

Kursanalys

Kurstitel: Miljötoxikologi	
Kurskod: BB2015	Högskolepoäng: 7,5
Kursen ingår i programmet: Industriell bioteknologi	
Termin: VT21	Läsperiod: 2
Kursansvarig: Ines Ezcurra	Examinator: Ines Ezcurra
Antal registrerade studenter: 41	Antal godkända vid sista kursdatum: 41
Svarsfrekvens kursvärderingsenkät (%): 21% (8/39)	

1. Beskrivning av genomförda förändringar till detta kurstillfälle

Ny kursansvarig, därför få förändringar. Införande av flera online resurser "Environmental Toxicology, an open online textbook", av Vrije Universiteit Amsterdam, 2019, plus flera korta online föreläsningar från en öppen online Toxikologikurs av Yale University. Införande av ett antal korta Canvas online övningar som gav bonuspoäng till tentamen. Ny lärare från LNU, ny-disputerad yngre expert. Fokus på Östersjön.

2. Sammanfattning av studenternas kursvärderingar

Låg-rankade frågor: Nr 15. I could practice and receive feedback without being graded; Nr 19. The course activities enabled me to learn in different ways.

"Apart from the project report, the course only consisted of lectures. I would've appreciated some more practical elements." "As there was no seminars or smaller assignments we couldn't practice any of the course content and get feedback on it."

Andra synpunkter:

1) Mer läsanvisningar. Vissa moment hade föreläsaren som enda primära källa till informationen. Även om det är enkelt att googla så är det skönt att ha en tydlig grund som talar om hur mycket och detaljerat vi måste kunna inom varje område.

2) It would maybe be good for the guest lecturers to know how much chemistry we have studied and what the other lecturers will cover. There was quite much repetition regarding DDT etc.

Dessa synpunkter förekom trots att årets kurs innehöll flera online resurser (se ovan), plus ett antal korta övningar online, plus ett litteraturprojekt i grupp. Dessa synpunkter var i kontrast med 2020, där det inte förekom några övningar eller online resurser alls. Därför bör resultaten tolkas försiktigt, eftersom det var få som svarade i år, och grupper och gruppdynamik varierar mellan olika år.

3. Reflektioner kring kursens genomförande och resultat

a. **Kursens styrkor:** Intressanta föreläsningar, experter i sitt ämne, intressant aktuellt ämne

b. **Kursens svagheter:**

Upprepningar mellan olika föreläsares intro del.
Flera övningar efterfrågades, se ovan.



4. Förslag till förändringar för kommande kurstillfälle

Koordinera föreläsningars innehåll för att undvika repetition

Flera övningar, diskussioner.

Tydligare och specificerade hänvisningar till online litteraturen som finns i kursens Canvas.

5. Övriga synpunkter

Bilagor:

1. Kursvärdering

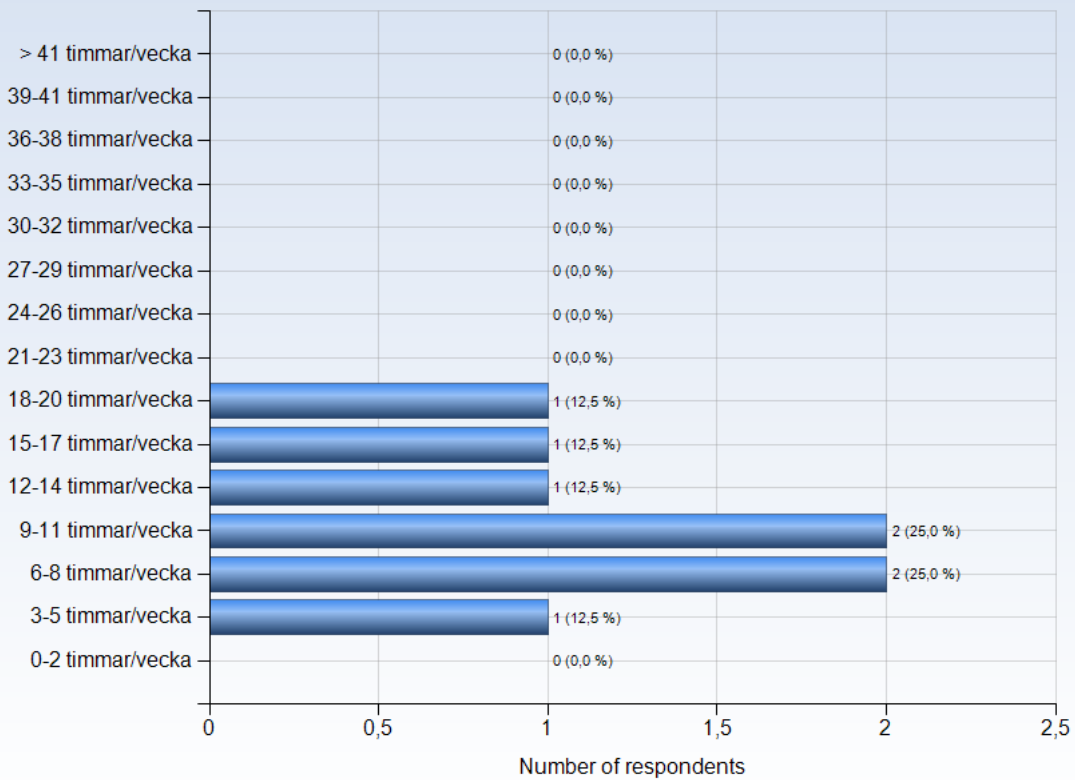


BB2015 - 2021-06-02

Antal respondenter: 39
Antal svar: 8
Svarsfrekvens: 20,51 %

ESTIMATED WORKLOAD

On average, how many hours/week did you work with the course (including scheduled hours)?



Comments

Comments (I worked: 3-5 timmar/vecka)

This is on average. As the course only consisted of one or two scheduled lectures per week, this number is not that high. However, when we started with our literature project I spent more hours in the course.

Comments (I worked: 9-11 timmar/vecka)

Too many lectures that repeated the same things. Bad communication between the teachers of what the other ones had already mentioned.

Comments (I worked: 15-17 timmar/vecka)

Väldigt roligt, lärorik upplägg. Gillar att föreläsningarna spelades in så man kan gå tillbaka och lyssna och anteckna bättre



LEARNING EXPERIENCE

The polar diagrams below show the average response to the LEQ statements for different groups of respondents (only valid responses are included). The scale that is used in the diagrams is defined by:

