

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>		
Biomedical Surface Science: Degree Project		
<b>Course code</b>	<b>Scope (credits)</b>	<b>Semester in which the course is completed</b>
BM841E	30hp	4
<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>
Sergey Shleev		6

**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	
Formative course evaluations were performed twice (at the beginning and in the end of the course) in conjunction with seminars	
<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.)
6	

	Not applicable (formative evaluations were conducted orally)
<b>Summative course evaluation</b> (oral or questionnaire) and when it was completed	
2022-06-07 - 2022-06-14	
<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)
2	33%

<b>Feedback to students who have completed the course: describe how and when the feedback has been given</b>
<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) <input type="checkbox"/> By email (otherwise than above), how: <input type="checkbox"/> In Canvas, how: <input type="checkbox"/> Through a discussion in class, how: <input checked="" type="checkbox"/> In other way, how: via Zoom, on August 23, 2022  Other comments about the feedback:

<b>Feedback to new students on the upcoming course: describe how feedback will be implemented</b>
<input checked="" type="checkbox"/> Presented at the start of the course, how: via dialogue during the first introductory seminar <input checked="" type="checkbox"/> In other way, how: Additionally discussed during a seminar after mid-term presentations

**Teacher's perspective** (to be completed by the course coordinator)

<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>In general, students' evaluation of the course was positive. The course's learning outcomes have been reached. The students evaluated the work formats helped them to reach the learning outcomes. They appreciated the fact that the course was research based to a high extent. Most of the students were also pleased with the examination in relation to the learning outcomes. They mentioned that there was no need for further use of modern communication technologies (e.g., video lectures, etc.). Thus, obviously, there are no problems, when it comes to this course. However, in the summative course evaluation one student mentioned that "Digital or online examinations are big stress, The time for the exams should be extended."</p>

**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 fact that the students expressed appreciatively that the course was implemented in an overall good manner implies that the course does not need significant changes. However, only two students participated during the summative course evaluation since four students defended their theses in August and somehow refused to participate in June. Thus, a Zoom meeting with all students was organized on August 23rd and additional actions should be taken to increase the summative course evaluation response rate. Moreover, an additional discussion regarding possible forms of examination should be performed.

**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 be slightly modified in accordance to above. Specifically, an additional discussion regarding possible forms of the final examination (IRL, Zoom or Hybrid events) will be organized and the final decision will be based on the majority of votes, extending the opportunity for student influence during the course even further. Moreover, all students will be carefully instructed that there might be a possibility to extend the time for examination in certain cases, e.g., medical recommendations supported by official documents. In order to obtain an additional time the students should contact the course responsible regarding this matter in advance.

**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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Share and Valen 230404
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**Course administrator**

Name	Date
Marie Enberg	230404