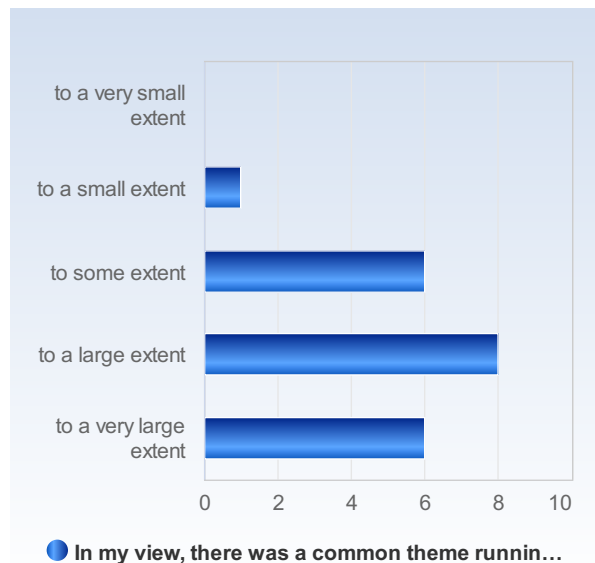
In my view, I have achieved all the intended learning outcomes of the course.	Number of responses
to a very small extent	0 (0.0%)
to a small extent	1 (4.8%)
to some extent	5 (23.8%)
to a large extent	10 (47.6%)
to a very large extent	5 (23.8%)
Total	21 (100.0%)



	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	21.3 %	2.0	3.0	4.0	4.0	5.0

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

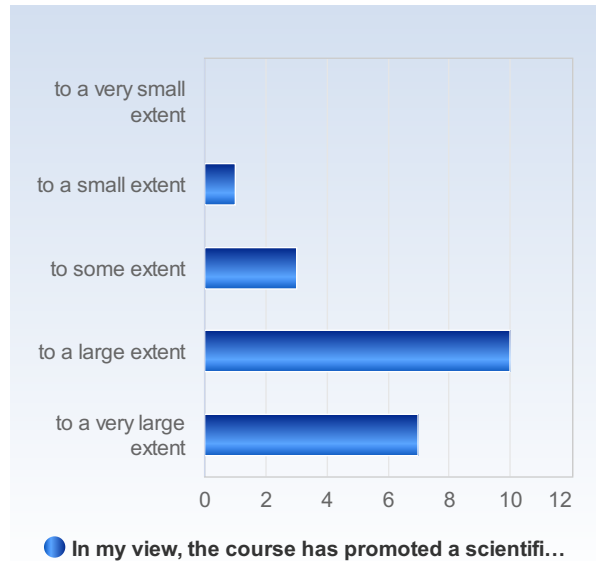
In my view, there was a common theme running throughout the course – from learning outcomes to examinations.	Number of responses
to a very small extent	0 (0.0%)
to a small extent	1 (4.8%)
to some extent	6 (28.6%)
to a large extent	8 (38.1%)
to a very large extent	6 (28.6%)
Total	21 (100.0%)



	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	0.9	22.8 %	2.0	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).**

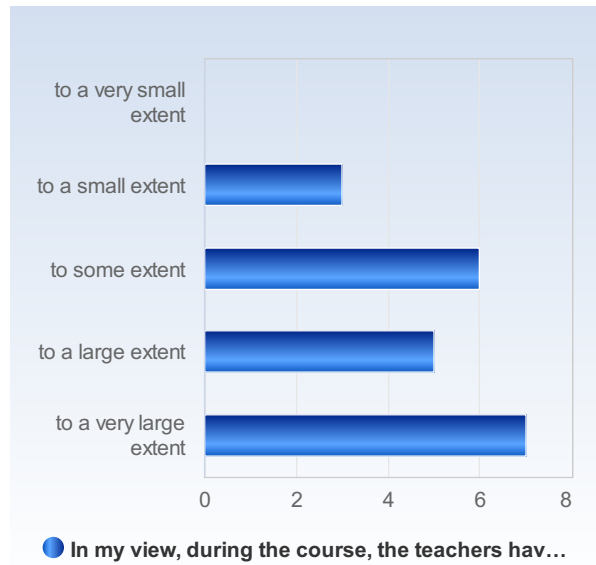
In my view, the course has promoted a scientific way of thinking and reasoning (e.g. analytical and critical thinking, independent search for and evaluation of information).	Number of responses
to a very small extent	0 (0.0%)
to a small extent	1 (4.8%)
to some extent	3 (14.3%)
to a large extent	10 (47.6%)
to a very large extent	7 (33.3%)
Total	21 (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	Lower Min	Lower Quartile	Median	Upper Quartile	Upper 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	20.3 %	2.0	4.0	4.0	5.0	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	3 (14.3%)
to some extent	6 (28.6%)
to a large extent	5 (23.8%)
to a very large extent	7 (33.3%)
Total	21 (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	1.1	29.0 %	2.0	3.0	4.0	5.0	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?

