![SLU logo]

Clinical genomics in veterinary medicine
VM0130, 30021.2324

7.5 Hp
Pace of study = 50%
Education cycle = Basic
Course leader = Gabriella Lindgren

Evaluation report
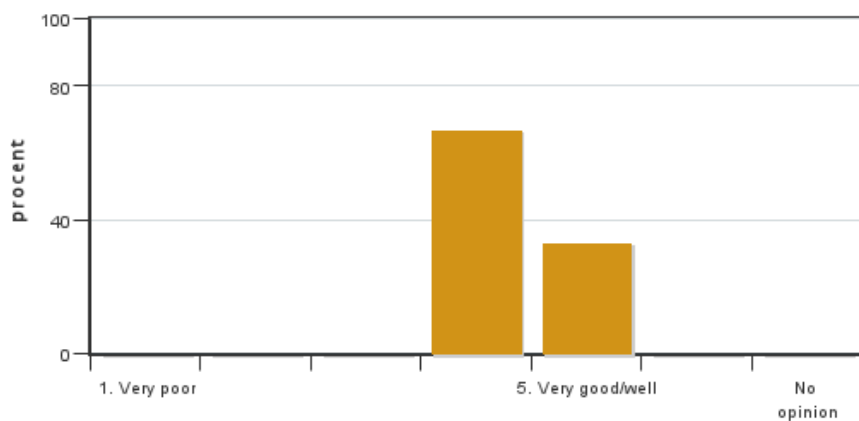
Evaluation period: 2024-03-12 - 2024-04-02

Answers   3
Number of students 12
Answer frequency   25 %

Mandatory standard questions

1.   My overall impression of the course is:

Answers: 3
Medel: 4,3
Median: 4

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

No opinion: 0

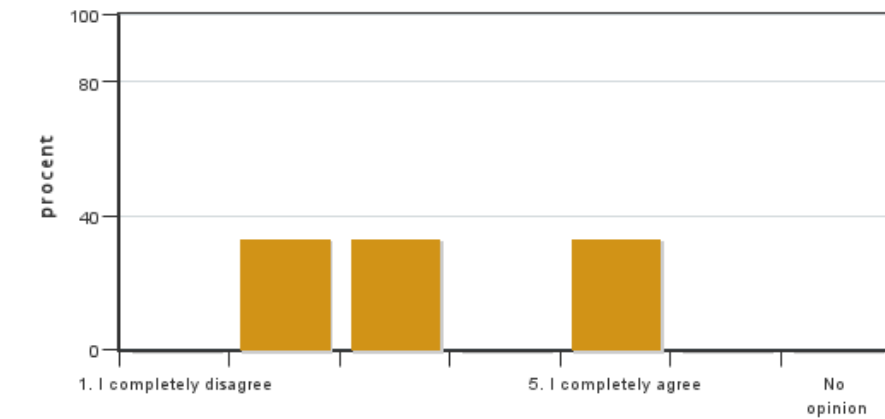**2.   I found the course content to have clear links to the learning objectives of the course.**