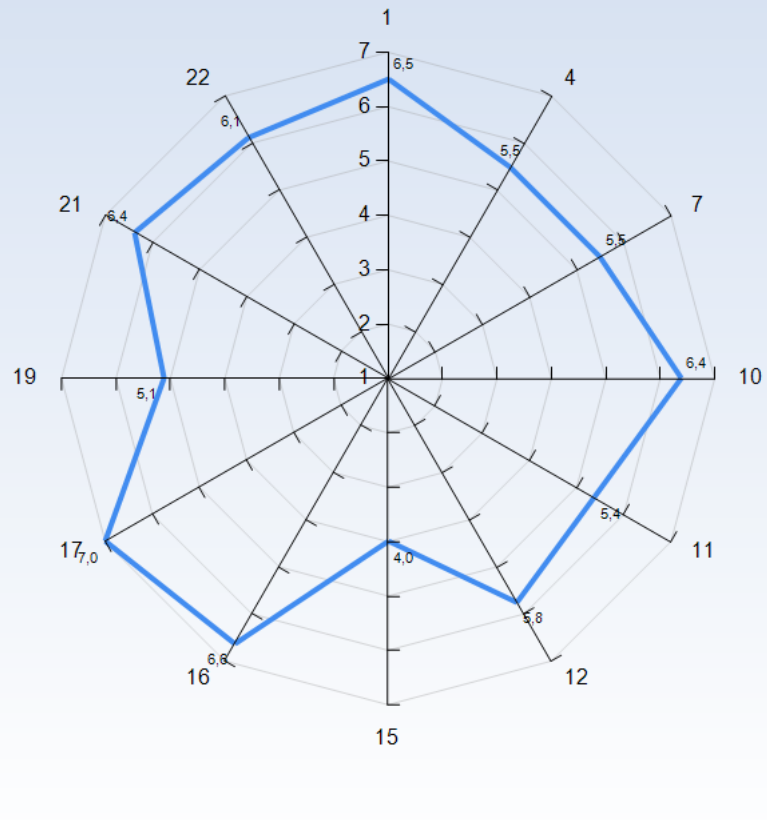
1 = No, I strongly disagree with the statement

4 = I am neutral to the statement

7 = Yes, I strongly agree with the statement

Note! A group has to include at least 3 respondents in order to appear in a diagram.

Average response to LEQ statements - all respondents





KTH Learning Experience Questionnaire v3.1.4

Meaningfulness - emotional level

Stimulating tasks

1. I worked with interesting issues (a)

Exploration and own experience

2. I explored parts of the subject on my own (a)

3. I was able to learn by trying out my own ideas (b)

Challenge

4. The course was challenging in a stimulating way (c)

Belonging

5. I felt togetherness with others on the course (d)

6. The atmosphere on the course was open and inclusive (d)

Comprehensibility - cognitive level

Clear goals and organization

7. The intended learning outcomes helped me to understand what I was expected to achieve (e)

8. The course was organized in a way that supported my learning (e)

Understanding of subject matter

9. I understood what the teachers were talking about (f)

10. I was able to learn from concrete examples that I could relate to (g)

11. Understanding of key concepts had high priority (h)



Constructive alignment

12. The course activities helped me to achieve the intended learning outcomes efficiently (i)

13. I understood what I was expected to learn in order to obtain a certain grade (i)

Feedback and security

14. I received regular feedback that helped me to see my progress (j)

15. I could practice and receive feedback without being graded (j)

16. The assessment on the course was fair and honest (k)

Manageability - instrumental level

Sufficient background knowledge

17. My background knowledge was sufficient to follow the course (f)

Time to reflect

18. I regularly spent time to reflect on what I learned (l)

Variation and participation

19. The course activities enabled me to learn in different ways (m)

20. I had opportunities to influence the course activities (m)

Collaboration

21. I was able to learn by collaborating and discussing with others (n)

Support

22. I was able to get support if I needed it (c)



Learning factors from the literature that LEQ intends to examine

We tend to learn most effectively (in ways that make a sustained, substantial, and positive influence on the way we think, reflect, act or feel) when:

- a) We are trying to answer questions, solve problems or acquire skills that we find interesting, exciting or important
- b) We are able to speculate, test ideas (intellectually or practically) and learn from experience, even before we know much about the subject
- c) We are able to do so in a challenging and at the same time supportive environment
- d) We feel that we are part of a community and believe that other people have confidence in our ability to learn
- e) We understand the meaning of the intended learning outcomes, how the environment is organized, and what is expected of us
- f) We have adequate prior knowledge to deal with the current learning situation
- g) We are able to learn inductively by moving from concrete examples and experiences to general principles, rather than the reverse
- h) We are challenged to develop a true understanding of key concepts and gradually create a coherent whole from the content
- i) We believe that the work we are expected to do will help us to achieve the intended learning outcomes
- j) We are able to try, fail, and receive feedback before, and separate from, each summative assessment of our efforts
- k) We believe that our work will be considered in an honest and fair way
- l) We have sufficient time for learning and devote the time needed to do so



m) We believe that we have control over our own learning, and not that we are being manipulated

n) We are able to collaborate with other learners struggling with the same problems

Literature

Bain, K. (2004). *What the Best College Teachers Do*, Chapter 5, pp. 98-134. Cambridge: Harvard University Press.

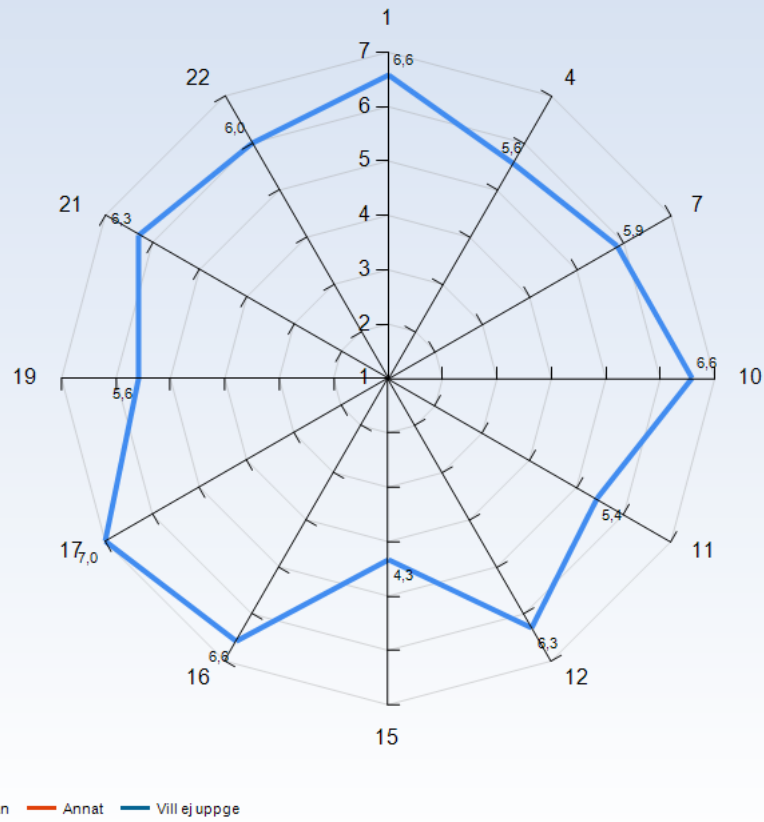
Biggs J. & Tang, C. (2011). *Teaching for Quality Learning at University*, Chapter 6, pp. 95-110. Maidenhead: McGraw Hill.

Elmgren, M. & Henriksson, A-S. (2014). *Academic Teaching*, Chapter 3, pp. 57-72. Lund: Studentlitteratur.

Kember, K. & McNaught, C. (2007). *Enhancing University Teaching: Lessons from Research into Award-Winning Teachers*, Chapter 5, pp. 31-40. Abingdon: Routledge.