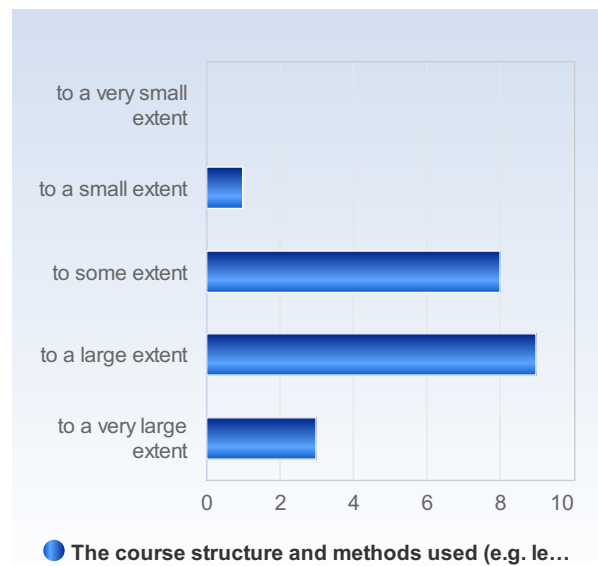
To what extent do you feel that the workload during the course was reasonable in relation to the extent of the course/number of credits awarded?	Number of responses
far too little	0 (0.0%)
too little	5 (23.8%)
appropriate	3 (14.3%)
too much	9 (42.9%)
far too much	4 (19.0%)
Total	21 (100.0%)



	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?	3.6	1.1	30.1 %	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.**

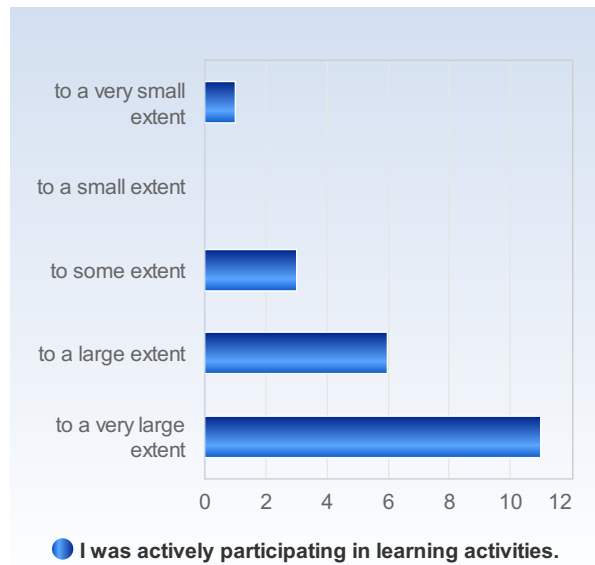
The course structure and methods used (e.g. lectures, exercises, seminars, assignments etc.) were relevant in relation to the learning outcomes.	Number of responses
to a very small extent	0 (0.0%)
to a small extent	1 (4.8%)
to some extent	8 (38.1%)
to a large extent	9 (42.9%)
to a very large extent	3 (14.3%)
Total	21 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Lower 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.	3.7	0.8	21.7 %	2.0	3.0	4.0	4.0	5.0

