Course analysis of BIOR49, Molecular Genetics of Eukaryotic Organisms, autumn 2018

Course leader: Marita Cohn

Number of students: 30 registered students

Grades: 2 Fail (U), 17 Pass (G), 11 Pass w distinction (VG). (Total result of both first and second examination events)

Evaluation
I. Summary of the course evaluation
   Number of answers: 19
   Short summary of the result:
   It is great to see that most students (16/19) experience that the course increased their subject knowledge with the grade 4-5, and many (12/19) think that the course increased their ability to analyze and solve problems. The course literature was appreciated (mean 3.6). We had a high diversity of the student nationalities this year. It is quite clear from the evaluations that their backgrounds differ, in terms of type of Bachelor level studies, their interests and knowledge levels. As an example, the short introductory lectures that cover fundamental knowledge gets highly differing remarks on the relevance, ranging from "Yes, very good and helpful - Yes relevant - Not necessary for me but probably for others - No, not relevant". Gradings are distributed through the full range of 1-5 in many of the questions, leading to means of around 3.5. Thus, it is difficult to draw any big conclusions. However, most of the students seem to think they benefited from the group studies. Many of the comments relate to the course lab localities, which was unfortunately much too crowded (too many students and/or a too small lab).

II. Comments from the teachers team
   The teachers on the course considered that the theoretical part went smoothly, but the crowded course laboratory was quite problematic. It was difficult to accommodate the safety aspects when the lab was densely packed, and in addition another course was using the safety hood in our lab. Moreover, one of the two assistants was taking part in the course for the first time, and was new to the topic.

III. Evaluation of changes made since the previous course
   We had a much larger number of students this year (30) than previously (24). The course is not designed for 30 students, and it is hard to manage the practical experiments with such a big group. We had a new teacher for one of the topics, leading to some changes in the extent and in the material that was covered.

IV. Suggested changes for the next course
   The next time the course is given, we plan to accept a lower number of students, or alternatively we would need to be assigned a bigger lab with more equipment.

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