LUNDS UNIVERSITET

NATUR-
VETENSKAPLIGA
FAKULTETEN

Biologiska institutionen
Grund- och avancerad utbildning

KURSSAMMANSTÄLLNING

Datum 2019-07-02

Kursansvarig: Allan Rasmusson
Antal studenter: 13
Betyg: 12 new students and 2 reregisterred students did the exam: 10 Fail (U), 3 Pass (G), 1 Pass w distinction (VG).
Sammanställt av: Allan Rasmusson

Course analysis BIOR61 Molecular genetics, spring 2019

Summary of the course evaluation

Number of answers: 6. The number of answers is too low to make any conclusions about general course attitudes. Overall the students that replied were very pleased with the course (rated as 4.2). Several students especially appreciated “Teachers and Assistants”, the “breakdown”, exams, the lectures, and the labs, whereas more mixed opinions were denoted about the Journal clubs (JCs) and seminar. Suggestions on improvement included schedule (esp. avoiding late changes), and improved instructions regarding especially the JCs and lab compendium. One student wanted a raised difficulty level on the early lectures and Computer labs, considering that it is an advanced course.

Comments from the teachers team

Some unrest in the course was due to a suboptimal schedule and late changes to it. There were problems with the schedule already to start with due to a plentitude of mid-week holidays. Further, the proximity of expected number of student to the lab capacity lead to changes shortly before course start. This was made worse by late changes in availability of teachers and assistants. Especially, the course organisers want to recommend the teaching organisation to ask the Faculty that they send out dates for PhD student courses before our course schedule deadline for the same period. The students gave the impression

to have put serious high quality work into the Journal clubs and seminars, which was rated highly by the teachers. On the other hand the result in the written exam was not satisfying. The reason for this has been discussed among the teachers; Possible explanations include (a combination of) tactical aiming for the reexam, and disturbance by other activities, but also a possible lack of communicating to the students the increased demands in advanced courses on information detail and individual initiative in learning, as compared to the basic courses that a majority of the students have done recently. Another factor is that the tutorials (Journal clubs and seminars) are more aimed at deepening the abilities in discussion and theoretical analysis, and relatively little activity is put on facilitating the reading of the main textbook after the lectures. The discrepancy between the student's evaluation of their ability and the average teacher assessment in the exam indicates that communication of demands on depth of knowledge may be the most important among the factors above.

Evaluation of changes made since the previous course

As compared to 2018, class teaching was decreased by one set of lectures + JC, thus excluding adaptation in wild organisms from the pensum. The increased time availability for studies does not seem to have improved the exam results. The Lab (1) on meat species analyses became oriented on analysing dishes sold at the International Food Festival, and was covered by the largest local newspaper. Anomalies in the meat products were found and the students could read about the consequences of their practical in the newspaper. The teacher running Computer Lab II changed.

Suggested changes for the next course

- The The lab capacity should be investigated for determining bottle-necks, aiming for expanding the capacity so that a schedule with all students doing the prac at the same time can be safely designed well before the course.
- Work should be put into improving the communication/instructions to the students, especially regarding the JCs and the Lab compendium.

- More resources should be put at increasing the focus on and facilitating the learning of the textbook pensum. This could be done by minor additional exercises associated with the lectures, decreasing the number of JCs and/or increasing the connection between JCs and textbook.
- Lab 1 may be expanded into a theme activity “The Annual Lund Molecular Biology Student’s Meat Inspection” oriented on Analysis quality and not on scientific research. Integrate with Computer lab 2.
- The assistants have been the same for three years, and training of one new assistant is needed to certify continuity of know-how.
- The lab capacity should be investigated for determining bottle-necks, aiming for expanding the capacity so that a schedule with all students doing the prac at the same time can be safely designed well before the course.
- Time schedule for some labs should be adjusted to outcome.

Other teachers

Claes von Wachenfeldt, Torbjörn Säll (TS), Mats Hansson, Olivier van Aken, Marita Cohn, Anna Runemark, Beer Sen (assistant), Raphael Gollnisch (assistant)