



Biokemi, fortsättningskurs KE0064, 30056.1920

7.5 Hp

Studietakt = 100%

Nivå och djup = Grund -

Kursledare = Peter Bozhkov

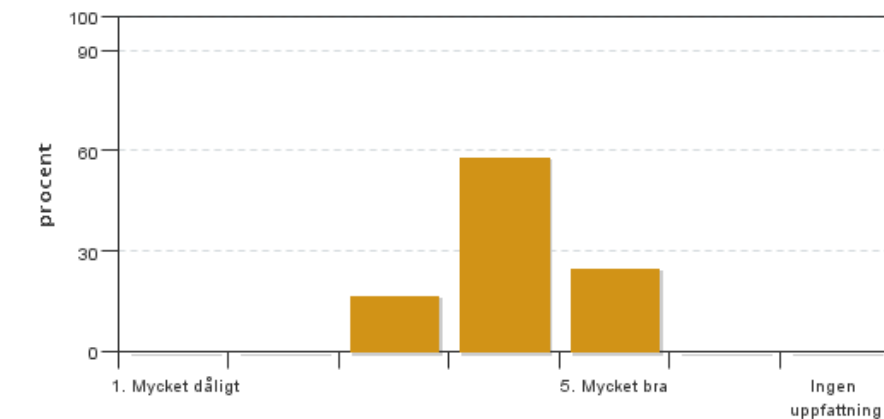
Värderingsresultat

Värderingsperiod: 2020-03-17 - 2020-04-07

Antal svar 12
Studentantal 20
Svarsfrekvens 60 %

Obligatoriska standardfrågor

1. Mitt helhetsintryck av kursen är:

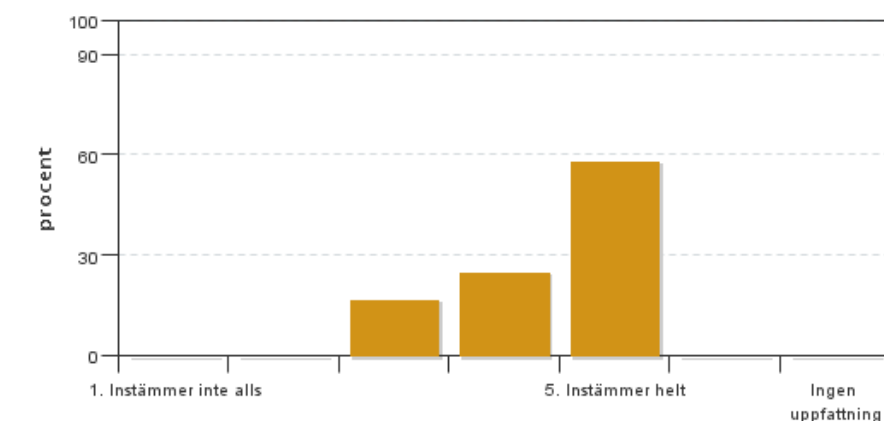


Antal svar: 12
Medel: 4,1
Median: 4

1: 0
2: 0
3: 2
4: 7
5: 3

Har ingen uppfattning: 0

2. Jag anser att kursens innehåll hade en tydlig koppling till kursens lärandemål.

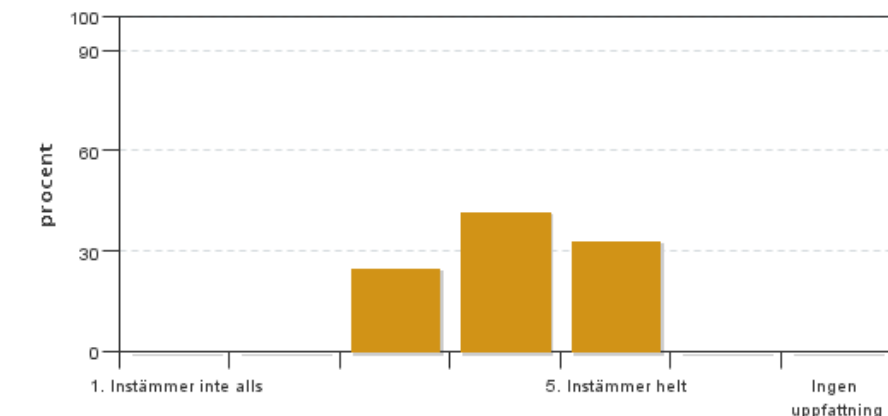


Antal svar: 12