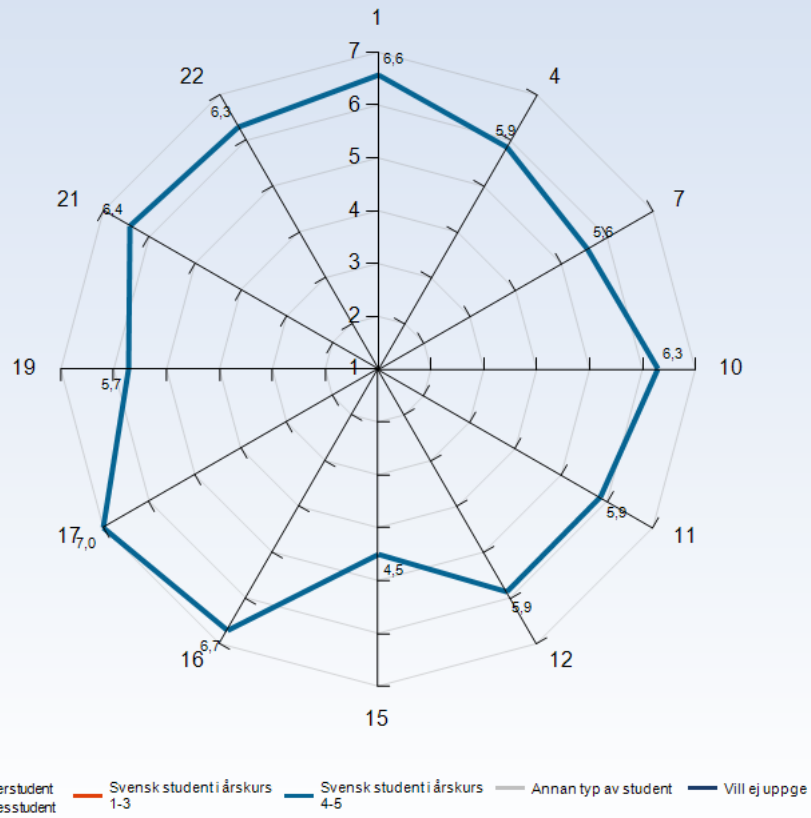
Ramsden, P. (2003). *Learning to Teach in Higher Education*, Chapter 6, pp. 84-105. New York: RoutledgeFalmer.

Average response to LEQ statements - per gender



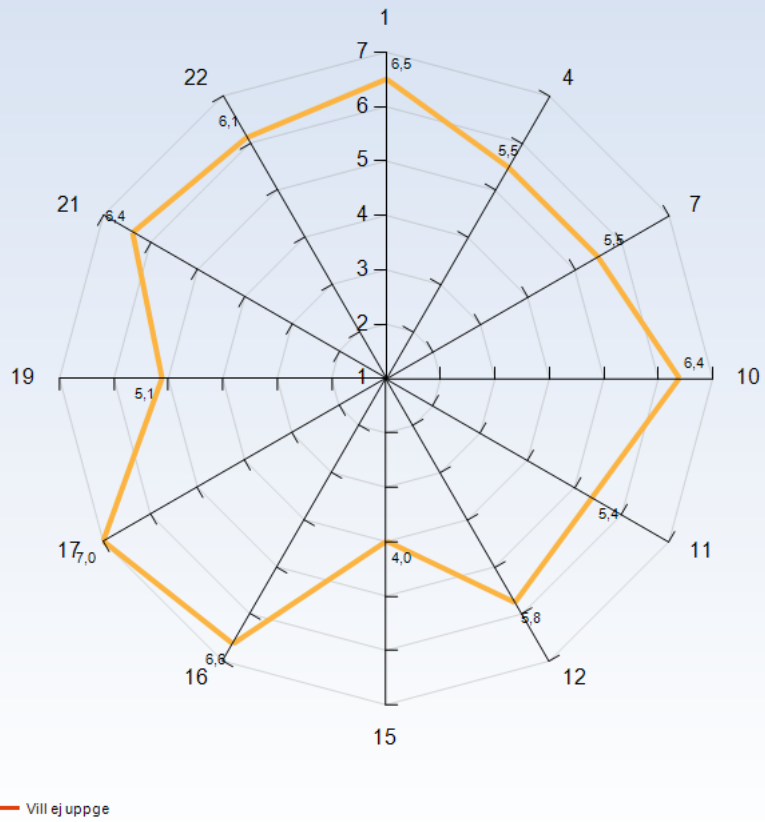
Comments

Average response to LEQ statements - per type of student



Comments

Average response to LEQ statements - per disability



Comments



GENERAL QUESTIONS

What was the best aspect of the course?

What was the best aspect of the course? (I worked: 3-5 timmar/vecka)

Many guest lecturers, that knew a lot about their own subject.

What was the best aspect of the course? (I worked: 6-8 timmar/vecka)

Interesting course with applications to the world

Interesting subject

What was the best aspect of the course? (I worked: 9-11 timmar/vecka)

Intressant med många gästföreläsare som var specialister på det de gjorde och se vad de gör för dagens forskning etc.

Interesting topics

What was the best aspect of the course? (I worked: 12-14 timmar/vecka)

I liked the lessons and the project work, it was nice to interact with other students. The lectures about EDCs and female reproduction were also very interesting!

What was the best aspect of the course? (I worked: 18-20 timmar/vecka)

Interesting topics, especially about plants!

What would you suggest to improve?

What would you suggest to improve? (I worked: 3-5 timmar/vecka)

There was a varying level on all the lectures. Even if the subjects were interesting, the contents overlapped a bit, and they all missed a clear coherent structure.

What would you suggest to improve? (I worked: 6-8 timmar/vecka)

It was much repetition of the same basic concepts, I would instead have liked to gain a deeper knowledge on the different parts of the course. As an example there was a lot of repetition about EDC and general about toxicity.

I would rather not change professor every lecture but having multiple professors that take care of more lectures

What would you suggest to improve? (I worked: 9-11 timmar/vecka)

Mer läsanvisningar. Vissa moment hade föreläsaren som enda primära källa till informationen. Även om det är enkelt att googla så är det skönt att ha en tydlig grund som talar om hur mycket och detaljerat vi måste kunna inom varje område.

Less lectures, better content.

What would you suggest to improve? (I worked: 12-14 timmar/vecka)

It would maybe be good for the guest lecturers to know how much chemistry we have studied and what the other lecturers will cover. There was quite much repetition regarding DDT etc.

What advice would you like to give to future participants?

What advice would you like to give to future participants? (I worked: 3-5 timmar/vecka)

Make sure to appreciate the different subjects that are actually included in the course. Also consider to contact the course responsible for help, they're really helpful.

What advice would you like to give to future participants? (I worked: 9-11 timmar/vecka)

Gå på föreläsningarna för det gav mycket

What advice would you like to give to future participants? (I worked: 12-14 timmar/vecka)

Enjoy the course, its covers some really interesting topics.

Is there anything else you would like to add?