## I was actively participating in learning activities.

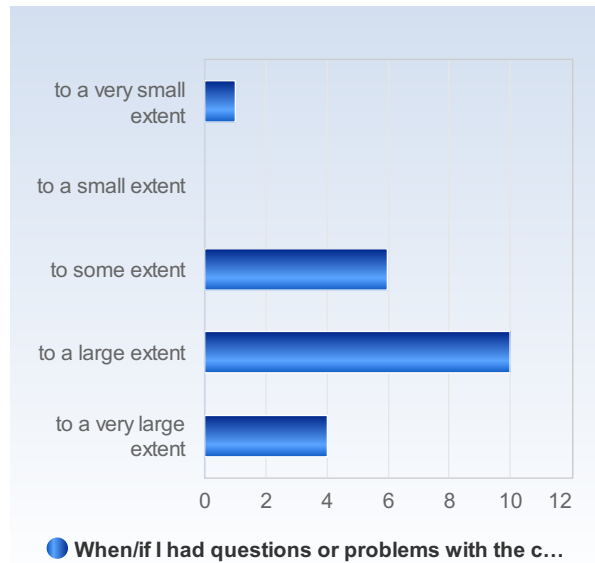
I was actively participating in learning activities.	Number of responses
to a very small extent	1 (4.8%)
to a small extent	0 (0.0%)
to some extent	3 (14.3%)
to a large extent	6 (28.6%)
to a very large extent	11 (52.4%)
Total	21 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I was actively participating in learning activities.	4.2	1.0	24.6 %	1.0	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/course leader for guidance.

When/if I had questions or problems with the course content, I felt that I could turn to my teacher/course leader for guidance.	Number of responses
to a very small extent	1 (4.8%)
to a small extent	0 (0.0%)
to some extent	6 (28.6%)
to a large extent	10 (47.6%)
to a very large extent	4 (19.0%)
Total	21 (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 my teacher/course leader for guidance.	3.8	0.9	25.1 %	1.0	3.0	4.0	4.0	5.0

## What is your overall experience of the course?

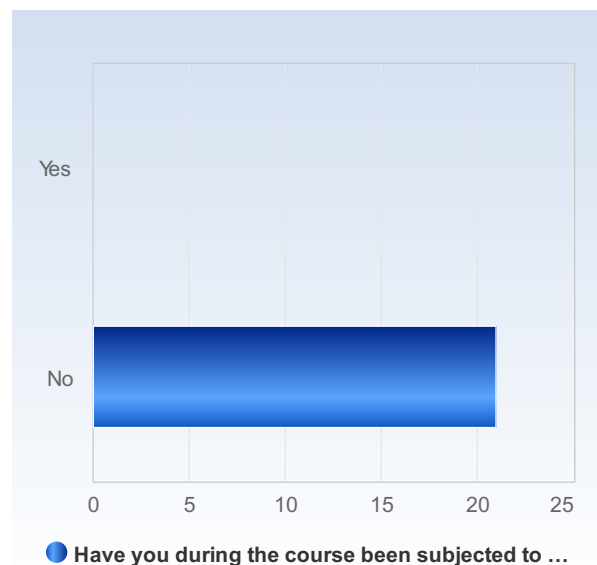
What is your overall experience of the course?	Number of responses
very poor	0 (0.0%)
poor	2 (9.5%)
ok	6 (28.6%)
good	10 (47.6%)
very good	3 (14.3%)
Total	21 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
What is your overall experience of the course?	3.7	0.9	23.4 %	2.0	3.0	4.0	4.0	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.**

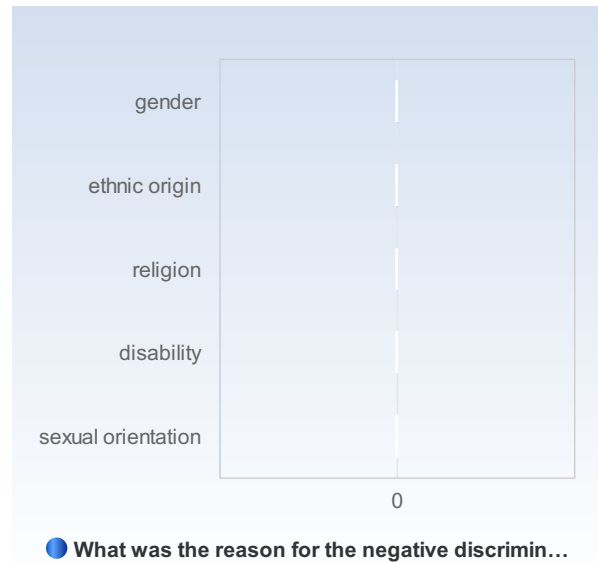
Have you during the course been subjected to negative discrimination or insults because of your gender, ethnic origin, religion, disability or sexual orientation? If the answer is yes, the programme advises you to contact the study advisor or the student ombudsman; see KI webpage for Contact information.	Number of responses
Yes	0 (0.0%)
No	21 (100.0%)
Total	21 (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%)

