



Report - BB2560 - 2021-07-06

Respondents: 1
Answer Count: 1
Answer Frequency: 100.00%

Please note that there is only one respondent to this form: the person that performs the course analysis.

Course analysis carried out by (name, e-mail):

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DESCRIPTION OF THE COURSE EVALUATION PROCESS

Describe the course evaluation process. Describe how all students have been given the possibility to give their opinions on the course. Describe how aspects regarding gender, and disabled students are investigated.

We used an online LEQ course evaluation survey, using 12 of the standard evaluating questions. We asked some additional free-text questions about the student experience of online learning and about the new course content related to Covid-19. We also asked students to tell us if they had been inspired by the course in any way! Students were able to tell us their gender, disability status, and status as an international student, if they wanted to.

DESCRIPTION OF MEETINGS WITH STUDENTS

Describe which meetings that has been arranged with students during the course and after its completion. (The outcomes of these meetings should be reported under 7, below.)

The course comprised many online lectures and lab sessions where students were free to discuss course topics with their teachers. In addition, three of the five themes included an exercise (övning) session, where there was a lot more free discussion about what students were expected to be learning, and how they were expected to be able to apply their knowledge to critique published work and design their own experiments.

COURSE DESIGN

Briefly describe the course design (learning activities, examinations) and any changes that have been implemented since the last course offering.

The course presents five themes, covering all aspects of medical and environment microbiology, with a focus throughout on the importance of modern genomic and metagenomic sequencing technologies. This year the entire course had to go online, which is the biggest change compared to last year.

THE STUDENTS' WORKLOAD

Does the students' workload correspond to the expected level (40 hours/1.5 credits)? If there is a significant deviation from the expected, what can be the reason?

In the evaluation, students said that workload varied week-by-week, but most felt they had worked for 9-14 hours in a typical week. We feel the workload is reasonable for an advanced level course. It does seem that the online learning format disrupted student's perception of our schedule, as many of them were watching lectures out-of-schedule, and doing at-home exercise assignments when they would normally be focussed on course lab work. But overall the workload was acceptable.



THE STUDENTS' RESULTS

How well have the students succeeded on the course? If there are significant differences compared to previous course offerings, what can be the reason?

Students impressed us a lot with their lab reports and with their performance on the R programme computer work, where they performed detailed bioinformatic analysis of their metagenome sequencing data. We had a high pass rate on the final exam, although grades were slightly lower than previous years. We feel this is at least in part due to a loss of motivation/focus for some students due to a full year of at-home learning.

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

With very few exceptions, students found all of the course material to be interesting and to be mostly novel information that they were able to relate to their earlier studies, so we are very happy about this. Students have asked for our guest teachers to give lectures that are better integrated into the overall course, so we will work to improve our communication with them for next year. Many students told us in the evaluation that they were inspired to pursue our topics for future school projects or employment.

SUMMARY OF STUDENTS' OPINIONS

Summarize the outcome of the questionnaire, as well as opinions emerging at meetings with students.

Overall, we are very pleased with the results of the course evaluation. Aside from a few specific complaints about one exam question or one particular class, all students who completed the evaluation seem to have enjoyed the course greatly, and we feel this is reflected in their performance on course assignments and the lab project.

OVERALL IMPRESSION

Summarize the teachers' overall impressions of the course offering in relation to students' results and their evaluation of the course, as well as in relation to the changes implemented since last course offering.

We teachers are very happy with the course evaluations, and we all had conversations with students during the course that told us they were enjoying the exercises, the reading material, and especially the lab report. We of course hope for higher levels of student engagement in face-to-face classes next year - but we wish to thank and congratulate our 2021 students for persevering in difficult circumstances.

ANALYSIS

Is it possible to identify stronger and weaker areas in the learning environment based on the information you have gathered during the evaluation and analysis process? What can the reason for these be? Are there significant difference in experience between:

- students identifying as female and male?
- international and national students?
- students with or without disabilities?

From the LEQ evaluations, no significant differences in course perception are obvious for these student groups. Many students expressed in the evaluations and during the course that they were pleased to have easy communication with their teachers - I am hopeful that students felt they could get in touch with me and the other teachers if they were unhappy.

PRIORITIZED COURSE DEVELOPMENT

What aspects of the course should be developed primarily? How can these aspects be developed in short and long term?

We will better communicate with guest teachers about what is expected of them, to better integrate their classes into the whole course. We will slightly re-organise the peer teaching assignment, so that three course themes are included. This will give more time for in-depth discussion of case studies.