Is there anything else you would like to add? (I worked: 6-8 timmar/vecka)

It

SPECIFIC QUESTIONS



RESPONSE DATA

The diagrams below show the detailed response to the LEQ statements.
The response scale is defined by:

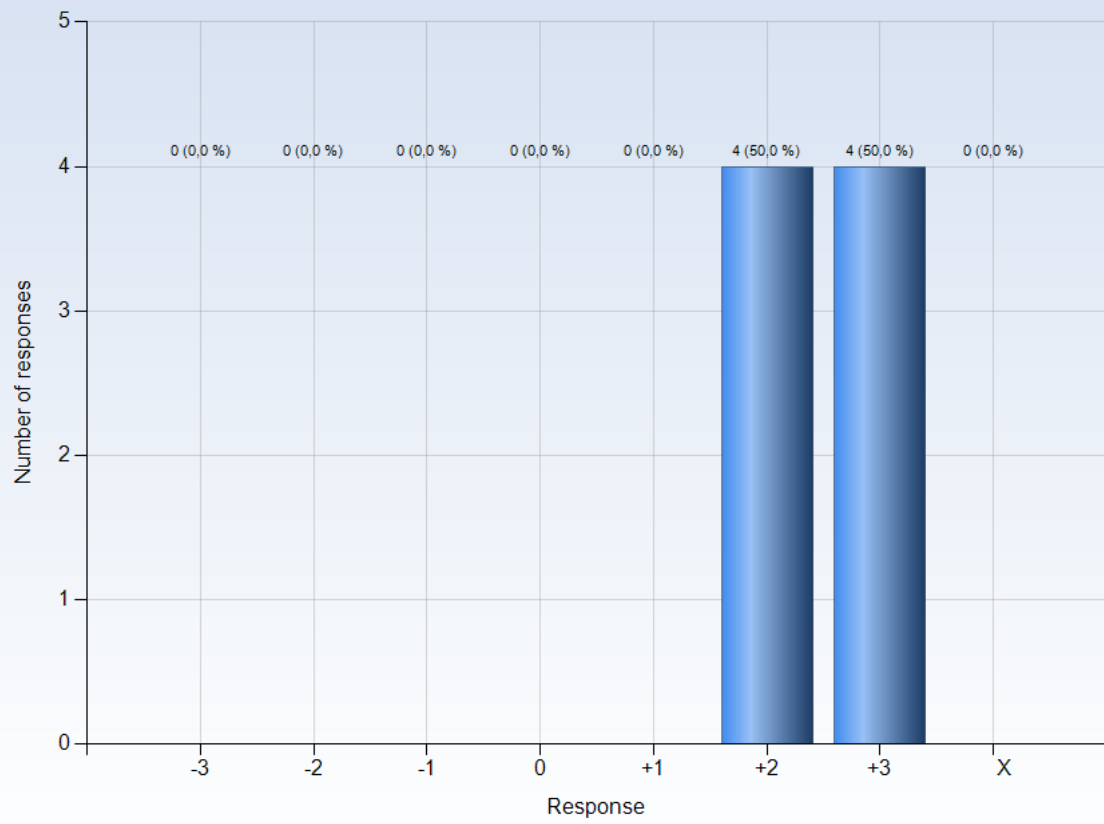
-3 = No, I strongly disagree with the statement

0 = I am neutral to the statement

+3 = Yes, I strongly agree with the statement

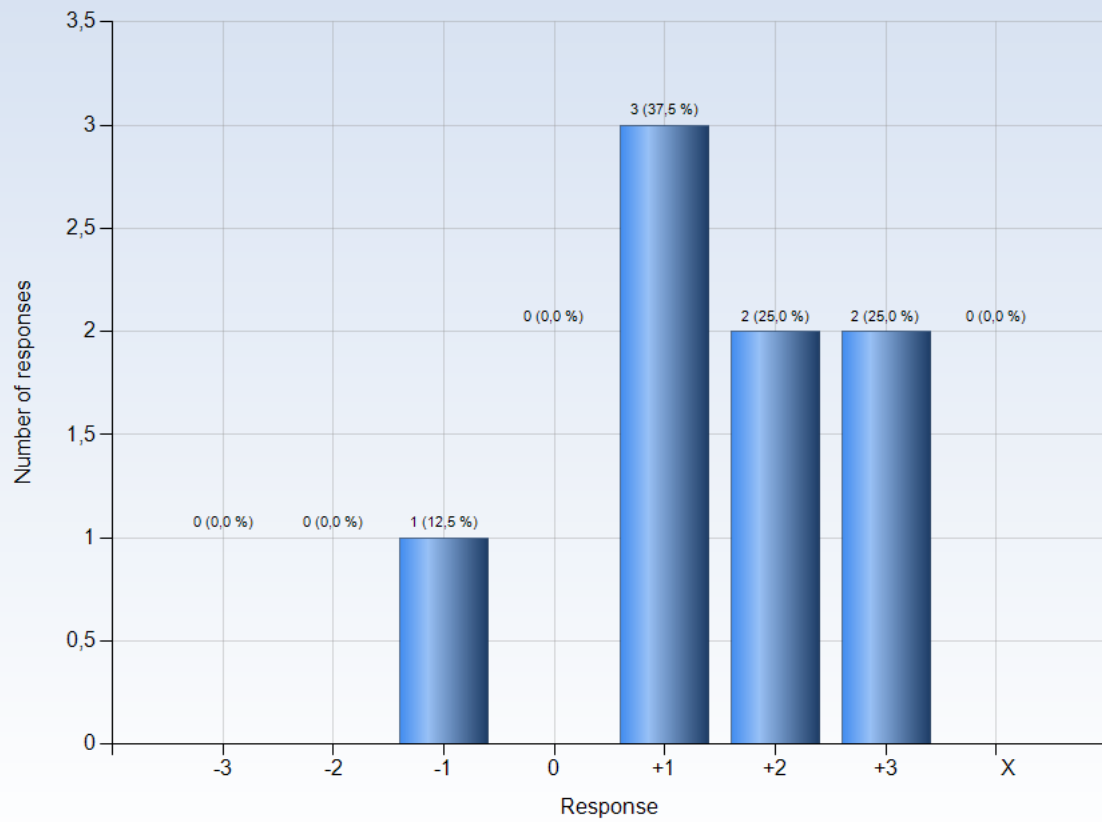
X = I decline to take a position on the statement