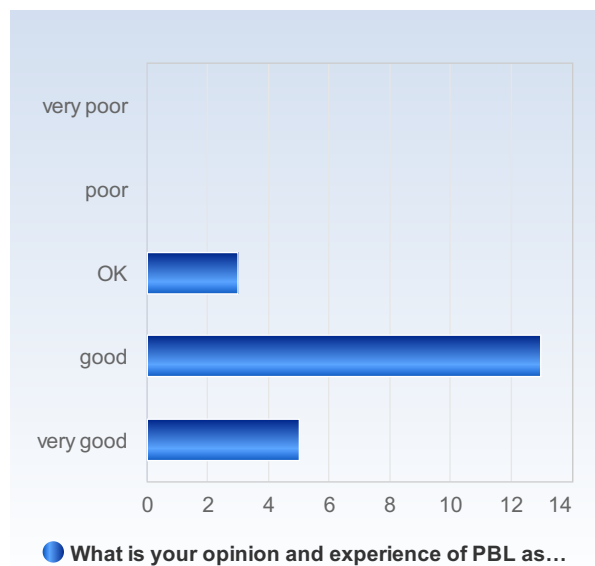


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
What was the reason for the negative discrimination or insult?	0.0	0.0	NaN %	∞	0.0	0.0	0.0	-∞



## What is your opinion and experience of PBL as a method of learning?

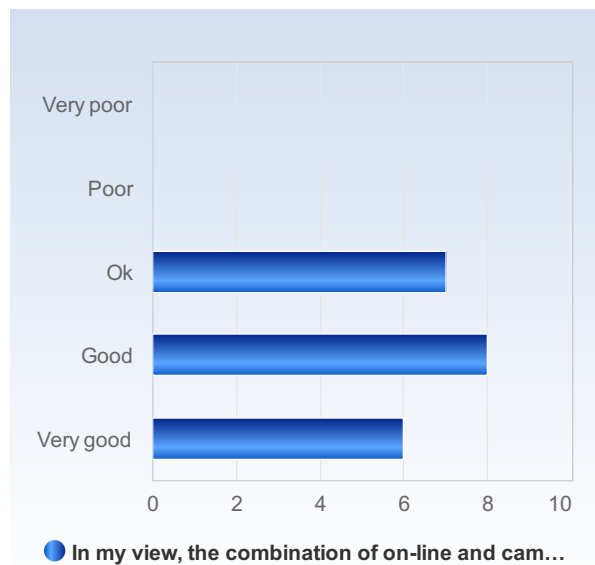
What is your opinion and experience of PBL as a method of learning?	Number of responses
very poor	0 (0.0%)
poor	0 (0.0%)
OK	3 (14.3%)
good	13 (61.9%)
very good	5 (23.8%)
Total	21 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
What is your opinion and experience of PBL as a method of learning?	4.1	0.6	15.3 %	3.0	4.0	4.0	4.0	5.0

## In my view, the combination of on-line and campus activities were:

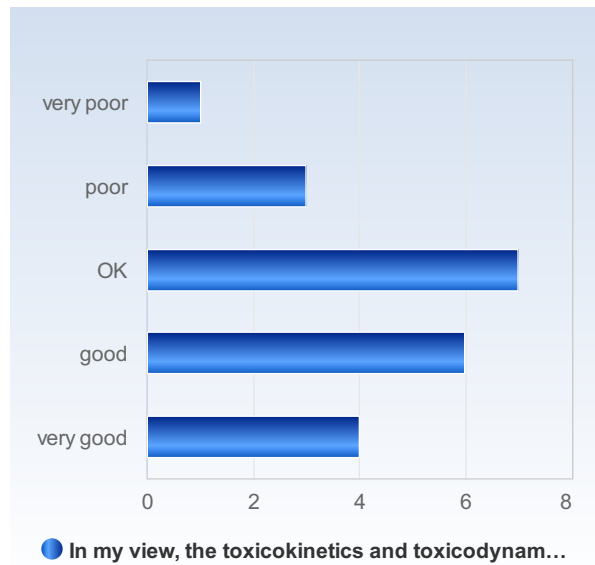
In my view, the combination of on-line and campus activities were:	Number of responses
Very poor	0 (0.0%)
Poor	0 (0.0%)
Ok	7 (33.3%)
Good	8 (38.1%)
Very good	6 (28.6%)
Total	21 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, the combination of on-line and campus activities were:	4.0	0.8	20.4 %	3.0	3.0	4.0	5.0	5.0

