

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	7,5	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		18

**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 twice (at the beginning and 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.)
-	Not applicable (formative evaluations were conducted orally)

<b>Summative course evaluation</b> (oral or questionnaire) and when it was completed	
2023-10-26 - 2023-11-02	
<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)
7	39%

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

**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>Overall, the student evaluation of the course was favorable. The course successfully achieved its learning objectives, as reflected by an average score of 4.9 out of 6.0 from the survey responses. The students found that the course's format effectively facilitated their achievement of these learning outcomes, also scoring it 4.9 out of 6.0. In terms of meeting student expectations, the course scored 4.7 out of 6.0.</p> <p>A notable highlight was the course's research-based approach, which was highly appreciated by all students, receiving a score of 5.1 out of 6.0. Additionally, students acknowledged the opportunity provided to them to influence the course, rating this aspect 4.6 out of 6.0. The alignment of the examination format with the learning outcomes was also well-received, scoring 5.1 out of 6.0.</p>

One of the most positively rated aspects was the course's encouragement of students to take responsibility for their own learning, which received a high score of 5.5 out of 6.0. However, there was a minor suggestion for improvement in incorporating more modern communication technologies, such as video lectures, indicating a desire for a more diverse range of teaching methods. Nevertheless, one of the students stated "I am very happy with this course. The teachers went over and beyond to meet our requests and give us a great learning experience. The given assignments and lab reports helped me understand the learning outcomes better and the feedback that I got was helpful and learning", and another one has written "I would like to appreciate our core lecturers, Professor Sergey and Professor Taut. They were very efficient and did their best in supporting us". Thus, obviously, there are no serious problems, when it comes to this course.

**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.

The positive feedback from students, indicating that the course was implemented in an overall good manner, suggests that there is no need for significant changes to the course structure or content. This general satisfaction is a strong indicator of the course's effectiveness and relevance. However, it is important to note the specific feedback from two students, as their insights could provide valuable perspectives for minor adjustments or improvements. Specifically: "... I suggest to introduce more videos along with lecture notes and more Q & A sessions (videos) if the time permits" and "Yes, technology can be optimized to help achieve desired outcome with the use of video tutorials that can be replayed multiple times".

**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.

Given the overall positive feedback, it seems that a comprehensive action plan for additional development of the course is unnecessary. However, the emphasis on the significance of work materials in facilitating the achievement of learning outcomes is a valuable point of focus. To enhance this aspect, it's planned to have more in-depth discussions about these materials at two key points in the course: initially during the first introductory seminar and then after the mid-term of the course. These discussions aim to ensure that students fully understand and can effectively utilize these resources in their learning process. Moreover, in response to the evolving needs and preferences of students, there is a consideration to incorporate additional video materials into the CANVAS platform before the commencement of the course in 2024. This update is expected to provide students with more diverse and flexible learning resources, catering to different learning styles and potentially enriching the overall educational experience.

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

<b>Archiving and publication of the course report:</b> where and when archiving and publication were completed

**Course administrator**

<b>Name</b>	<b>Date</b>
Marie Enberg	231107