

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*), Ref. no. LED 1.3-2018/123) and in the "Routines for course evaluations and course reports at the Faculty of Health and Society" (in Swedish *Rutiner för kursvärderingar och kursrapporter vid Fakulteten för hälsa och samhälle*), 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)

<b>Course name</b>		
Biointerfaces in Practice and Theory		
<b>Course code</b>	<b>Scope (credits)</b>	<b>Semester in which the course is completed</b>
BM811E	7,5hp	1
<b>Specify the freestanding course or contract education (if the course has been completed within a programme, specify the name of the programme)</b>		
Biomedical Surface Science, Master's Programme		
<b>Course coordinator</b>		<b>Number of registered students</b>
Sergey Shleev		11

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

<b>Formative course evaluation/Momentary study climate assessment</b> form for course evaluation (oral or questionnaire) and when it has been carried out	
Formative course evaluations were performed in the middle of the course in conjunction with seminars	
<b>Number of students who have completed the formative course evaluation/momentary study climate assessment</b>	<b>Percentage response rate</b> (the response rate should be indicated as a percentage when the formative course evaluation has been carried out via questionnaire, for example when conducting a momentary study climate assessment.)
7-9	Not applicable (formative evaluations were conducted orally via Zoom)

<b>Summative course evaluation</b> (oral or questionnaire) and when it was completed	
2022-10-03 - 2022-10-10	
<b>Number of students who have completed the summative course evaluation</b> (please indicate both the number of registered and the number of active students on the course)	<b>Response rate as a percentage</b> (please indicate, without decimals, response rate both based on the number of registered students and the number of active students on the course)
8	73%

Feedback to students who have completed the course: describe how and when the feedback has been given
<input type="checkbox"/> By email (will be send automatically, with or without the course coordinator's comments, by the survey system 7 days after the survey is closed) <input type="checkbox"/> By email (otherwise than above), how: <input type="checkbox"/> In Canvas, how: <input type="checkbox"/> Through a discussion in class, how: <input checked="" type="checkbox"/> In other way, how: <b>feedbacks to the students were given during a Zoom meeting</b>  Other comments about the feedback:

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, how: <b>via dialogue during the first introductory seminar</b> <input checked="" type="checkbox"/> In other way, how: <b>additionally discussed during seminars in the middle of the course</b>

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

<b>Results:</b> 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>The course's learning outcomes have been reached (mean score 5.3). The students evaluated the work formats helped them to reach the learning outcomes (mean score 5.3). The forms of examination of the course have given them the opportunity to show how well they have achieved the intended learning outcomes (mean score 4.6). The majority of students thought that the course as a whole has met with their expectations (mean score 4.3). Also, they emphasized that the course given them excellent opportunity to take responsibility for their own learning (mean score 5.6). The work materials in the course (e.g., course literature, material and information published on Canvas) made it easier for most of the students to achieve the learning outcomes (mean score 4.4). They appreciated the fact that the course was research based to a certain extent, as an introductory MSc course could be (mean score 4.6). The workload during the course has been reasonable to reach the learning</p>

outcomes (mean score 4.3): most of the students studied 21-40 hours per week. They also stated that there been a good opportunity for them to influence (mean score 4.9). In the end of the report several students highlighted a need for additional video lectures, especially when it comes to the final, most difficult for them, part, viz., Michaelis-Menten kinetics. Also, at least two students were unsatisfied with a group work during labs/reports preparation.

**Analysis:** Analysis based on a summary of the students' individual course evaluations – both formative (if any), and summative evaluations. Produced in collaboration with the teachers involved in the course, alternatively by taking their views into account.

In general, there are no serious problems, when it comes to this course. The scores provided by the students are quite high, as well as students' criticism and comments are quite constructive. Nevertheless, based on the summative course evaluation, certain actions should be taken and some changes in the course should be made, as described below.

**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.

In 2023 BM811E will be organized (hopefully) on Campus. Additional lectures regarding Michaelis-Menten kinetics will be either found on the web, or pre-recorded by the course responsible. Also, students's group work during labs will be additionally controlled, as well as individual lab reports will be requested and evaluated.

#### **Publishing and archiving (arranged by course administrator)**

**Archiving and publication of the course report:** where and when archiving and publication were completed

#### **Course administrator**

<b>Name</b>	<b>Date</b>
Marie Enberg	221122