

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		
Biomedical Surface Science: Properties of Biological Barriers		
Course code	Scope (credits)	Semester in which the course is completed
BM831E	7,5hp	3
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
Javier Sotres		7 (6 active)

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 by means of oral presentations either on topics of the course or on course lab activities on 210913, 210917, 210920, 210921, 210924	
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.)
6	86% (100% of active students)

Summative course evaluation (oral or questionnaire) and when it was completed	
Questionnaire 2021-10-01	
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)
6	86% (100% of active students)

Feedback to students who have completed the course: describe how and when the feedback has been given
<input type="checkbox"/> By email <input checked="" type="checkbox"/> In Canvas <input type="checkbox"/> Through a discussion in class <input type="checkbox"/> In other way, how: Date of 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 <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>Because of covid, the course this year was run online, with the exception of lab activities. Despite this, the learning objectives were overall achieved, and as noted from the course survey the students were overall satisfied with the course. Nevertheless, as also stated in the course survey, the students raised some issues, the main ones being:</p> <ul style="list-style-type: none"> i) physical interactions and "whiteboard explanations" would improve the course. ii) students believe that the course could also be improved by modifying the structure in a way that we do not move into a different topic before previous topics. iii) clearer literature and references
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.
<p>The lack of physical interactions and "whiteboard explanations" has been indeed an issue. This makes difficult from the teachers side to evaluate the involvement in the learning activities by the students, even though we tried to overcome this by means of multiple lab and formative evaluation activities. The possibility of physical interactions would also facilitate learning outcomes.</p>

Scheduling the different activities has also been a difficult task. The main reason is that many different teachers are involved in the course, many with an already busy schedule. This does not only implies difficulties at the time of coordinating/scheduling the different learning activities, but it also results in schedule that could be improved from the point of view of covering each topic within defined time slots.

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.

Next year, the course will run on site, provided that covid restrictions are not back. This will solve the lack of physical interactions and "whiteboard explanations".

Well before the beginning of next year's course, the coordinator will organize a meeting with the teachers of the course, in order to define dates for specific learning activities, allowing an improved schedule. We will also explore in this context the possibility of improving the suggested literature for the course.

We also got the feedback that we could already suggest Degree Project topics during the course, based on the course's topics. This will be implemented next year e.g., if a teacher has an idea for a Degree project based on the topic covered during a lecture, this Degree Project idea will be communicated during the lecture.

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
Marie Enberg	211108