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		
Biomedical Surface Science: Properties of Biological Barriers		
Course code	**Scope (credits)**	**Semester in which the course is completed**
BM831E	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**
Tautgirdas Ruzgas		13

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	
N/A	
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.)

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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)
7	54

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: the feedback was given together with announcement of the exam results. We discussed the following issues to improve: 1. Labs. How: better instructions, smaller groups. 2. Seminars. How: might be divide/assign some aspects to students. To prepare for seminar with a presentation it takes too long time. We do not have such time in the course. Might be give some kind of frame for the presentation. E.g., two bullets for intro, two bullets for main questions/hypotheses addressed, a few bullets for methods, few bullets for main results and main conclusions. In total three slides.
☐ In other way, how:

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: togeher with the intro to the course when explaining to the shedulle of the course.
☐ 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

Lab intstructions could be improved, mostly point the most important points of labs and experimental data processing. Students are quite active on lectures, which is possitive. They performed on the exam very good.

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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 the course is well valued by teachers and students. It clearly binds teaching with research. E.g., through journal clubs. Some changes can always are needed to the contents of the course as it reflects also new research which concenrs biological barrier healths and disorders.
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.
1. Improve lab description and take more time to processing of experimental data. 2. Improve journal clubs by assigning to smaller groups of students some smaller specific tasks or issues to emphasise in discussions of papers.

Publishing and archiving (arranged by course administrator)

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

Course administrator

Name	**Date**
Åsa Nilsson	2024-10-21