Medel: 4,4
Median: 5

1: 0
2: 0
3: 2
4: 3
5: 7

Har ingen uppfattning: 0

3. Mina förkunskaper var tillräckliga för att tillgodogöra mig kursen.

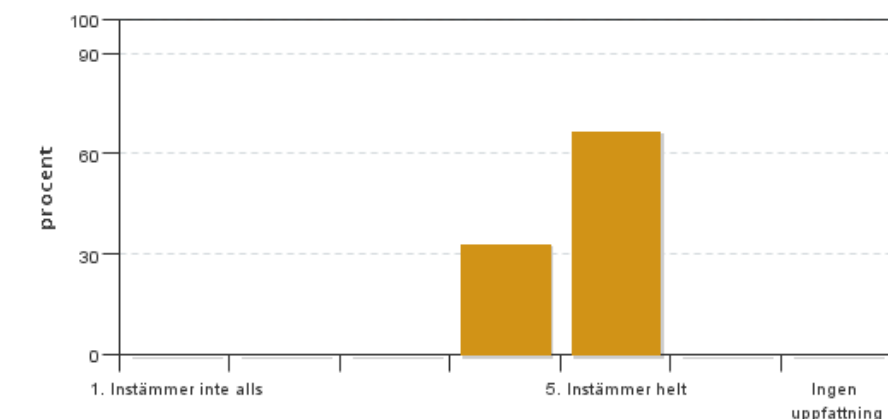


Antal svar: 12
Medel: 4,1
Median: 4

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

Har ingen uppfattning: 0

4. Jag anser att kursinformationen var lättillgänglig.

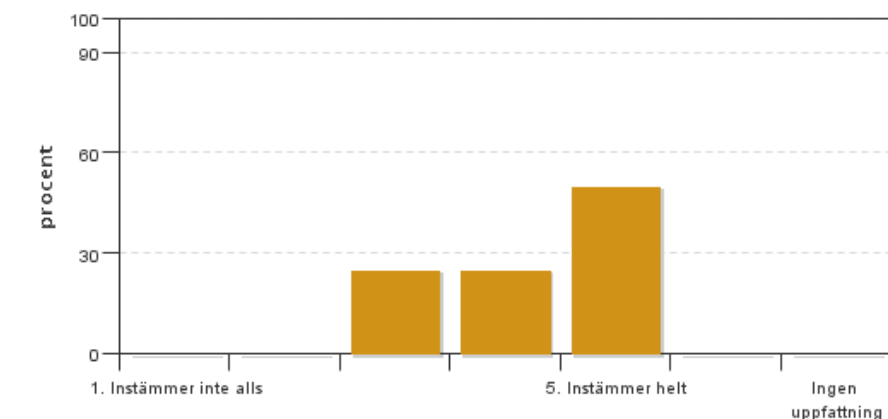


Antal svar: 12
Medel: 4,7
Median: 5

1: 0
2: 0
3: 0
4: 4
5: 8

Har ingen uppfattning: 0

5. Kursens lärandemoment (föreläsningar, litteratur, övningar med mera) har stöttat mitt lärande.

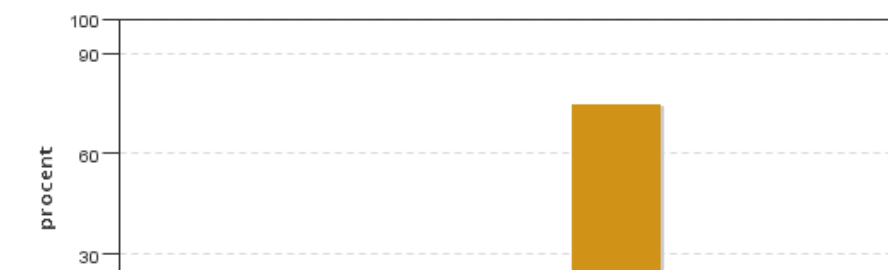