1. I worked with interesting issues



Comments

4. The course was challenging in a stimulating way

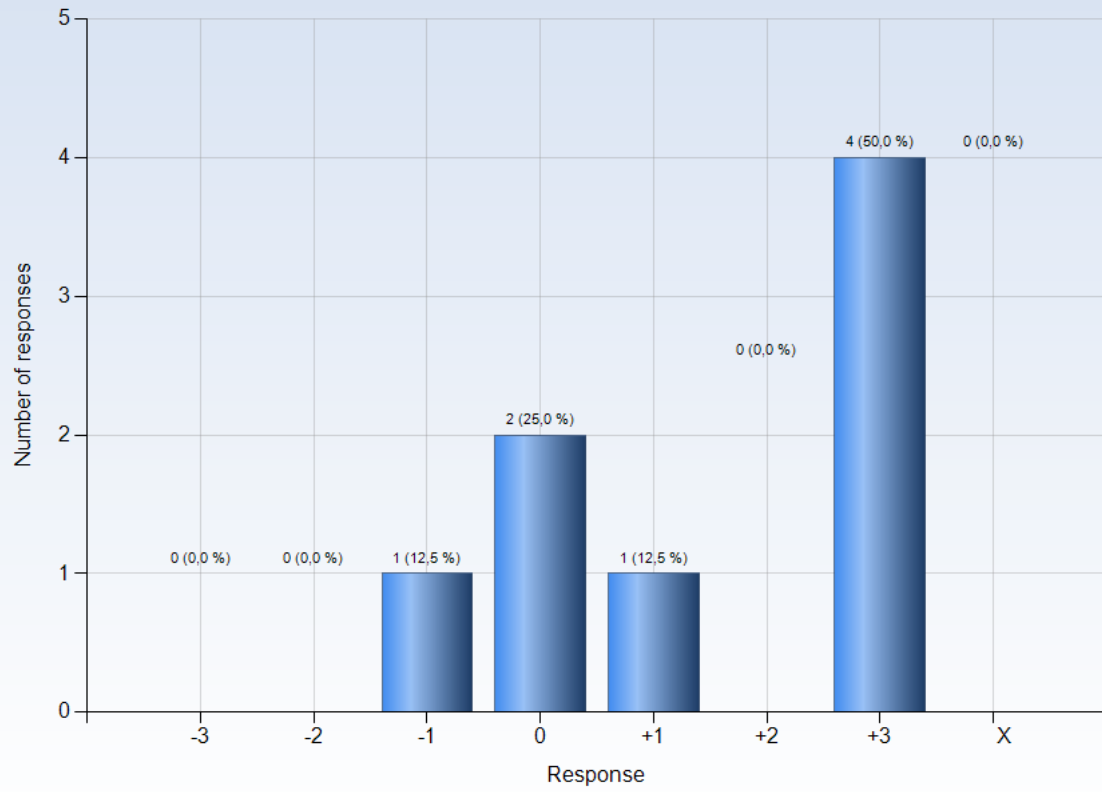


Comments

Comments (My response was: +1)

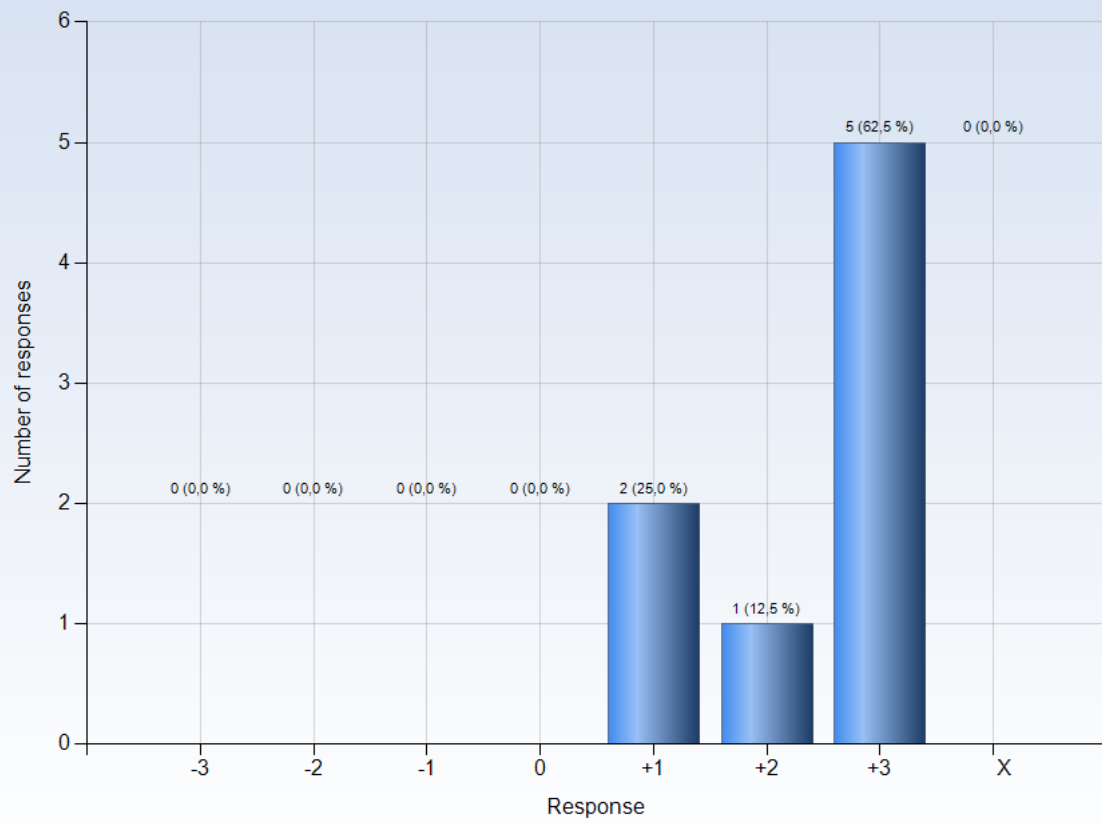
Apart from the project report, the course only consisted of lectures. I would've appreciated some more practical elements.

