



NATUR-  
VETENSKAPLIGA  
FAKULTETEN

KURSSAMMANSTÄLLNING

*Datum*

Biologiska institutionen  
Grund- och avancerad utbildning

Kursansvarig: Bodil Sjögren  
Antal studenter: 21  
Betyg: 6 Fail (U)/did not write the  
exam, 6 Pass (G), 9 Pass w  
distinction (VG).  
Sammanställt av: Bodil Sjögren

## Course analysis BIOR14 Pharmacology, autumn 2020

### Summary of the course evaluation

Number of answers: 11 Overall the students were pleased with the course (grade 3,8). The students especially appreciated some of the lectures, the mix of practical and theoretical learning and the (very) small overlap in theory with other courses. Also, the array of examination formats, and a written exam that was aligned with learning outcomes was appreciated. However, they are stressed about the workload and the lack of (on-time) feedback. They suggested improvement regarding the overall workload, the methodological task and the schedule.

### Comments from the teachers team

The teachers on the course considered that the course cannot be expanded in material covered but a revision of some sections is necessary. The methodological task is valuable but is time demanding for both students and teachers. The lab sections are appreciated and will mostly remain in their present format. The course relies heavy on group studies and creating functional groups, with students that can contribute equally to the work is a huge challenge. It is also a bit troublesome that some students found all material “completely new to me”. The learning platform Canvas was new to us (and to the department too?) which generated a lot of extra work and some situations with “misplaced” material or functions. The marking/tracking of

results sections was not used as much as intended (and hence slowing down the feed-back).

### **Evaluation of changes made since the previous course**

After the previous course we changed the methodological task and this was perceived not so well by the students. Instead of follow-up sessions on the methodological task, we used open question sessions. The outcome was not optimal since the latter relied upon that students with questions showed up. The omission of the follow-up sessions also rendered some justified criticism on late feed-back.

We used the Canvas platform for the first time, and some essential functionalities such as incorporation of TimeEdit-schedule and possibility to enroll students were not in place. Even an extensive use of modules, the course page becomes very long and requires a lot of scrolling. But over-all the functionality is better than at the combination of Live@Lund and LibGuides that was used on previous course(s).

### **Suggested changes for the next course**

The next time the course is given we plan to reduce some of the textbook material, and hence the material covered in lectures. Some sections will be less emphasized due to lack of time, other sections to be substituted with review articles or equivalent texts due to inadequate description in the textbook. The follow-up on the methodological task will return to its previous format, more or less, in order to increase student interaction during the writing process and speed up feed-back process. Incorporation of quiz/self-test in Canvas will be considered. A new, faster, feedback format will be implemented on the essays. Scheduling is heavily dependent on how the winter break divides the course: in 2020 it will be very few days left of the autumn semester when Uni resumes in January 2021 and this will automatically address some of the criticism of this year's course.

### **Other teachers**

Johan Andersson, Bo Bekkouche, Fredrik Johansson, Wolfgang Knecht, Mehrnaz Nouri, David O'Carroll