

Genetics

BI1422, 10262.2627

7.5 Hp
Pace of study = 100%
Education cycle = Basic
Course leader = Martha Rendon Anaya

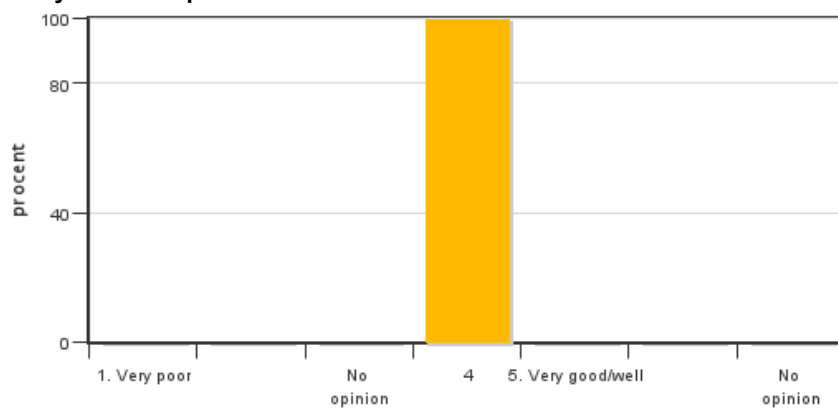
Evaluation report

Evaluation period: 2026-09-22 - 2026-10-13

Answers 3
Number of students 5
Answer frequency 60 %

Mandatory standard questions

1. My overall impression of the course is:

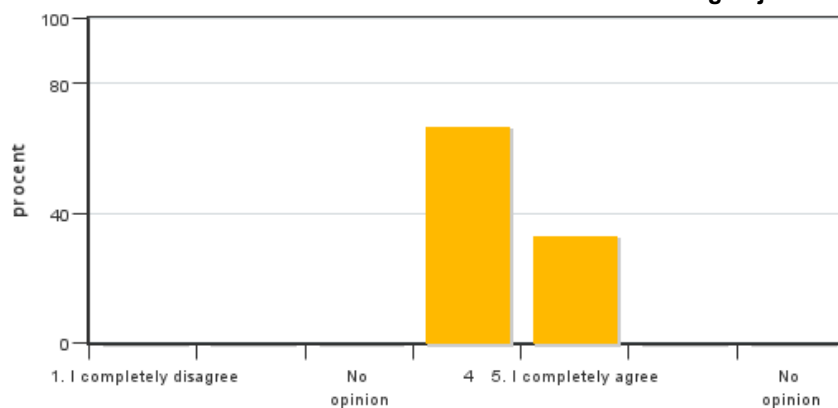


Number of answers: 3
Average: 4,0
Median: 4

1: 0
2: 0
3: 0
4: 3
5: 0

No opinion: 0

2. I found the course content to have clear links to the learning objectives of the course.

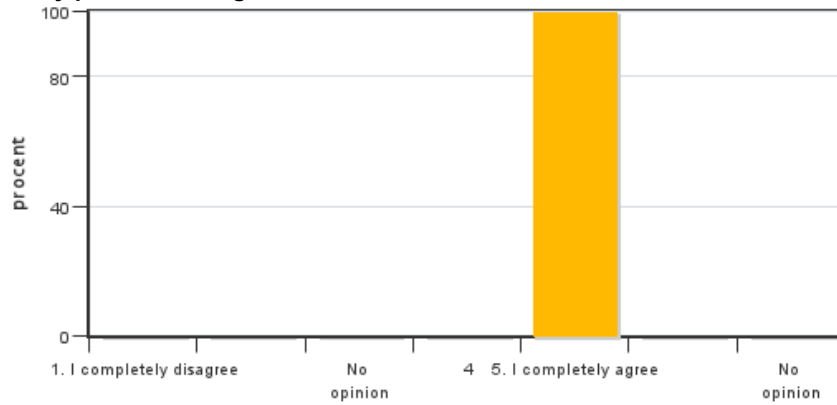


Number of answers: 3
Average: 4,3
Median: 4

1: 0
2: 0
3: 0
4: 2
5: 1

No opinion: 0