7. The intended learning outcomes helped me to understand what I was expected to achieve



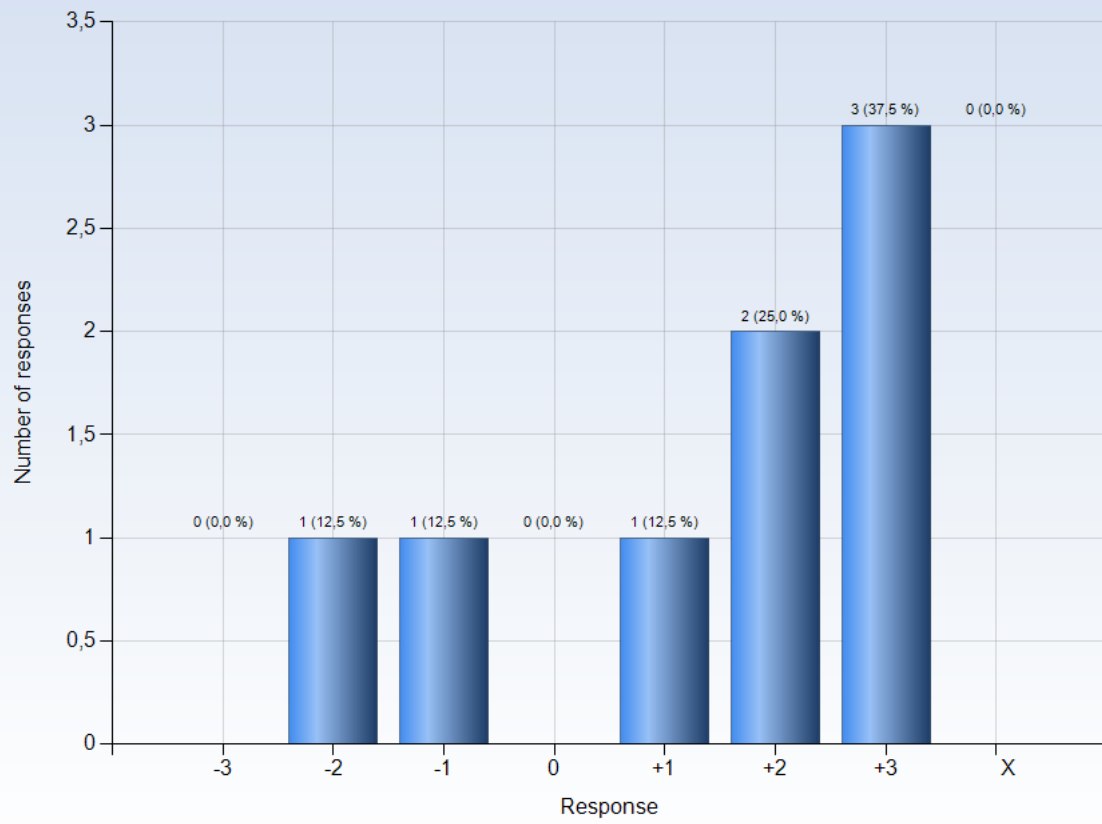
Comments

10. I was able to learn from concrete examples that I could to relate to



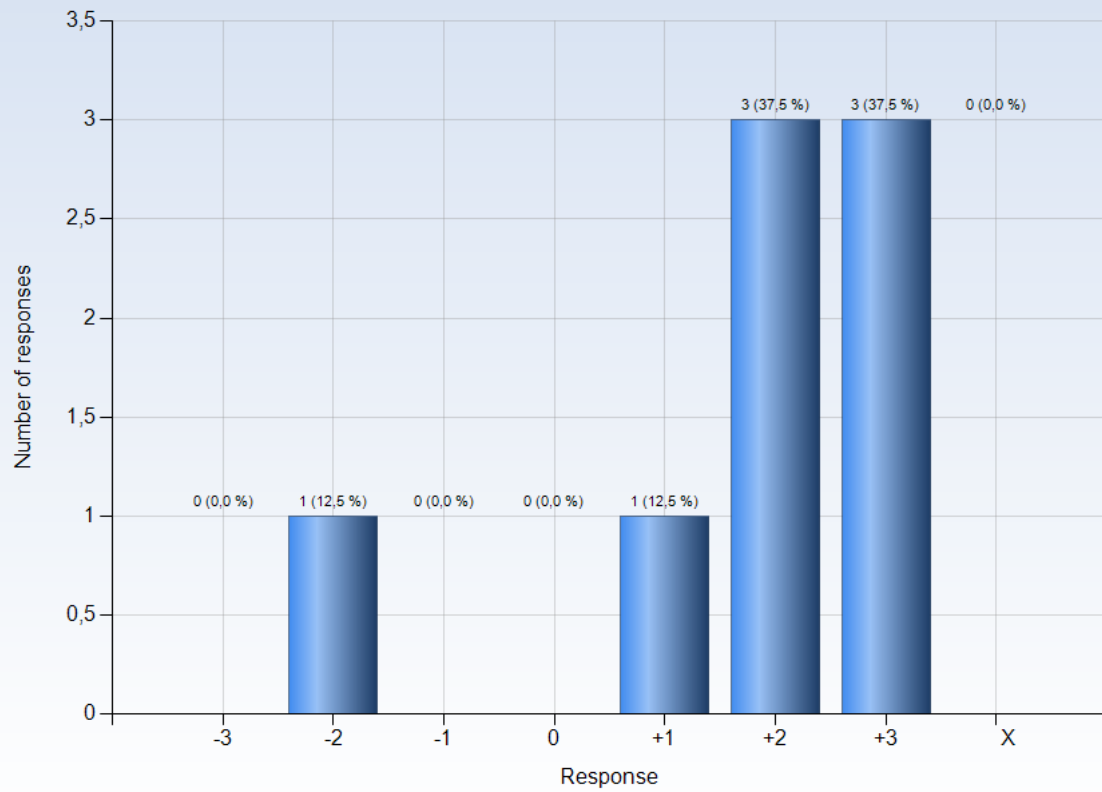
Comments

11. Understanding of key concepts had high priority



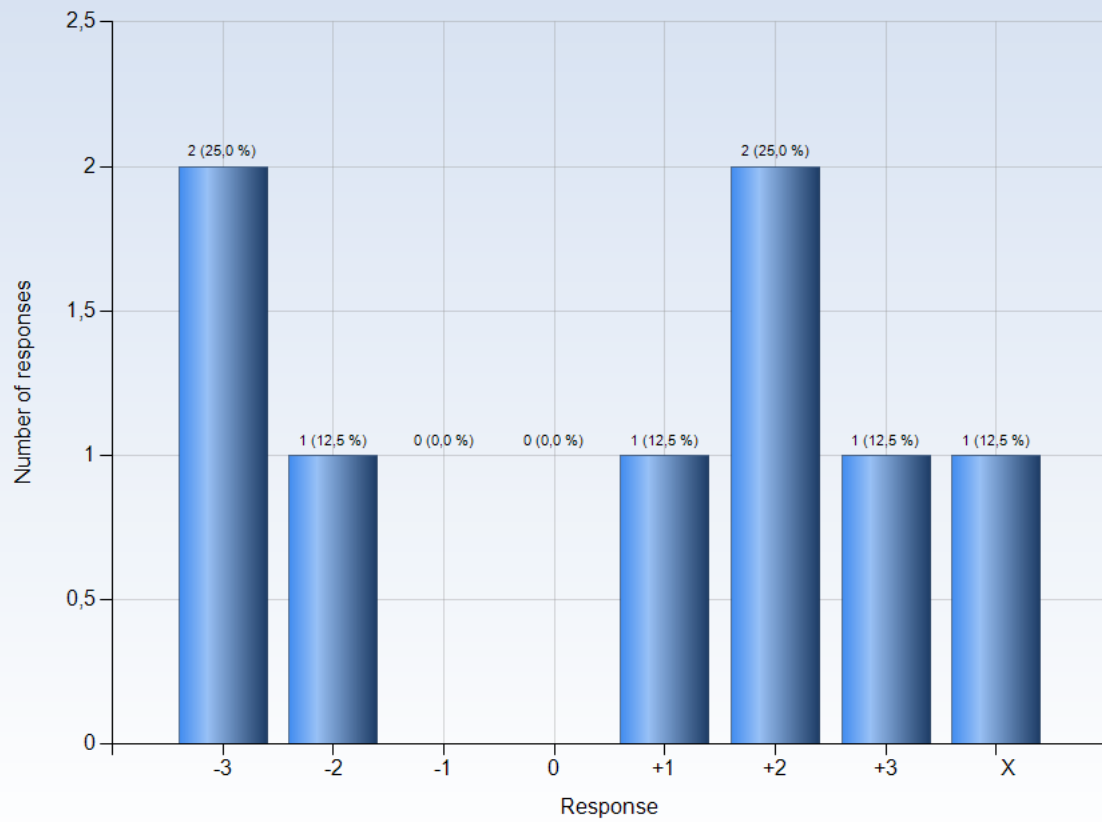
Comments

