



Course analysis

Course name and course code: Research Frontiers in Organic Chemistry (FCK 3306, 6.0 credits)	When the course was conducted: HT 2018 – VT 2021
Course coordinator: Markus Kärkäs (course coordinator, examiner, seminar coordinator)	Other teachers in the course: –
Number of registered students: 8 PhD students	Degree of examination after the 1st examination occasion: 100%
Explain how the students' views on the course have been obtained (course evaluation form, course evaluation board, other), as well as main views from the students: The students' views were obtained through a course survey. 50% of the students (4 of 8) responded to the survey. Overall, the LEQ-survey indicates that the students were satisfied with this refurbished third cycle course. The students agreed to a high extent with LEQ statements 1 (“I worked with interesting issues”), 2 (“My background knowledge was sufficient to follow the course”), 3 (“The atmosphere on the course was open and inclusive”), and 4 (“I was able to learn by collaborating and/or discussing with others”). Overall, this suggests that the course content and the organization of learning activities worked well from a student perspective. We note that a one student only agrees to some extent/were neutral to statements 5 (“I was able to get support if I needed it”) and 6 (“I understood how the course was organized and what I was expected to do”) in the LEQ-survey. The change that was implemented in HT2018 seems to be appreciated by the students (<i>vide infra</i>).	
Describe how the course has developed from the previous course offering: HT 2018: The new course coordinator/examiner (M. Kärkäs) decided to change the set-up of the course. Instead of the students presenting their own research projects, the students had to select a recently published research article that was not within their own research field, <i>i.e.</i> stepping out of their comfort zone. Such a set-up allows the students to broaden the organic chemistry knowledge and is valuable for their future career. The presentations were followed by discussions, identifying strengths, weaknesses, future directions etc. of the presented research articles. Pre-2018: Before M. Kärkäs took over as course coordinator/examiner, the focus of this third cycle course was for students to present recent progress in their own scientific work/projects.	

Comments from other teachers:

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Suggestions for changes to the next course offering:

HT 2021:

- A more clear explanation on how the course is organized/structured should be given to students when they start attending the course.

Does this course have intended learning outcomes within the field of environment and sustainable development?

Yes

In such cases, how are these examined?

It is examined through oral presentations (given by the course participants) where these aspects are to be identified and discussed.

Other

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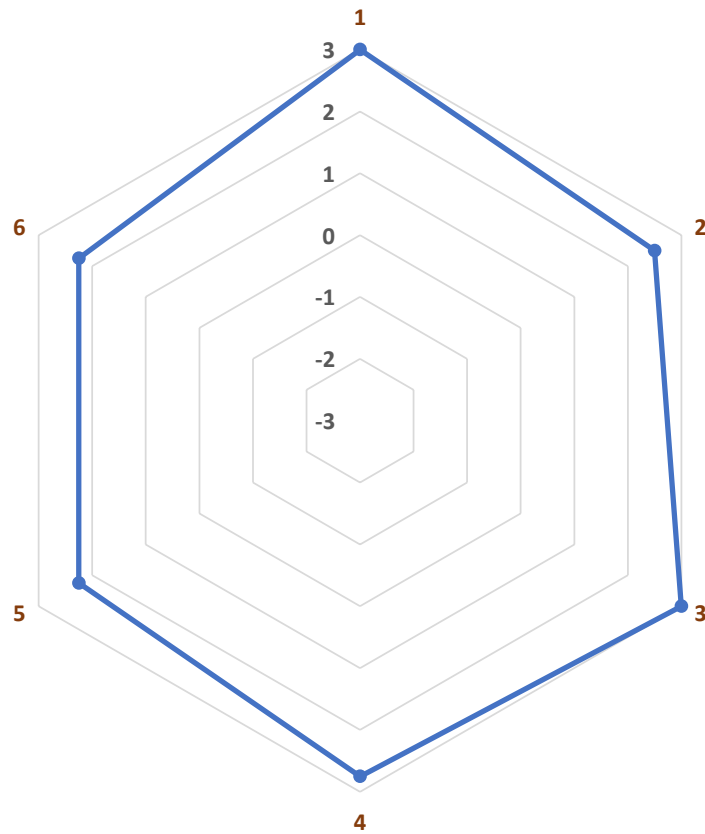
Course evaluation

Learning experience questionnaire (LEQ)

(Scale: -3: completely disagree with the statement... 0: neutral to the statement... +3: completely agree with the statement)

- 1 I worked with interesting issues
- 2 My background knowledge was sufficient to follow the course
- 3 The atmosphere on the course was open and inclusive
- 4 I was able to learn by collaborating and/or discussing with others
- 5 I was able to get support if I needed it
- 6 I understood how the course was organized and what I was expected to do

HT 2018 – VT 2021



Pre-2018

Not available

7: What was the best aspect of the course?

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It was a good occasion for broadening the research interests and getting to know inspiring science

It was nice to hear the work and literature reports from different international research group. The fika is also super nice.

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8: What would you suggest to improve?

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It would be nice to add one PI's report per semester

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9: Is there anything else you would like to add?

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