3. My prior knowledge was sufficient for me to benefit from the course.

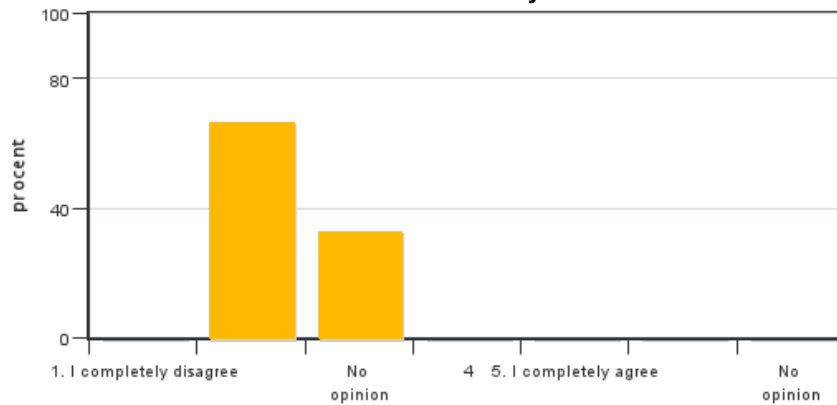


Number of answers: 3
Average: 5,0
Median: 5

1: 0
2: 0
3: 0
4: 0
5: 3

No opinion: 0

4. The information about the course was easily accessible.

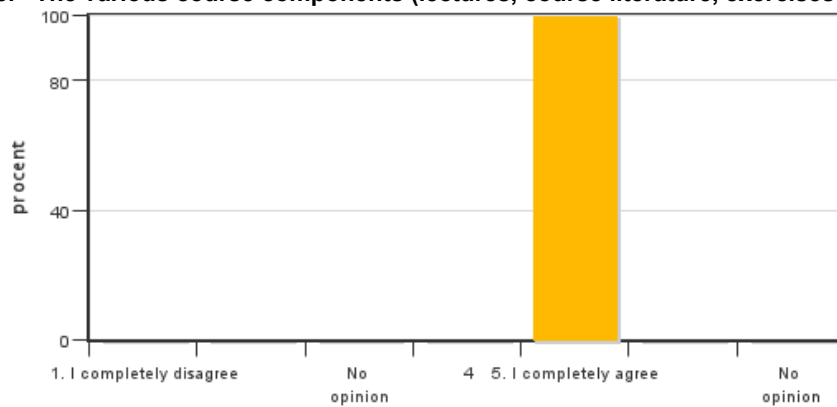


Number of answers: 3
Average: 2,3
Median: 2

1: 0
2: 2
3: 1
4: 0
5: 0

No opinion: 0

5. The various course components (lectures, course literature, exercises etc.) have supported my learning.

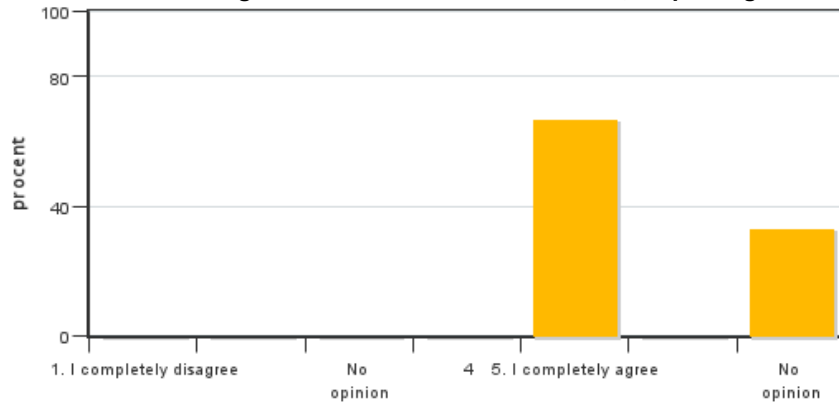


Number of answers: 3
Average: 5,0
Median: 5

1: 0
2: 0
3: 0
4: 0
5: 3

No opinion: 0

6. The social learning environment has been inclusive, respecting differences of opinion.

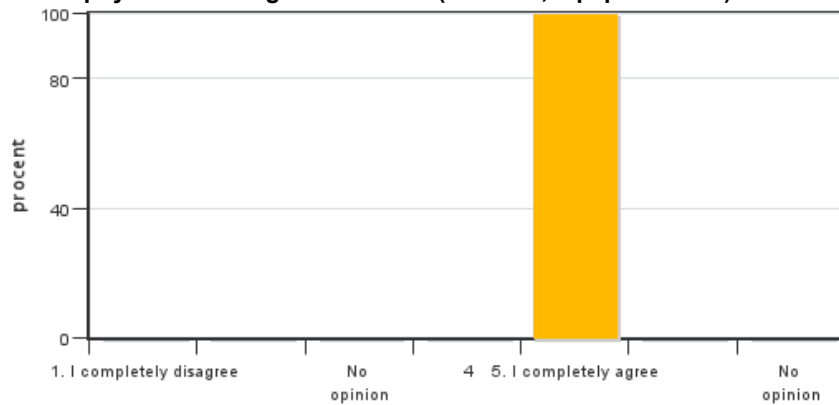


