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 25
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**
Sebastian Björklund		9 (7 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 conducted in conjunction with lectures and seminars to gather ongoing feedback and support continuous improvement of the course.	
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.)
Between 4-7	Between 57-100% of active students

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Summative course evaluation (oral or questionnaire) and when it was completed	
questionnaire 2025-10-01 - 2025-10-09	
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)
4	44 (57 of active students)

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:

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: As a part of the course introduction
☐ 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

Based on the evaluation and exam results, the course implementation appears successful, as students reported a high degree of achievement of intended learning outcomes (mean 5.0/6) and rated learning activities and examinations positively, while all seven active students ultimately passed the course, five on the first attempt and two after the re-exam. These outcomes indicate that the course structure and teaching methods effectively supported learning, although some challenges were noted, including unclear lab instructions, repetitive lecture content, and a need for improved visualization tools for complex topics. Overall, the course provided a rich and research-based learning experience, but refinements in lab organization, instructional clarity, and integration of modern technologies could further enhance student performance and satisfaction.

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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.

The course received generally positive feedback from students, with average ratings of 5.0 or higher in most areas. Students reported that they had successfully achieved the intended learning outcomes and felt well-supported by the course structure, materials, and examinations. The overall course experience was rated at 5.2, reflecting a high level of satisfaction. Specifically, students rated the effectiveness of learning activities and examinations at 5.0, and the usefulness of course materials and their ability to take responsibility for their own learning at 5.2. The course was also considered reasonably research-based and manageable in terms of workload, both scoring 4.8 and 5.0 respectively. Opportunities for student influence were rated positively at 4.8. However, the international aspects of the course received a more mixed response, with a mean score of 2.5, indicating potential for further development.

In collaboration with the teaching team, some areas for improvement were identified based on student comments and internal discussions. Students noted that some lectures, particularly those covering lung and eye physiology, repeated material from earlier sessions. Regarding the laboratory component, improvements are needed in the clarity of instructions for practical work, as well as in guidance for reporting results and performing calculations. Scheduling adjustments for lab activities were also highlighted as an area for refinement.

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.

The course can be improved both the short and long term. In the short term, the lecture schedule will be revised to eliminate redundancy, particularly in sessions covering lung and eye physiology, which were noted to repeat content from earlier lectures. Additionally, lab instructions will be clarified, including more precise calculation guidance. To support students in preparing lab reports, sample reports or templates for calculations may be used in future iterations. A proposal to divide the formulation lab over two days is under consideration for long-term implementation, depending on scheduling and resource availability. This change would allow students more time to explore different formulations and share their findings. Suggestions to incorporate modern technologies, such as interactive 3D simulations and AI tools for journal club discussions, are being explored as part of a longer-term development strategy. No changes are currently warranted regarding the course workload or the opportunity for student influence, as these aspects received consistently positive feedback. Follow-up from previous course reports shows that earlier concerns about course structure and clarity have been partially addressed, but further improvements are still needed, particularly in lab organization and instructional materials.

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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Valen

Course administrator

Name	Date
Åsa Nilsson	2025-10-29