

The work with course evaluations and course reports constitutes a part of the faculty's quality assurance work in education at first-cycle and second-cycle education. The course report is a comprehensive documentation of the course evaluation and is an important instrument for the development of courses and programmes as well as for guaranteeing the students' influence on these. The course report takes into account the students' course evaluations, the teachers' views on the course's implementation and the results based on an assessment of the students' achieved learning outcomes in relation to the intended learning outcomes of the course. Key figures, an analysis and a development plan for the course are also included in the course report.

It is of the utmost importance that students are given the opportunity to participate throughout the course evaluation process and that they make use of the opportunity to give constructive criticism. In this way, the results can serve as a relevant and specific foundation for improvement.

The structure for course evaluation is described in the "Course evaluation process for first- cycle and second-cycle education at Malmö University" (in Swedish *Kursvärderingsprocessen för utbildning på grundnivå och avancerad nivå vid Malmö universitet*, dnr. LED 1.3-2018/123) and in the "Routines for course evaluations and course reports at the Faculty of Health and Society", Ref. no. LED 1.3-2016/187.

The course report compiled after each completed (full) course forms the basis for feedback to students and is followed up at quality dialogues at faculty- and university-wide level.

Background information (to be completed by the course administrator)

Course name		
Biointerfaces in Practice and Theory		
Course code	Scope (credits)	Semester in which the course is completed
BM811E	7,5khp	1
Specify the freestanding course or contract education (if the course has been completed within a programme, specify the name of the programme)		
Biomedical Surface Science, Master's Programme		
Course coordinator		Number of registered students
Sergey Shleev		9

Students' perspective (to be completed if possible by the course administrator or in some cases by the course coordinator)

Formative course evaluation/Momentary study climate assessment form for course evaluation (oral or questionnaire) and when it has been carried out	
Formative course evaluations were performed approximately in the middle of the course in conjunction with seminars	
Number of students who have completed the formative course evaluation/momentary study climate assessment	Percentage response rate
About 5-6	Not applicable (formative evaluations were conducted orally via Zoom)
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Summative course evaluation (oral or questionnaire) and when it was completed	
2021-09-30 - 2021-10-07	
Number of students who have completed the summative course evaluation (please indicate both the number of registered and the number of active students on the course)	Response rate as a percentage (please indicate response rate both based on the number of registered students and the number of active students on the course)
3	33%

Feedback to students who have completed the course: describe how and when the feedback has been given
<input type="checkbox"/> By email <input type="checkbox"/> In Canvas <input type="checkbox"/> Through a discussion in class <input checked="" type="checkbox"/> In other way, how: Date of feedback: Feedback to the students was given via Zoom on November 2, 2021.

Feedback to new students on the upcoming course: describe how feedback will be implemented
<input checked="" type="checkbox"/> Presented at the start of the course <input type="checkbox"/> In other way, how:

Teacher's perspective (to be completed by the course coordinator)

Results: Comments on the course implementation and the results based on an assessment of the students' achieved learning outcomes in relation to the course intended learning outcomes are summarised here (incl. information regarding the result of the examination). Both success factors and problems are identified
<p>In general, students' evaluation of the course was very positive this year. The course's learning outcomes have been reached. The students evaluated the work formats helped them to reach the learning outcomes. They appreciated the fact that the course was research based to a high extent despite of its introductory nature. The students were also pleased with the examination in relation to the learning outcomes. They mentioned that there was no need for further use of modern communication technologies (e.g. video lectures, etc.). Importantly, all students participating in the evaluation stated that this introductory course as a whole met their expectations. Thus, obviously, there are no problems, when it comes to BM811E. However, some students mentioned that "more relevant research papers or text books could be provided as references", as well as "the delivery (sharing) of basic/standard information in a virtual format (such as formulas) in a text/ pdf/ ... etc. file". Moreover, some students believed that "The contents of the course require live meetings or a very similar format".</p>
Analysis: Analysis based on a summary of the students' individual course evaluations – both formative as summative. Produced in collaboration with the teachers involved in the course, alternatively by taking their views into account.

Based on the evaluation, all the teachers involved in the course think that "BM811E 2019" was a great success despite COVID-19 and on-line education. The scores provided by the students are high, as well as their comments are very positive with a few exceptions mentioned above. It should be emphasized that the first statement regarding "relevant research papers or text books" was taken back during the discussion with students performed on November 02. All the participants during this event (5 students) truly believed that all needed research papers and text books were provided, highlighting the fact that the complete list of references was on CANVAS from the very beginning of the course.

Course development and action plan: Course coordinator's suggestions for changes, comments and actions. Describe the relevant and possible changes to be implemented in the short and long term and when they are planned to be put into action. Specify who is responsible for the implementation: the course coordinator or another teacher. If a problem was identified, explain why nonetheless no consequent changes are warranted. Follow-up of measures proposed based on previous course report(s) should also be presented here.

Based on the positive report from the students, no serious actions are required. As stated by one of the students, "The course was very satisfactory and the professors were very supportive in explaining the concepts". Nevertheless, in 2022 BM811E should be organized (if possible, of course) on Campus. It seems that students do not appreciate on-line education *per se*. Also, it would be good to create and upload on CANVAS a separate file with all important basic/standard information including main formulas, equations, etc, highlighting its existence at the very beginning of the course in 2022.

Publishing and archiving (arranged by course administrator)

Publication of the course report: when and where the report was published

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Course report archiving: when and where the report was filed for archiving

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Course administrator

Name	Date