Antal svar: 12
Medel: 4,3
Median: 4

1: 0
2: 0
3: 3
4: 3
5: 6

Har ingen uppfattning: 0

6. Jag anser att den sociala lärmiljön har varit inkluderande där olika tankar respekterades.



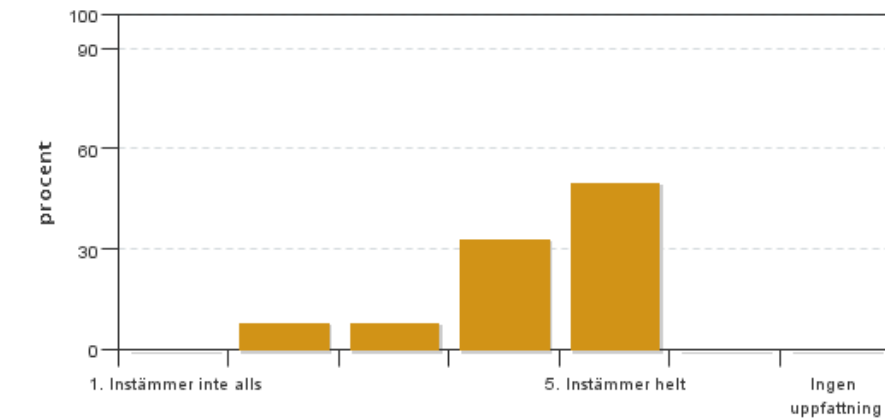
Antal svar: 12
Medel: 4,8
Median: 5

1: 0
2: 0
3: 0
4: 3
5: 9



Har ingen uppfattning: 0

7. Jag anser att den fysiska lärmiljön (exempelvis lokaler och utrustning) var tillfredställande.

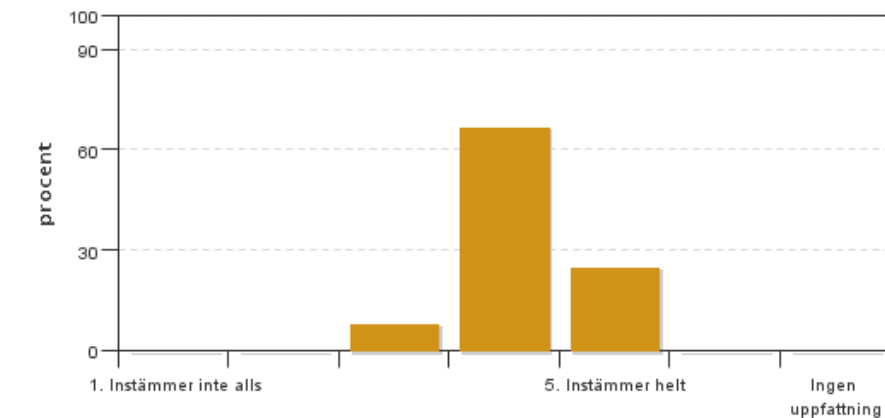


Antal svar: 12
Medel: 4,3
Median: 4

1: 0
2: 1
3: 1
4: 4
5: 6

Har ingen uppfattning: 0

8. Examinationen/-erna gav mig möjlighet att visa vad jag lärt mig under kursen, se lärandemål.