Answers: 3
Medel: 5,0
Median: 5

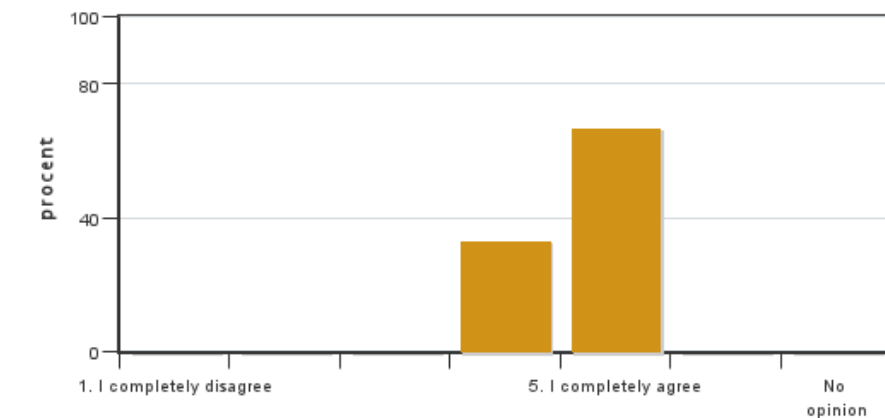1: 0
2: 0
3: 0
4: 0
5: 3

No opinion: 0

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

Answers: 3
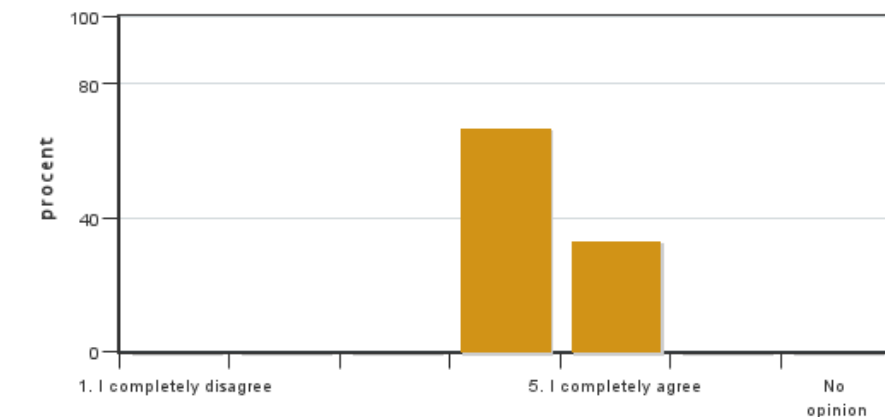Medel: 3,3
Median: 3

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

No opinion: 0

4. The information about the course was easily accessible.

Answers: 3
Medel: 4,7
Median: 5

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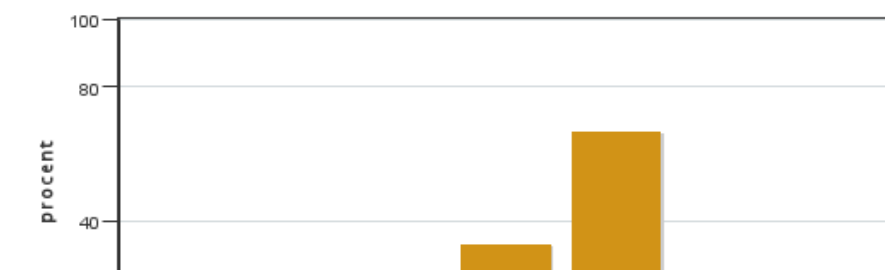3: 0
4: 1
5: 2

No opinion: 0

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

Answers: 3
Medel: 4,3
Median: 4

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

No opinion: 0

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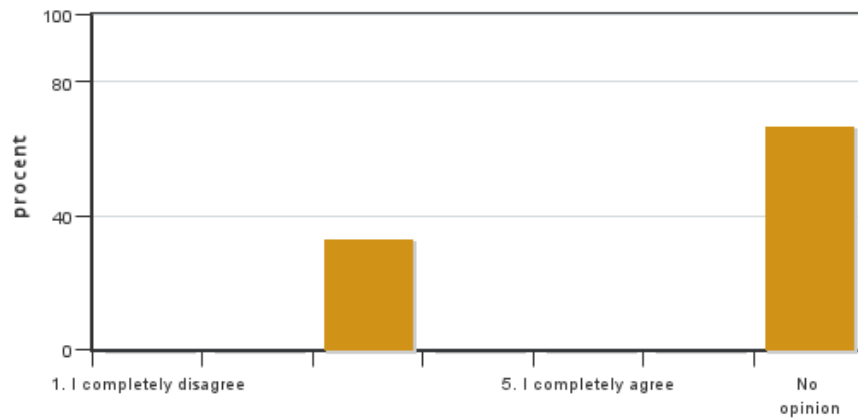