Number of answers: 3
Average: 5,0
Median: 5

1: 0
2: 0
3: 0
4: 0
5: 2

No opinion: 1

7. The physical learning environment (facilities, equipment etc.) has been satisfactory.

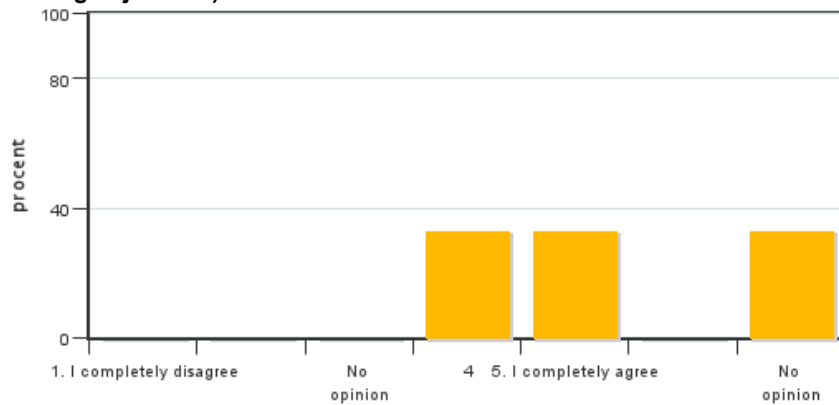


Number of answers: 3
Average: 5,0
Median: 5

1: 0
2: 0
3: 0
4: 0
5: 3

No opinion: 0

8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).

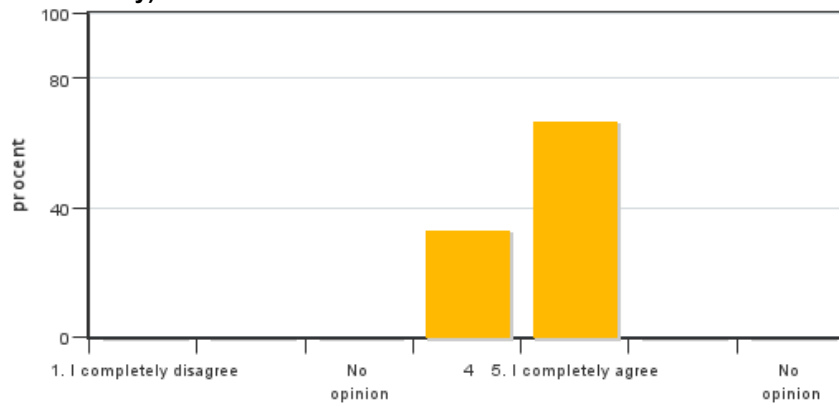


Number of answers: 3
Average: 4,5
Median: 4

1: 0
2: 0
3: 0
4: 1
5: 1

No opinion: 1

9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).

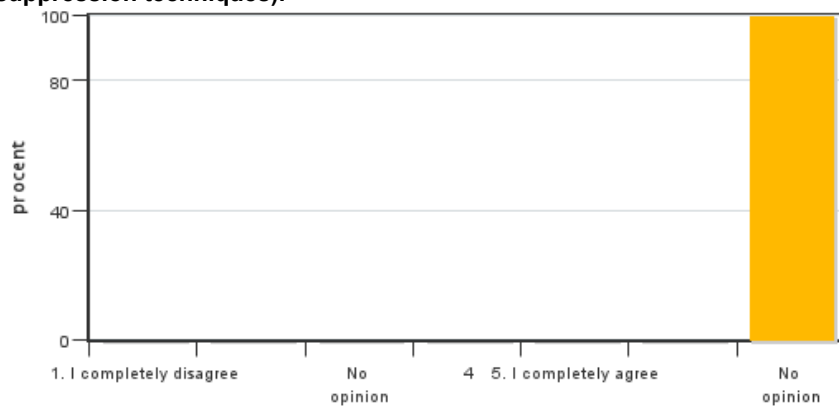


Number of answers: 3
Average: 4,7
Median: 5

1: 0
2: 0
3: 0
4: 1
5: 2

No opinion: 0

10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).