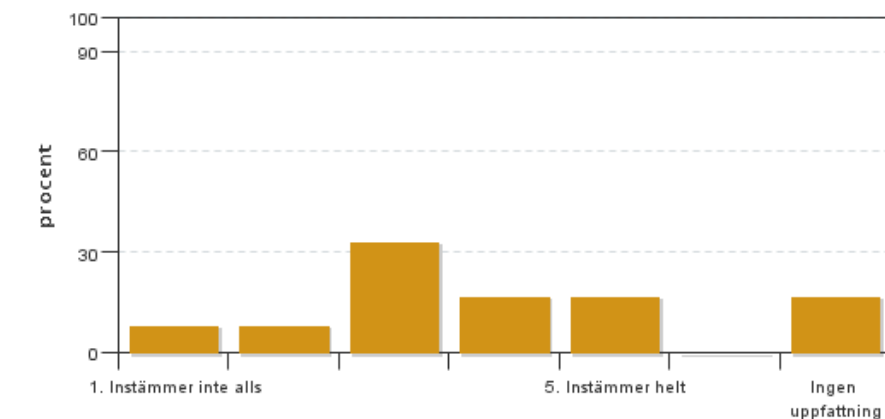


Antal svar: 12
Medel: 4,2
Median: 4

1: 0
2: 0
3: 1
4: 8
5: 3

Har ingen uppfattning: 0

9. Jag anser att kursen har berört hållbar utveckling (miljömässig, social och/eller ekonomisk hållbarhet).

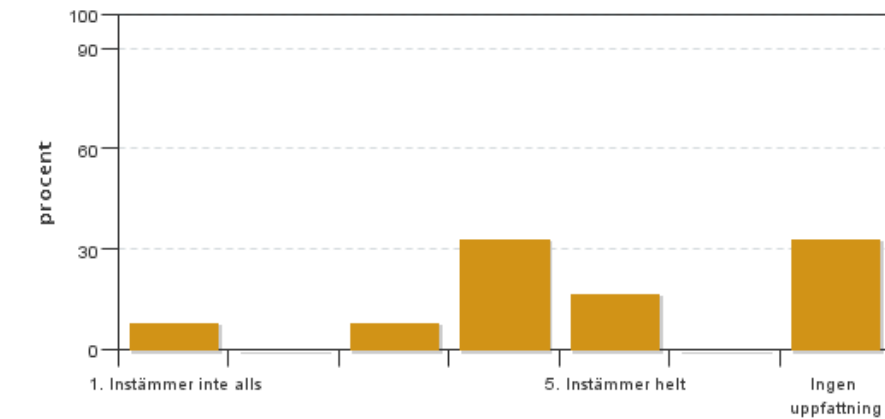


Antal svar: 12
Medel: 3,3
Median: 3

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

Har ingen uppfattning: 2

10. Jag anser att kursen har berört ett genus- och jämställdhetsperspektiv i innehåll och praktik (t. ex. perspektiv på ämnet, kurslitteratur, fördelning av taltid och förekomst av härskartekniker).

