

Report - BB2560 - 2023-05-09

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.

A standard LEQ was sent out to all students at the end of the course. They had one month to complete, so they could choose to fill it in either before or after receiving their final course grades. In addition, the course responsible teacher made sure that students knew she was available for course feedback by email, personal meeting, in-class discussion, etc.

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.)

Lectures, peer-teaching seminars, discussion sessions, wet labs, computer labs, and a field trip were all opportunities for students to meet with teachers.

COURSE DESIGN

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

We have five themes (core concepts) taught in discrete modules. Each offers 1-2 lectures and a mandatory exercise (övning) session, participation in which is necessary to pass the ÖVN1. We run a lab course that proceeds through the entire course. Students plan their own projects and sampling trips, perform DNA extraction, and analyse sequencing data. The lab report is an individual assignment that stands for the final course exam. The main changes made this year were to do with communicating expectations (grading criteria) for the final exam lab report, and smoother communication around övning sessions.

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?

According to the responses to the course evaluation, some students felt the workload in the latter portion of the course was too low. Perhaps they could have used that time to work on their final assignment lab report, but most waited until close to the deadline to complete the report. We do have fewer scheduled class events in the latter portion of the course, so that students can focus on their final exam assignment, but this intention could have been communicated to them more clearly.

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?

There were some outstanding lab reports this year and an excellent overall level of achievement. Every student submitted the final assignment. The proportion of grades is reasonable and agrees well with previous years.

STUDENTS' ANSWERS TO OPEN QUESTIONS

What do students say in response to the open questions?

We unfortunately had a low response rate to the course evaluation survey this year. However, some quotes from the responses are below:

- I thought the course was very interesting and it was amazing to get both lab and R experience and to see the connection between the two.
- The project work was really interesting!
- Getting to process samples from the field was cool. My first wet lab in the master's programme. It really helped me gain perspective on the R work we did afterwards. I thought the presentations that we did had good and clear articles that also improved the understanding of the process.
- I like the fact that we completed almost every aspect of the project on our own, from sampling to data analysis.
- The best aspect was reading multiple papers and interacting with guest lectures
- Having the project related to a real life question made it feel more compelling.
- Don't set the deadline for the final lab report the same day as the exam of the other course.
- The workload was pretty chill? Add a few quizzes or an aspect of need to post a certain amount of questions of different subject to increase the engagement with the different module.
- Some student presentations were really boring and I lost focus quite fast. I would suggest some extra material on how to present an article (or do a presentation in general), that would be tested with a canvas quiz or untested, so that this skill can be developed also with the help of this course.
- I liked the course, but I thought the workload would be higher. I liked a lot that I got to work with R and different R package. I felt like I learned a lot about R (but I also had and have a high incentive to learn that language in a bioinfo context).

SUMMARY OF STUDENTS' OPINIONS

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

Overall, the students were very satisfied with this year's course offering! Although we had a low turnout on the survey, it is good in a way that we see no negative opinions on the survey - students with strong negative opinions are more likely than others to complete the course survey. I will work hard in VT24 to get a higher response rate to the survey. Still, the scores we received, and communications I have had with specific students since the course ended, tell me that we did a good job this year.

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 are very happy with the quality of lab reports, and the overall engagement with the course. We will likely add some short quizzes on lecture content next year, but everything else is working very well. One thing that has been difficult is the amount of time we spent grading and giving feedback on the lab reports. I plan to investigate the potential for peer feedback next year, and more structured teacher feedback, to ease the work load on myself and the other teachers.

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?

The course evaluation revealed no distinction in course perception for these different groups.

PRIORITIZED COURSE DEVELOPMENT

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

Streamlining feedback on the final exam lab report assignment. Adding elements to test knowledge of lecture content and maintain engagement throughout the whole course.
