

**Example template – Course analysis (course evaluation)**

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| <b>Course code</b><br>1BI040                 | <b>Course title</b><br>Tissue Biology     | <b>Credits</b><br>4 |
| <b>Semester</b><br>(spring/autumn)<br>Autumn | <b>Period</b><br>2020-09-16 to 2020-10-04 |                     |

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| <b>Course coordinator</b><br>Sara Windahl             | <b>Examiner</b><br>Sara Windahl          |
| <b>Teacher in charge of component</b><br>Sara Windahl | <b>Other participating teachers</b><br>4 |

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| <b>Number of registered students during the three-week check</b><br>57  | <b>Number approved on the last course date (after first exam)</b><br>41 | <b>Response frequency course valuation survey</b><br>28 / 57 (49%) |
| <b>Other methods for student influence</b> (in addition to concluding course valuation)<br>Course evaluation council with 4 student representatives (student's course council). |   |  |
| <b>Feedback reporting of the course valuation results to the students</b><br>Uploaded in Drupal on November 8, 2021   |   |  |

**Note that...**

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| <p>The analysis should (together with a summarising quantitative summary of the students' course valuation) be communicated to the education committee at the department responsible for the course and for programme courses also the programme coordinating committee.</p> <p>The analysis was communicated to the education committee on the following date:<br/>2021-11-16</p> <p>The analysis was communicated to the programme coordinating committee on the following date: 2021-11-16</p> |
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**1. Description of any conducted changes since the previous course occasion based on the views of former students**

- Time was allocated in the schedule for the pre-recorded video lectures
- The lab project was performed in the online tool LabBuddy to improve learning and feedback
- The seminar is at own place/medium of choice for the students, and the seminar conclusion is on site, to improve discussions within the groups and with the teachers
- The lectures "Tissue preparation / Histochemistry / Enzyme histochemistry" and "Digital tissue image analyses" was altered

### Other changes that were introduced

- A reversed-classroom approach was introduced for the “Molecular biology techniques for tissues lecture” and the “Tissue demonstrations” and “Digital Microscopy practice” sessions

## **2. Brief summary of the students’ valuations of the course**

*(Based on the students’ quantitative responses to the course valuation and key views from free text responses. Quantitative summary and any graphs are attached.)*

### **Summary from the KI-survey**

We must keep in mind that only half of the students answered the KI survey.

The students found that they developed valuable expertise and that there was a common theme running throughout the course – from learning outcomes to examinations. Some students found the workload too easy, and others found it too heavy.

#### **Strengths:**

- The tissue demonstration videos were appreciated by the students.
- The new lab program Lab Buddy was highly appreciated

#### **Suggestions for improvements:**

- More specific feedback after the oral examination
- Some lectures could be moved to even the daily workload
- Improve the quality in some videos
- Add a seminar to practice calculations
- Give live lectures, but provide the videos too
- The microscopy sessions could be improved

### **Summary from “Course evaluation council”**

In general, the students found the course interesting although information dense. The course was considered well-structured in terms of content. It was appreciated with sufficient time for self-studies at the end of the course. It was a short course, but they learned a lot. The only down-part was that the students found the course was too short and they wanted to learn more about this subject.

#### **Strengths:**

- All lectures were appreciated and should be kept.
- The students loved the new lab program LabBuddy.
- The histology part was particularly appreciated.
- The students appreciated the seminar and found that the questions were relevant and broad.
- The exam was considered good. The questions were relevant and varied, which was appreciated.

#### **Suggestions for improvements:**

- The lectures could be spread out a little more over the course.
- Make the optional microscopy session into a seminar. One could show images and ask what they see. A quiz could be useful.
- Improve the quality of the epithelial video lecture.
- Revisit the questions for the oral exam and consider rephrasing some of them.

- A calculation seminar would be appreciated before the oral examination to help students who find the calculations difficult and return the corrected calculations after the oral exam.
- Consider replacing the oral exam with a seminar form that is more discussion based.

### **3. The course coordinator's reflections on the implementation and results of the course**

#### ***Strengths of the course:***

- The lectures/lecturers were good.
- The videos for the histology part were appreciated.
- LabBuddy was highly appreciated
- The written examination was good with relevant questions.

#### ***Weaknesses of the course:***

- Some lectures could be moved to later in the course to even the daily workload
- Some videos may need to be improved
- Many students still have problems with basic calculations
- Some students feel they need more feedback from the oral examination

### **3. Other views**

#### **4. Course coordinator's conclusions and any suggestions for changes**

*(If changes are suggested, state who is responsible for implementing them and provide a schedule.)*

The course seems well balanced, and the students appreciated the content. The LabBuddy program was very much appreciated by the students and should be kept. There are however some adjustments that could be made to improve the experience of the course.

For the next occasion the course is given, consider:

- moving some lectures to later in the course,
- adding a seminar to improve the student's calculation abilities,
- if any videos should be improved,
- making the optional microscopy session into a seminar,
- replacing the oral exam with a seminar form that is more discussion based.

**Appendices: KI Survey: "Tissue Biology HT21".**