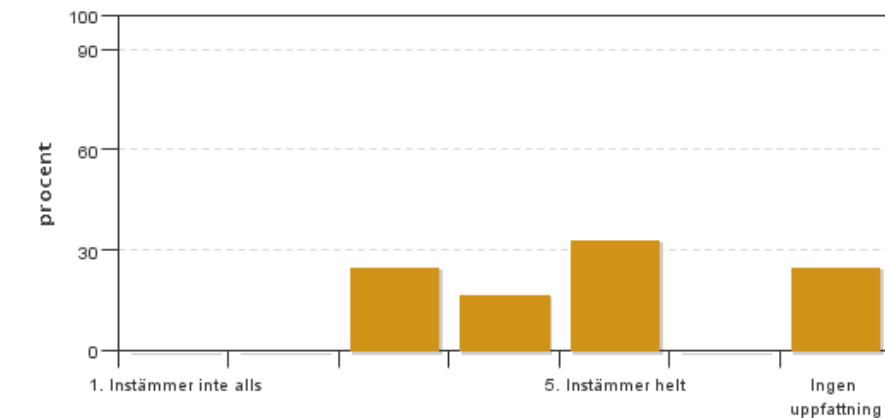


Antal svar: 12
 Medel: 3,8
 Median: 4

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

Har ingen uppfattning: 4

11. Jag anser att kursen har berört internationella perspektiv.

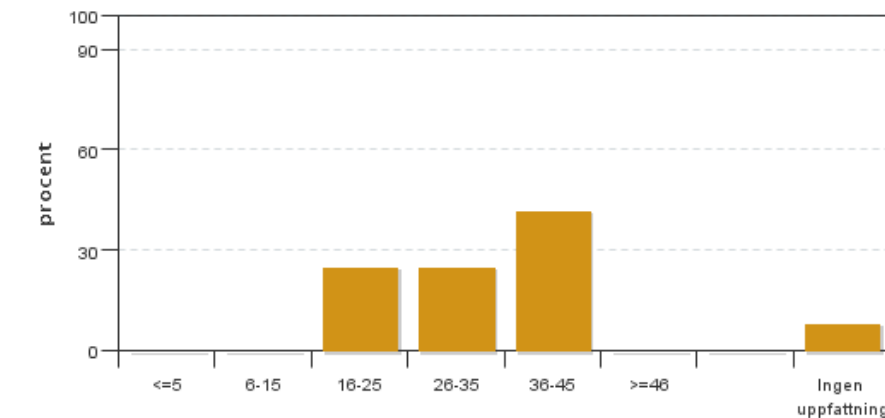


Antal svar: 12
 Medel: 4,1
 Median: 4

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

Har ingen uppfattning: 3

12. Jag har i genomsnitt lagt ... timmar per vecka på kursen (inklusive schemalagd tid).



Antal svar: 12
 Medel: 31,8
 Median: 26-35

≤5: 0
 6-15: 0
 16-25: 3
 26-35: 3
 36-45: 5
 ≥46: 0

Har ingen uppfattning: 1

Kursledarens kommentarer

We, teachers are very glad and enthusiastic with how this course evolves. As judged by the students' evaluation, overall impression of the course constantly improves, starting with 3.3 in 2018, increasing to 3.7 in 2019 and reaching 4.1 this year.

Although some students had an impression that the home exam was too stressful, this perhaps largely reflects overall hectic atmosphere around onset of COVID-19 pandemics, rather than the level of exam questions as such. Indeed, out of 19 students who took exam on the first occasion, as many as 17 (89%) have passed.

We will try to improve the course even further by taking the following measures:

1. A lack of previous knowledge in cell biology, immunology and genetics hampers understanding of biochemical

mechanisms, since biological context is unclear to most of the students. The course leader has thus initiated discussion with the food agronomy program leader about the need to change the order of different courses.

The ideal situation would be if the biochemistry course is preceded by cell biology, genetics and immunology courses. This would make a coherent digest of information making the whole learning process more efficient.

2. Connection to sustainability issues will be made clearer at the lectures and group exercises.
3. Computer classes might need further improvement considering that they were given the first time this year and were unfortunately a kind of "trial and error".
4. New batches of exam questions covering broader aspects of biochemistry, not necessary directly connected to the lectures, will be built up.
5. All technical problems including cold rooms will be given a prior attention and solved.

Studentrepresentantens kommentarer

The course had an good overall rating with 4,1 of 5 possible points.

Some students found the home exam stressful. But this was a solution that had to be done because of Covid-19. Some lectures was found uninspired or hectic. Some students had a hard time finding the red line between all lectures and finding different connections. But students was overall pleased with the course.

The course had a clear connection with the learning goals according to the students.

Students said that they had in general enough knowledge from previous courses to get a good grip of this course. Some lectures stood out and had a all to high level according to some students. A deeper understanding of the cell in beforehand would have helped some students.

All students agreed that the course had good accessible information.

The different learning moments was in general good. But some notes has been done by students. Some found the literature really hard to comprehend and found the slides from the lectures really helpful. Some students wants exam-questions from the book and not just from the lectures. The computer practicals did feel a bit unstructured for some people.

All students found the social learning environment to be included for everyone.

The biggest complain about the classrooms is that C213 and C212 is pretty cold. Students want something to be done about this.

The exam was overall good. But some students found it quite hard.

There a many thoughts on how/if the course has talked about sustainable life. Some students thinks that the course touched the subject as much as it could. Some students want the course to talk more about the sustainability question more.

Students thinks that the course has talked about international perspectives.

The question about equality and gender has been misinterpreted by some students. Some students find the question irrelevant and has therefore given the question a 1 out of 5 instead of "no opinion".