COURSE REPORT – COMPREHENSIVE DOCUMENTATION OF COURSE EVALUATION
The Faculty of Health and Society

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)

Course name		
Biointerfaces in Practice and Theory		
Course code	**Scope (credits)**	**Semester in which the course is completed**
BM811E	7,5	Autumn 2024
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 (Two-Year)		
Course coordinator		**Number of registered students**
Sergey Shleev		12

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 twice (at the beginning and 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** (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)	Not applicable

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Summative course evaluation (oral or questionnaire) and when it was completed	
questionnaire 2024-10-03 - 2024-10-12	
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, without decimals, response rate both based on the number of registered students and the number of active students on the course)
8	67

Feedback to students who have completed the course: describe how and when the feedback has been given

☐ 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)
☐ By email (otherwise than above), how:
☐ In Canvas, how:
☐ Through a discussion in class, how:
☐ 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

☐ Presented at the start of the course, how: via dialogue during the first introductory seminar
☐ In other way, how: additionally discussed during seminars in the middle of the course

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

Overall, the student evaluation of the course was favorable. The course successfully achieved its learning objectives, as reflected by an average score of 5.0 out of 6.0 from the survey responses. The students found that the course's format effectively facilitated their achievement of these learning outcomes, scoring it 4.8 out of 6.0. In terms of meeting student expectations, the course scored 5.2 out of 6.0. The course's research-based approach was highly appreciated by all students, receiving a score of 5.0 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 quite well-received, scoring 4.4 out of 6.0.

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 5.4 out of 6.0. However, there was a minor suggestion for improvement in incorporating more modern communication technologies, such as video lectures and virtual lab access, indicating a desire for a more diverse range of teaching methods. Nevertheless, one of the students stated “Video lectures was very good. We could go back and replay it as many times as we wanted”. 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 indicates that the course was, overall, well implemented. This general satisfaction serves as a strong indicator of the course's effectiveness and relevance. While a major change in course content does not appear necessary, a significant restructuring of the course format could be considered, highlighting the specific feedback from two students. They suggested changes to the course structure and improvements to lecture content, as well as reccomended providing video recordings of all lectures, in addition to holding sessions in the classroom.

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, a detailed action plan for further development of the course appears unnecessary. However, the emphasis on the importance of work materials in supporting the achievement of learning outcomes is a valuable takeaway. To strengthen this aspect, additional video materials should be made available on the CANVAS platform prior to the start of the course in 2025. Moreover, the course structure should be revised to schedule laboratory sessions immediately following lectures. This change would allow students to reflect on the theoretical content and approach the lab tasks with a clearer understanding, thereby improving the integration of theory and practice. Spacing the analysis of each lab session by one week would further support students in consolidating both theoretical and practical knowledge, enabling more focused reflection and deeper learning. Additionally, preparing a single reference document containing all relevant mathematical formulas would save time and reduce the need for manual reproduction during limited lab hours. Further improvements should also include enhancing lecture content and exploring the possibility of providing virtual lab access in 2025.

Publishing and archiving (arranged by course administrator)

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

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Course administrator

Name	Date
Åsa Nilsson	2024-10-21