Answers: 3
Medel: 4,7
Median: 5

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

No opinion: 0

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

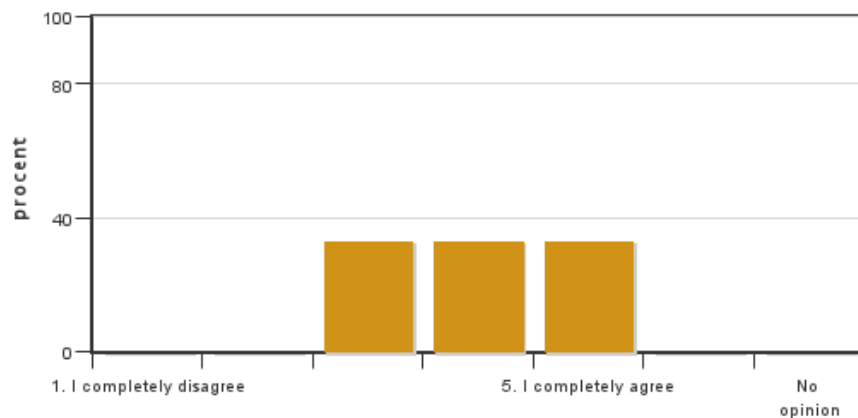Answers: 3
Medel: 3,0
Median: 3

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

No opinion: 2

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

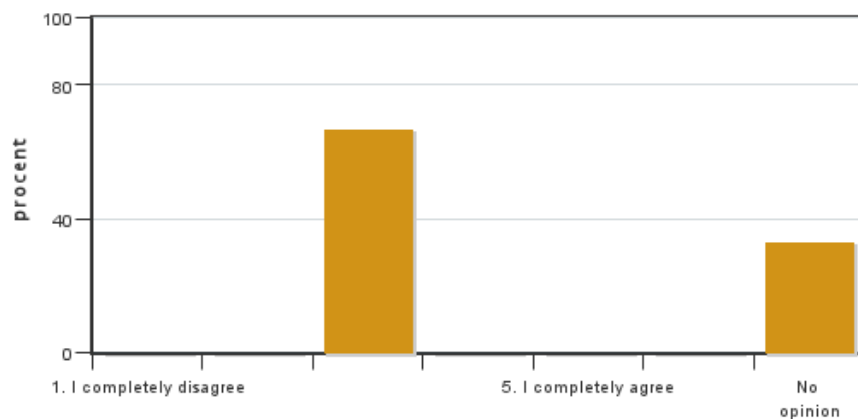Answers: 3
Medel: 4,0
Median: 4

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

No opinion: 0

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

Answers: 3
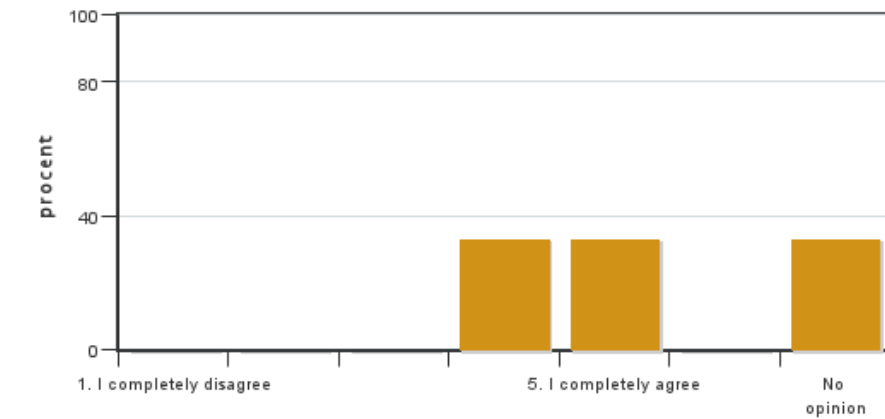Medel: 3,0
Median: 3

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

No opinion: 1

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).**
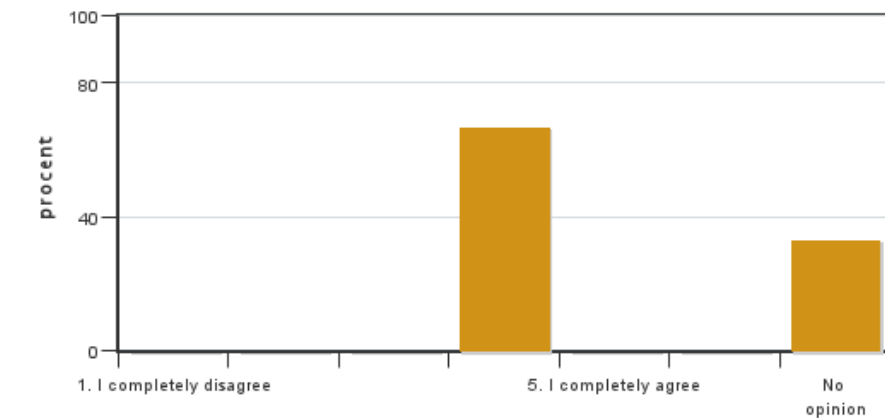
Answers: 3
Medel: 4,5
Median: 4

