



NATUR-
VETENSKAPLIGA
FAKULTETEN

KURSSAMMANSTÄLLNING

Datum 2020-04-28

Kursansvarig: Anna Runemark

Antal studenter: 24

Betyg: Fail (U), Pass (G), Pass w
distinction (VG).

Sammanställt av: Anna Runemark

Biologiska institutionen
Grund- och avancerad utbildning

Course analysis BINP28 Processing and analysis of biological data, autumn 2018

Summary of the course evaluation

Number of answers: 15 Overall the students were semicontent with the course (grade 3.1). The students appreciated the combination of lectures and exercises and literature, but suggested improvement regarding communication and support from teachers during exercises, and a revision of the evaluation form where performance during exercises is graded.

Comments from the teachers team

The teachers on the course considered that it was a steep learning curve to take over the course with logistical challenges due to too few computers and space and a much larger student cohort than previous years. The main course responsible who has developed and know the material has been replaced, and all teachers were new to their tasks. We also underevaluated the number of assistants needed for the new, larger cohort, which resulted in too little time for some exercises. As new course responsible, this evaluation has taught me the importance of clarifying the learning goals, methods and expectations for the course to the students, as well as the help-to-self-help practice during the exercises.

Evaluation of changes made since the previous course

After the previous course the scores dropped. We tried reorganizing the snakemake exercise in response to comments from previous evaluations, but this led to the variant calling exercise that was combined with snake-make this year was experienced as chaotic.

Suggested changes for the next course

Before course start, explain examination basis (rather than just having the guidelines available on line). Explain how the final grade will be calculated (variant calling, amplicon sequencing, project, exam). Tell the students that example exams are available, and tell them when they can ask questions on these. Explain the literature (or absence of) and how the course will be held and what is intended to be learnt. Provide learning goal guidelines at outset, including specifying that learning to work on linux machines is a goal.

Explain the strategy of trying to help-to-self-help sometimes in the beginning, including encouraging the students to seek solutions in compendia, use “man” for the command and google solutions.

Explain that no instructions are provided on how to install software as this is an active learning goal to independently find the necessary information and perform the installation.

Other teachers

Eran Elhaik, Dag Ahrén.