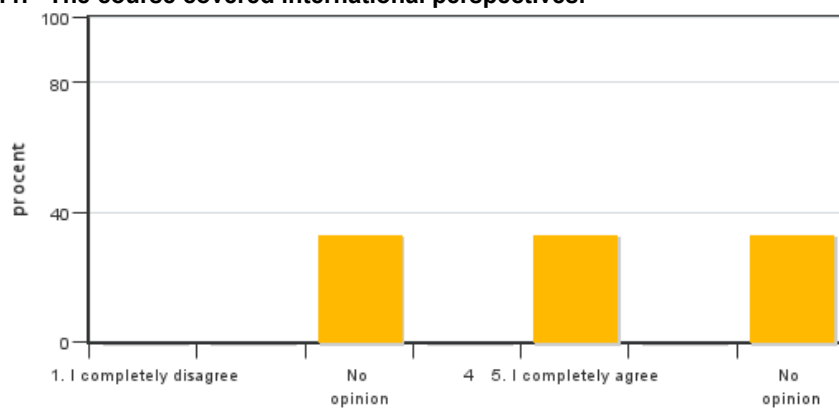


Number of answers: 3

1: 0
2: 0
3: 0
4: 0
5: 0

No opinion: 3

11. The course covered international perspectives.

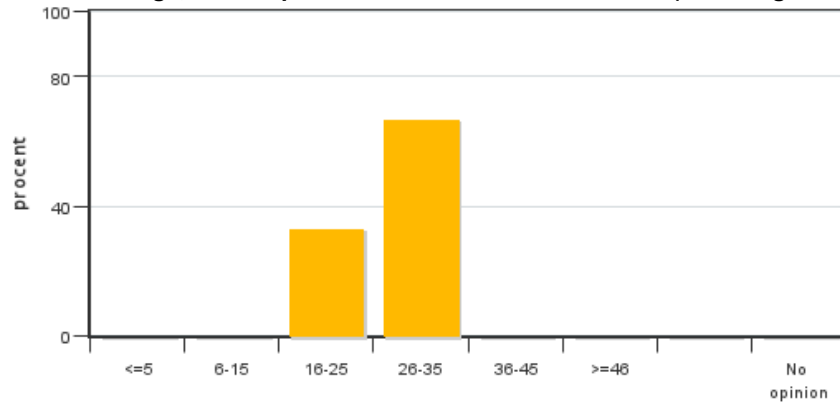


Number of answers: 3
Average: 4,0
Median: 3

1: 0
2: 0
3: 1
4: 0
5: 1

No opinion: 1

12. On average, I have spent ... hours/week on the course (including timetabled hours).



Number of answers: 3

Average: 26,7

Median: 26-35

≤5: 0

6-15: 0

16-25: 1

26-35: 2

36-45: 0

≥46: 0

No opinion: 0

Course leaders comments

Overall, students considered BI1422 a valuable learning experience. The combination of lectures and exercises was appreciated, particularly the opportunities to solve problems independently and in small groups. Students also valued the interactive teaching environment provided by the group study rooms and the sessions shared with the Bioenvironmental Science programme.

The relatively light schedule during the first weeks of the course was appreciated by students, particularly in the context of activities associated with welcoming new students to the programme. However, this also highlights a broader challenge: low attendance and limited preparation and engagement during the initial weeks can affect students' ability to benefit fully from teaching and may make the transition to the more intensive, applied part of the course more challenging.

Addressing this challenge requires consideration not only at the level of individual courses, but also across the programme. Better coordination between introductory teaching, welcoming activities and expectations regarding students' participation and independent preparation could help students establish effective study routines from the beginning of their studies. This is an important area for further discussion and development within the programme.