12. The course activities helped me to achieve the intended learning outcomes efficiently



Comments

15. I was able to practice and receive feedback without being graded

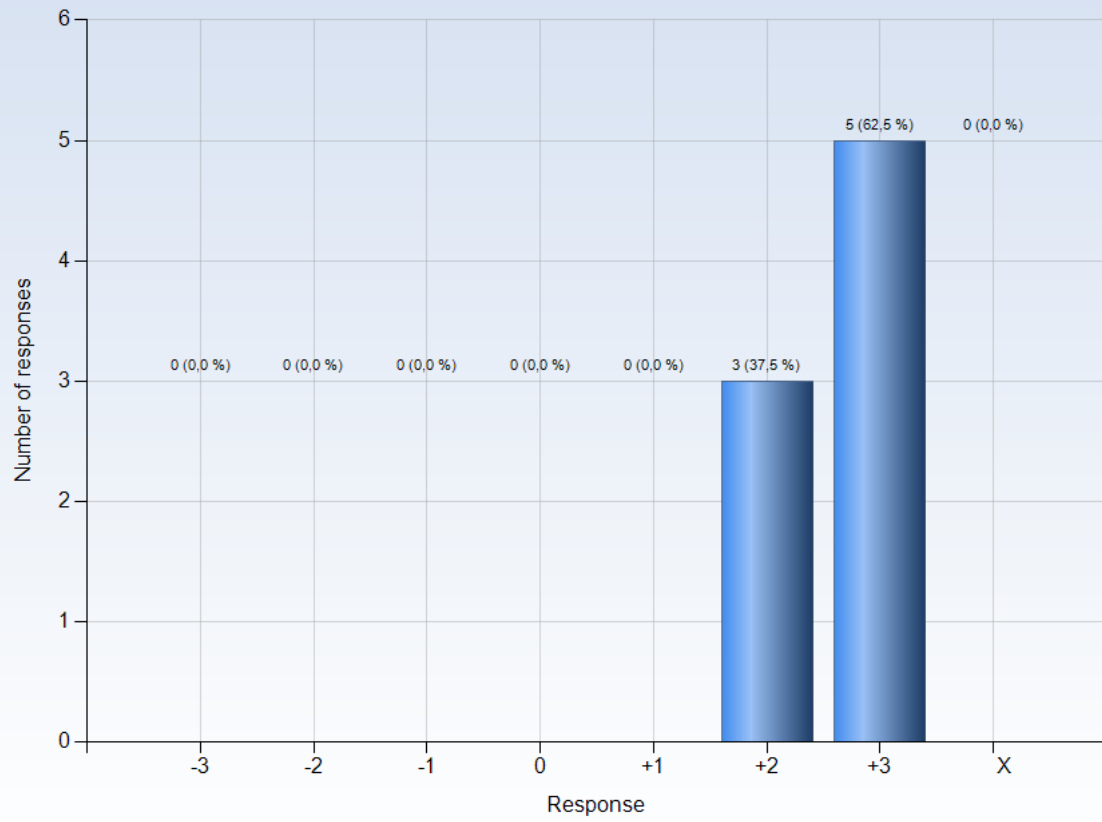


Comments

Comments (My response was: -2)

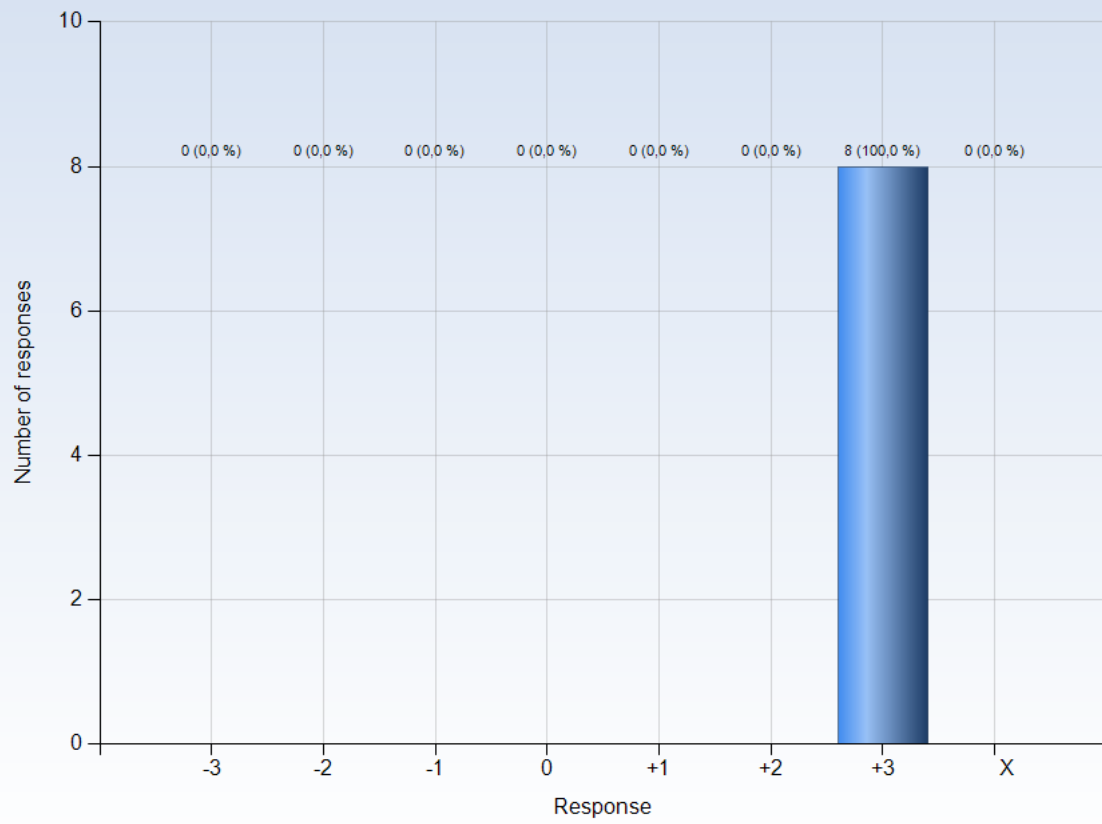
As there was no seminars or smaller assignments we couldn't practice any of the course content and get feedback on it.