## In my view, the toxicokinetics and toxicodynamics module was

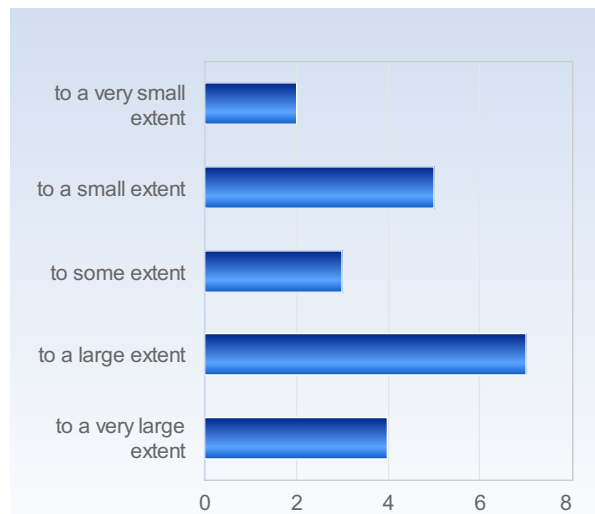
In my view, the toxicokinetics and toxicodynamics module was	Number of responses
very poor	1 (4.8%)
poor	3 (14.3%)
OK	7 (33.3%)
good	6 (28.6%)
very good	4 (19.0%)
Total	21 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, the toxicokinetics and toxicodynamics module was	3.4	1.1	32.7 %	1.0	3.0	3.0	4.0	5.0

## The practical exercises were important for the understanding of toxicokinetic processes.

The practical exercises were important for the understanding of toxicokinetic processes.	Number of responses
to a very small extent	2 (9.5%)
to a small extent	5 (23.8%)
to some extent	3 (14.3%)
to a large extent	7 (33.3%)
to a very large extent	4 (19.0%)
Total	21 (100.0%)

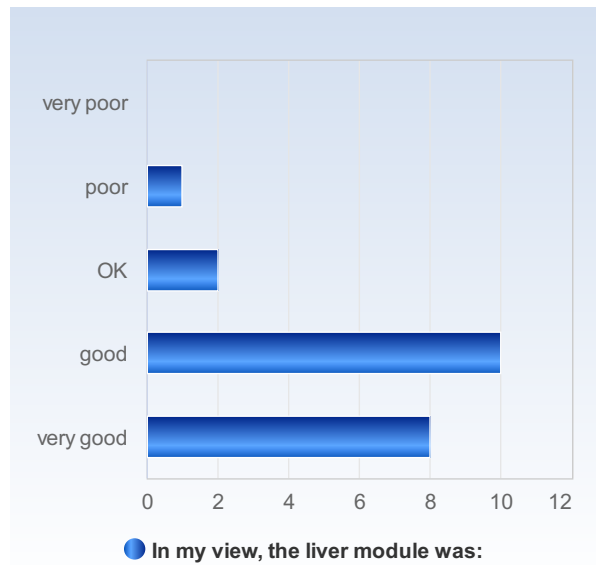


exercises were important for the understanding of toxicoki

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The practical exercises were important for the understanding of toxicokinetic processes.	3.3	1.3	39.8 %	1.0	2.0	4.0	4.0	5.0

### In my view, the liver module was:

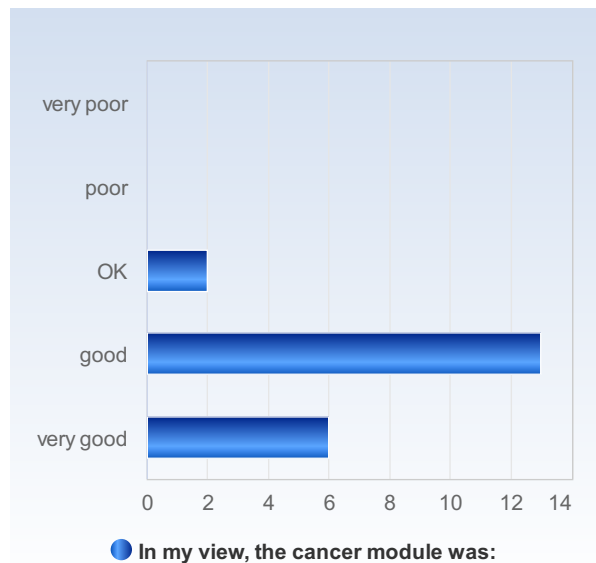
In my view, the liver module was:	Number of responses
very poor	0 (0.0%)
poor	1 (4.8%)
OK	2 (9.5%)
good	10 (47.6%)
very good	8 (38.1%)
Total	21 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, the liver module was:	4.2	0.8	19.4 %	2.0	4.0	4.0	5.0	5.0

