

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>		
Biological Interfaces in Molecular Biology and Nanotechnology		
<b>Course code</b>	<b>Scope (credits)</b>	<b>Semester in which the course is completed</b>
BM822E	15	2
<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>
Emelie Nilsson		15

**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	
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<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.)
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<b>Summative course evaluation</b> (oral or questionnaire) and when it was completed	

2024-03-20 - 2024-03-27	
<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)
10	67%

<p><b>Feedback to students who have completed the course: describe how and when the feedback has been given</b></p> <p><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)</p> <p><input type="checkbox"/> By email (otherwise than above), how:</p> <p><input checked="" type="checkbox"/> In Canvas, how: <b>Posted as an announcemnt, and the files will be uploaded.</b></p> <p><input type="checkbox"/> Through a discussion in class, how:</p> <p><input type="checkbox"/> In other way, how:</p> <p>Other comments about the feedback:</p>
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<p><b>Feedback to new students on the upcoming course: describe how feedback will be implemented</b></p> <p><input checked="" type="checkbox"/> Presented at the start of the course, how: <b>During the introduction to the course</b></p> <p><input type="checkbox"/> In other way, how:</p>
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**Teacher's perspective** (to be completed by the course coordinator)

<p><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>
<p>The students rated the course as fulfilling most of the learning outcomes, with a score of 4.7 out of 6. They also felt that the teaching activities and materials were appropriately designed to help achieve these outcomes, giving them grades of 5.0 and 4.8 out of 6, respectively. Additionally, students expressed that the workload and the amount of hours required to pass the course were slightly higher than expected, with scores of 4.3 and 4.1, respectively.</p>
<p><b>Analysis:</b> 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.</p>

On average the students expressed that they were generally content with the course, and the material and the different teaching activities. Some concerns were expressed regarding the timeline, and that the laboratory practicals should start earlier in the course as to spread out the work load more. The deadline for the reports were also to some extent experienced as too tight from a time perspective. The students seemed content with the anchoring in ongoing research and the expertise from the different teachers, as well as the oral exam and that questions were provided in advance.

**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.

One of the lab practicals has been removed to lower the workload and create more space between the deadlines. The laboratory practicals will now start in the first week, running parallel to the lectures. The Canvas homepage has also been restructured to make it easier to see how different materials link together, and additional course literature has been added to support the lectures provided.

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

<b>Archiving and publication of the course report:</b> where and when archiving and publication were completed
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Valen 241125
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**Course administrator**

Name	Date
Marie Enberg	240531