Several suggestions for improvement were raised. Students requested that course materials be made available earlier to allow sufficient preparation before lectures and exercises. They also suggested introducing the literature project later in the course, or providing a broader introduction to genetics before students begin selecting their topics. The workload associated with the literature project and the purpose and expectations of the laboratory report were also identified as areas where clearer guidance and adjustments could be beneficial. Some students further suggested condensing selected introductory lectures and providing more time for revision and integration towards the end of the course.

With this evaluation, the course leader has identified several improvements that will be considered for the next course offering:

- Earlier introduction to the literature project: An introductory lecture providing a broader overview of genetics in the context of the food science program will be included to help students identify suitable topics and understand their relevance.
- Improved course-material accessibility: The availability of updated course materials will be monitored to ensure students can prepare adequately for scheduled activities.
- Improved distribution of course content: Selected introductory lectures may be condensed where appropriate, with more opportunities for integration and revision towards the end of the course.

The laboratory exercise and its report will remain part of the course, as practical experience in analysing experimental results and communicating scientific findings are important learning outcomes. However, the instructions and guidance associated with the report will be reviewed to make its educational purpose clearer.

The timetable also provides designated periods for independent work. The preliminary timetable analysis identified approximately 14.75 hours of explicitly scheduled independent-work sessions and 12 weekdays without mandatory scheduled activities during the main teaching period. These periods are intended to support independent study and preparation alongside the scheduled teaching.

The course evaluation is an important part of the continuous development of BI1422. The feedback will be used to improve the structure, guidance and distribution of activities while maintaining the fundamental genetics knowledge and practical skills required to achieve the course learning outcomes.

Student representatives comments

Overall, the students found the course to be a valuable learning experience. The students' prior knowledge was generally sufficient to benefit from the course, and the overall pace of the course was considered satisfactory. The parts of the course shared with the Bioenvironmental Science programme were particularly appreciated and considered especially valuable learning experiences. The setup with lecture + exercises is great. Especially having time to calculate on your own or in small groups. The students appreciated the informal setting of the group study room where many lectures were held, as it encouraged interactive discussions during the lectures. The relatively light schedule during the first weeks of the course was appreciated by students who were involved in welcoming new students. (However, I think that admissions to the Food Science programme are expected to be paused next autumn(?) If so, this may be less relevant for next year's course).

Some suggestions for improvement:

- The course content on canvass wasn't always accessible. Much of the course content on canvass was locked for students and it was hard to prepare for lectures, group sessions and exercises. It would be beneficial if course materials could be made available at least one day before each session, allowing students sufficient time to prepare and get the most out of the learning experience.
- The first two lectures could be condensed into maybe two sessions, since it covers content the students of the food science programme are already familiar with.
- Several students found it challenging to get started with the literature project, as it was introduced before they had acquired sufficient knowledge of genetics. As a result, many felt uncertain about how to define a relevant topic. Students noted that some of the genetics lectures held shortly before the project deadline would have been very helpful during the earlier stages of the project. Suggestions for improvements could therefore be either to move the project to a later stage of the course or to provide more introductory genetics content before the project begins.
- If the intended workload for the literature project is 15-20 hours, as stated in the instructions, the scope of the assignment should be reduced, as many students reported spending more time than that. One possible solution would be to require either a presentation or a written report, rather than both.
- While the laboratory exercise itself was highly appreciated as a practical learning activity, all students found the written report less meaningful. The purpose, learning outcomes, and expectations associated with the report were perceived as unclear, particularly because students felt that the exercise lacked a clear research question or investigative component, making the purpose of the report less clear. One suggested improvement could be to replace the full laboratory report with a structured questionnaire focused on the key learning outcomes of the exercise.
- Some students felt that the laboratory assistants were too eager to provide assistance and an improvement could be to give the students more time to work independently during the laboration and that assistance primarily be provided upon request.
- The last two weeks were way too cramped with content and deadlines with little time to rehearse the rest of the material for the exam, whereas the first few weeks of the course were very chill. Some suggestions on improvements on this could be to reduce the workload of the literature project or changing the labreport submission (as mentioned above). Another idea could be to make the course content more dense in the beginning of the course and less dense towards the end. In previous courses that included literature projects and presentations, the lectures were held at the beginning of the course, followed by the exam. The literature project was then carried out after the exam. This approach was considered beneficial, as students were very familiar with the course content when starting the literature project.