### In my view, the cancer module was:

In my view, the cancer module was:	Number of responses
very poor	0 (0.0%)
poor	0 (0.0%)
OK	2 (9.5%)
good	13 (61.9%)
very good	6 (28.6%)
Total	21 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, the cancer module was:	4.2	0.6	14.4 %	3.0	4.0	4.0	5.0	5.0

### In my view, the neuro module was:

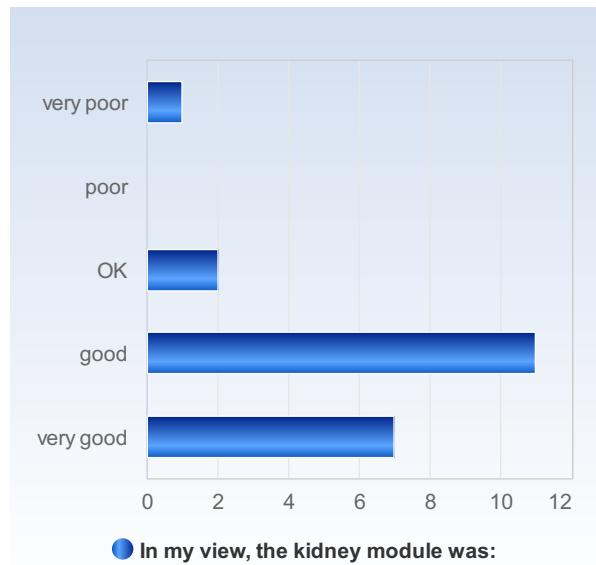
In my view, the neuro module was:	Number of responses
very poor	0 (0.0%)
poor	2 (9.5%)
OK	7 (33.3%)
good	8 (38.1%)
very good	4 (19.0%)
Total	21 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, the neuro module was:	3.7	0.9	24.9 %	2.0	3.0	4.0	4.0	5.0

### In my view, the kidney module was:

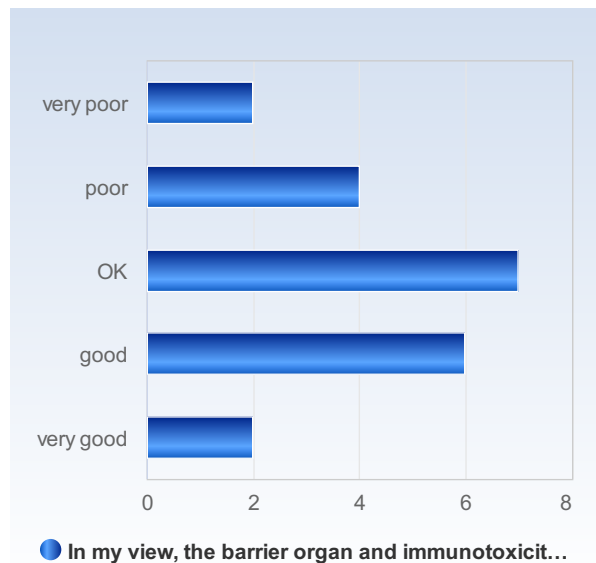
In my view, the kidney module was:	Number of responses
very poor	1 (4.8%)
poor	0 (0.0%)
OK	2 (9.5%)
good	11 (52.4%)
very good	7 (33.3%)
Total	21 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, the kidney module was:	4.1	0.9	23.0 %	1.0	4.0	4.0	5.0	5.0

### In my view, the barrier organ and immunotoxicity module was:

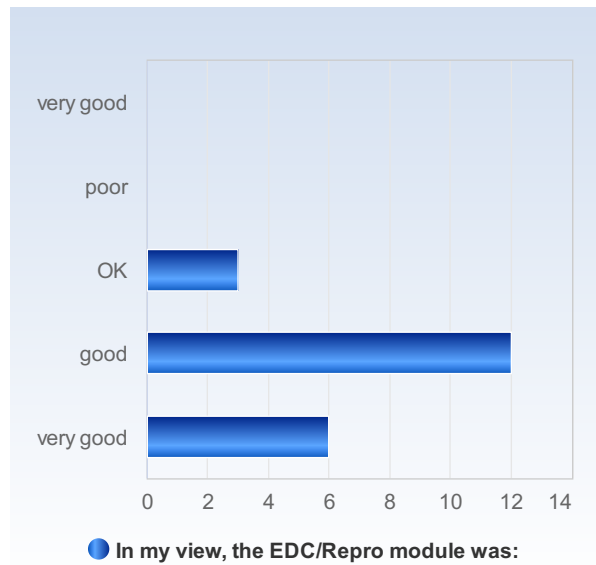
In my view, the barrier organ and immunotoxicity module was:	Number of responses
very poor	2 (9.5%)
poor	4 (19.0%)
OK	7 (33.3%)
good	6 (28.6%)
very good	2 (9.5%)
Total	21 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, the barrier organ and immunotoxicity module was:	3.1	1.1	36.7 %	1.0	2.0	3.0	4.0	5.0