1: 0
2: 0
3: 0
4: 1
5: 1
No opinion: 1

11. The course covered international perspectives.

Answers: 3
Medel: 4,0
Median: 4

1: 0
2: 0
3: 0
4: 2
5: 0
No opinion: 1

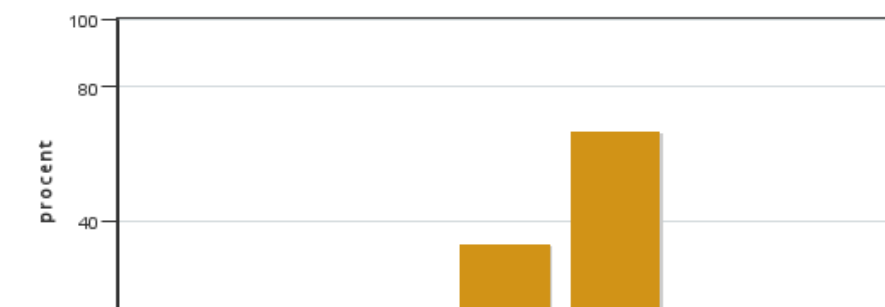**12. On average, I have spent … hours/week on the course (including timetabled hours).**
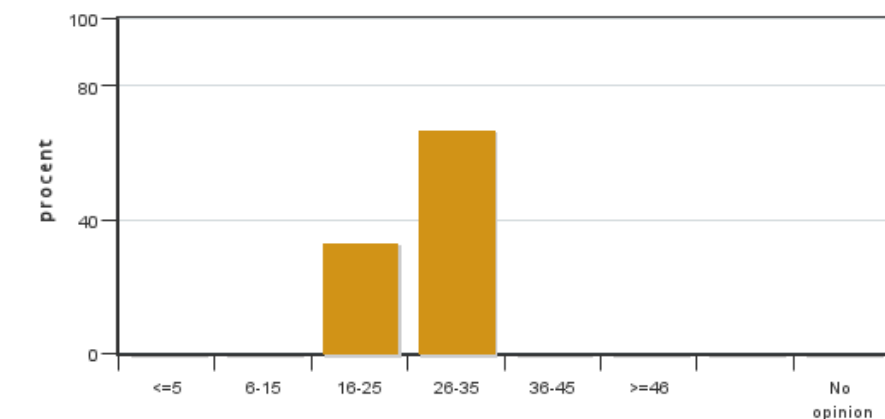
Answers: 3
Medel: 26,7
Median: 26-35

≤5: 0
6-15: 0
16-25: 1
26-35: 2
36-45: 0
≥46: 0
No opinion: 0

13. If relevant, what is your overall experience of participating in all or part of your course online?

Answers: 3
Medel: 4,7
Median: 5

1: 0
2: 0
3: 0
4: 1
5: 2
No opinion: 0

0 — | 1. Very poor ... 5. Very good/well ... No opinion

14. If relevant, please share what worked well when participating in teaching on distance

15. If relevant, please share what worked less well when participating in teaching on distance

Additional own questions

16. How did the computer exercise work via distance learning?

16. How did the dry laboration work via distance learning?

Course leaders comments

It seems the overall impression of the course was good. Some things to improve for next year:

1. Hand-in times the same each week. Easier to remember.

2. Dry laboration should be made more practical. Perhaps also be run over two sessions.

3. Think of literature that are more like chapters than scientific articles. I have already found several good chapters, for example the one about gene technology. Will use more of those for next year and reduce numbers of scientific article a bit. Articles are part of syllabus, so should be in kept the course.

4. I will do the cytogenetic lecture next year. I was ill this year and as it is not part of the syllabus, we decided it was OK not to give it this year. But it will be fun to give in the future, sure thing. It's an important area for diagnosis, in my opinion. I am not sure why not part of syllabus.

5. Create more open ended Q for the group discussions for next year. I think I will make a mix. I am worried too difficult otherwise, I do not want to loose the focus too much from the syllabus. Perhaps also divide the Q between the students to accomodate the comment on unequl contribution within the groups.

6. I also felt some of the lectures was not needed, we had quite many online lectures. We kind of maxed it. Will revisit this for next year.

7. I re-wrote the grading criteria. Will trim them down a bit for next year, to make them even more clear. I plan to start the course by going over these actually, as part of an introductory lecure. These are the core of the subject "clinical genomics in veterinary medicine", so very improtant to to it well and even more clear!

All my best

Gabriella, course leader

Student representatives comments

Veterinary Clinical Genomics was a very interesting course! It covers everything from the basics of genetics, inheritance pattens up to clinical sequences and the relevance of genetics for clinical medicine. It is tied strongly to the latest scientific literature, so gives the opportunity to immerse yourself in recent scientific publications and think critically about the methods used. As a veterinary clinician, it provided the latest research on genetic disease, testing and how this can inform personalised medicine and breeding programs. The course would be equally as interesting for non-clinicians.