16. The assessment on the course was fair and honest



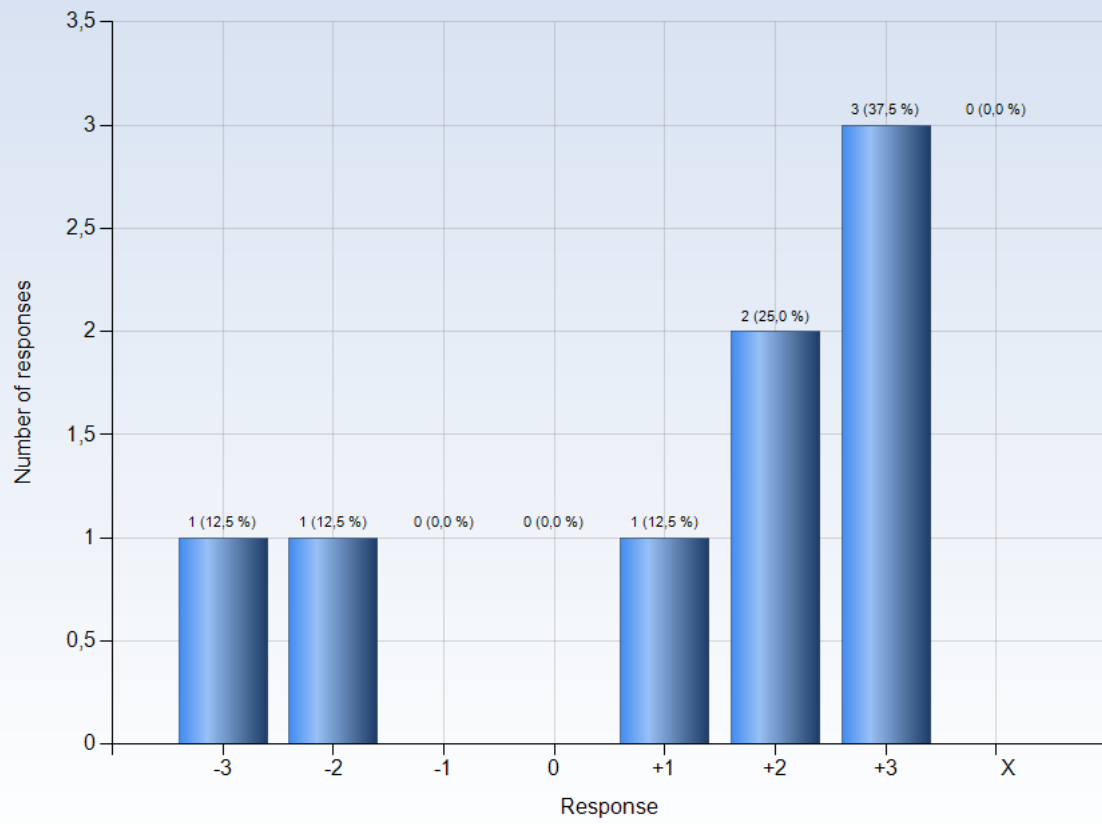
Comments

17. My background knowledge was sufficient to follow the course



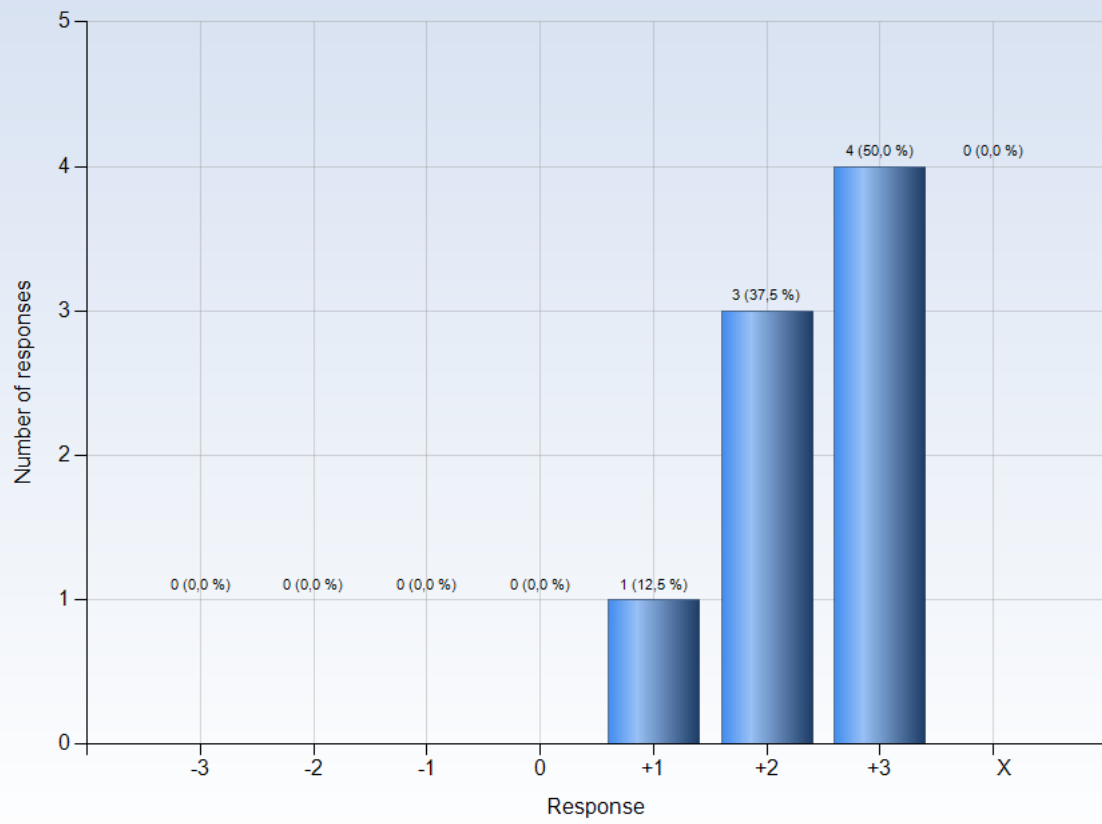
Comments

19. The course activities enabled me to learn in different ways



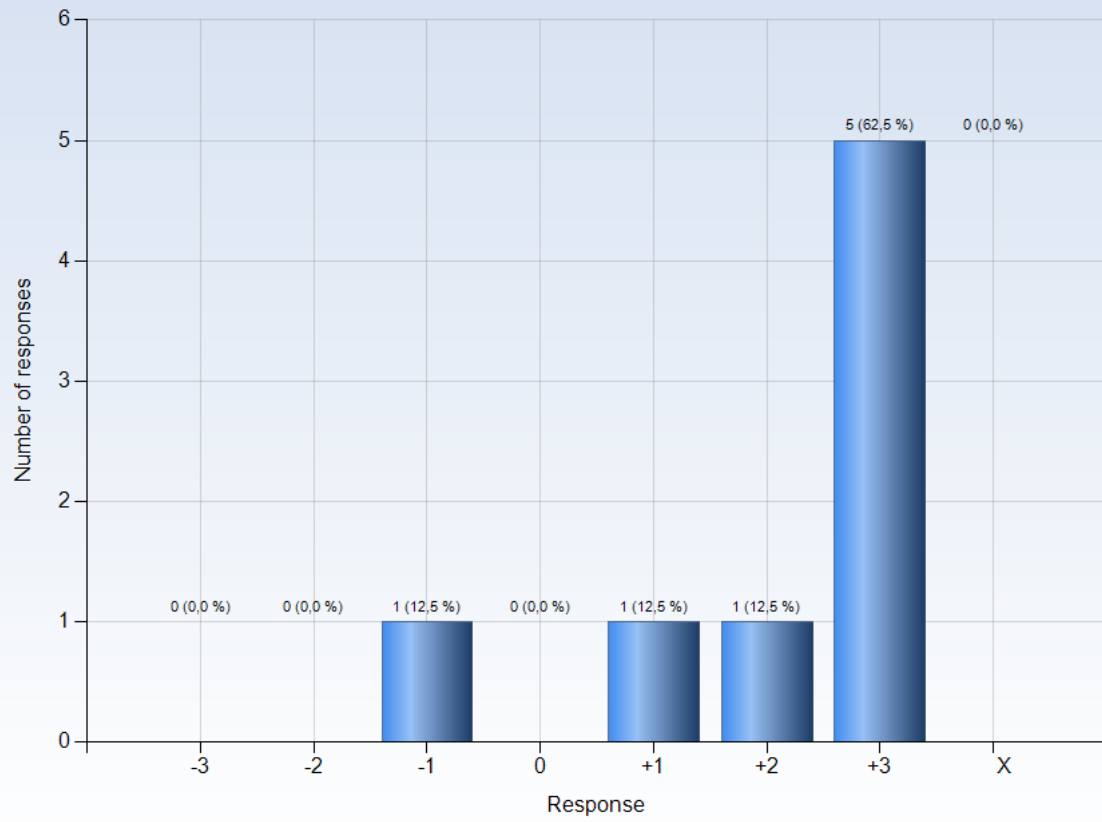
Comments

21. I was able to learn by collaborating and discussing with others



Comments

22. I was able to get support if I needed it



Comments