### In my view, the EDC/Repro module was:

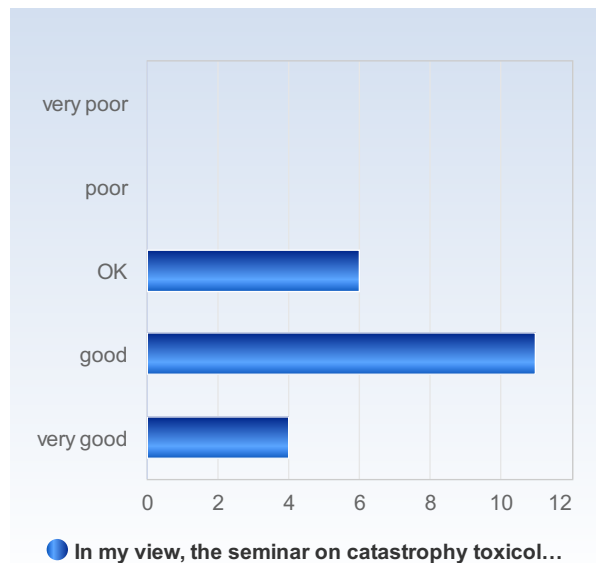
In my view, the EDC/Repro module was:	Number of responses
very good	0 (0.0%)
poor	0 (0.0%)
OK	3 (14.3%)
good	12 (57.1%)
very good	6 (28.6%)
Total	21 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, the EDC/Repro module was:	4.1	0.7	15.8 %	3.0	4.0	4.0	5.0	5.0

### In my view, the seminar on catastrophe toxicology was:

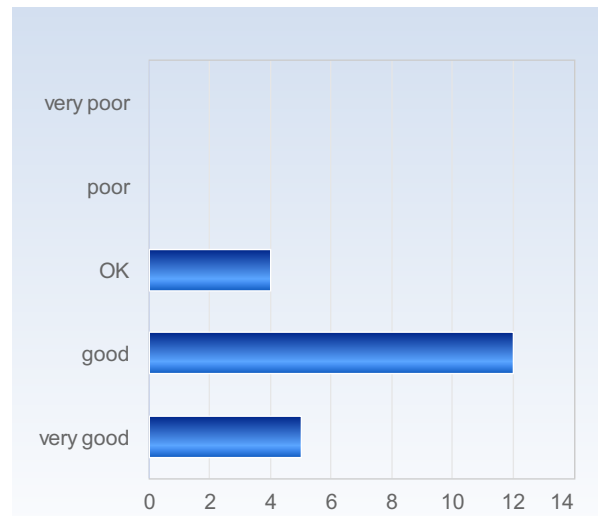
In my view, the seminar on catastrophe toxicology was:	Number of responses
very poor	0 (0.0%)
poor	0 (0.0%)
OK	6 (28.6%)
good	11 (52.4%)
very good	4 (19.0%)
Total	21 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, the seminar on catastrophe toxicology was:	3.9	0.7	17.9 %	3.0	3.0	4.0	4.0	5.0

## In my view, the seminar by the Swedish Poisons Information Center was:

In my view, the seminar by the Swedish Poisons Information Center was:	Number of responses
very poor	0 (0.0%)
poor	0 (0.0%)
OK	4 (19.0%)
good	12 (57.1%)
very good	5 (23.8%)
Total	21 (100.0%)

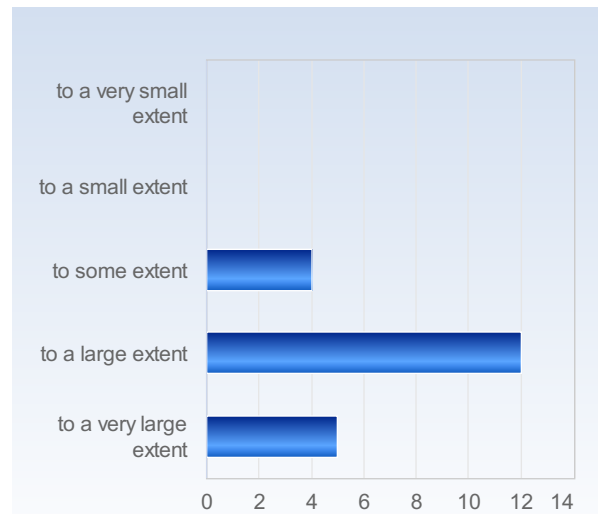


view, the seminar by the Swedish Poisons Information Center was:

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, the seminar by the Swedish Poisons Information Center was:	4.0	0.7	16.5 %	3.0	4.0	4.0	4.0	5.0

## The PBL examinations were relevant in relation to the learning outcomes

The PBL examinations were relevant in relation to the learning outcomes	Number of responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	4 (19.0%)
to a large extent	12 (57.1%)
to a very large extent	5 (23.8%)
Total	21 (100.0%)

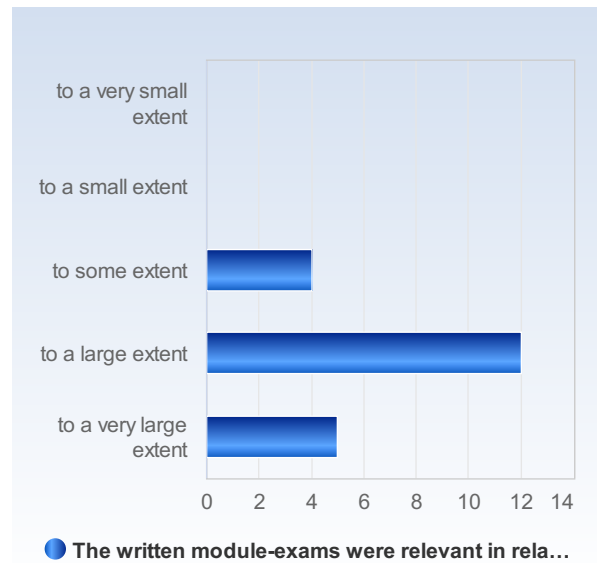


The PBL examinations were relevant in relation to the learning outcomes

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The PBL examinations were relevant in relation to the learning outcomes	4.0	0.7	16.5 %	3.0	4.0	4.0	4.0	5.0

## The written module-exams were relevant in relation to the learning outcomes

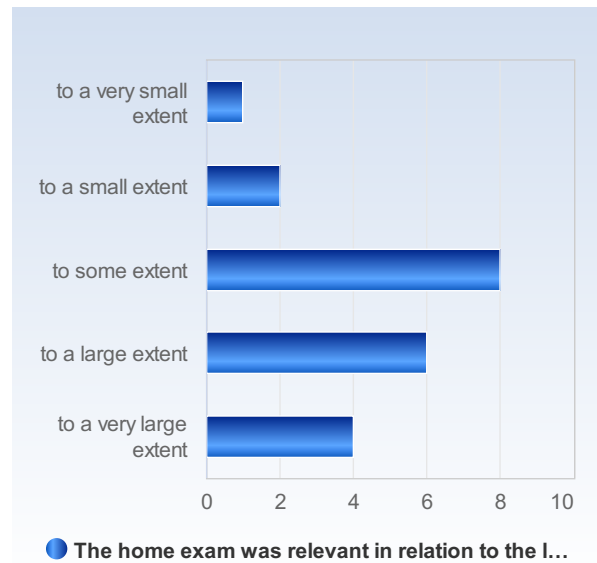
The written module-exams were relevant in relation to the learning outcomes	Number of responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	4 (19.0%)
to a large extent	12 (57.1%)
to a very large extent	5 (23.8%)
Total	21 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The written module-exams were relevant in relation to the learning outcomes	4.0	0.7	16.5 %	3.0	4.0	4.0	4.0	5.0

## The home exam was relevant in relation to the learning outcomes.

The home exam was relevant in relation to the learning outcomes.	Number of responses
to a very small extent	1 (4.8%)
to a small extent	2 (9.5%)
to some extent	8 (38.1%)
to a large extent	6 (28.6%)
to a very large extent	4 (19.0%)
Total	21 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The home exam was relevant in relation to the learning outcomes.	3.5	1.1	31.0 %	1.0	3.0	3.0	4.0	5.0