

Kursanalys för Tandläkarprogrammet på KI

Kurskod 2TLO51	Kursnamn Oral Biomedicine 1	Högskolepoäng 11.5 hp
Termin (vt/ht-år) HT25	Tidsperiod för kursens genomförande 2025-09-22 to 2025-11-12	
Kursansvarig institution (om annan än Institutionen för odontologi) Dept of Laboratory Medicine (Division of Clinical Chemistry)		
Kursansvarig lärare Victoria Menéndez Benito		Examinator (om annan än kursansvarig) Staffan Wallin
Ev. momentansvariga lärare Ronaldo Lira Júnior (Moment 1)		Svarsfrekvens obligatorisk kursvärdering 37%
Antal registrerade studenter 138 (20 of which are re-registered students)		Andel godkända studenter vid kursens slutdatum 32 (total 44 after Moment 1 first repeat)
Metoder för studentinflytande (utöver avslutande obligatorisk kursvärdering) Kursråd and regular and open communication with the course organisers and teachers during seminars and via email.		

1. Genomförda förändringar/uppföljning av aktivitetsplan från föregående kurstillfälle
Below, we provide an overview of the changes implemented in the course. The table below summarizes the key activities, responsible persons, timelines, and current status of the changes made to the course. VMB = Victoria Menendez Benito; SW= Staffan Wallin; RLJ = Ronaldo Lira Junior

Aktivitet	Ansvarig	Tidsplan	Status
1 New course examiner	SW	Before course start	Completed
2 Removed one seminar (M2) to reduce the course schedule's tightness.	VM & SW	Before course start	Completed
3 Adjusted the spacing of lectures and seminars in M2, to dedicate more time to metabolism and regulation	VMB & SW	Before course start	Completed
4 Added live lectures with active learning activities (M1 & M2) 2	RLJ & VM	During the course	Completed
5 Reduce the length of the exam for Moment 2 to ensure it can be completed in 4 hours	VM & SW	Before course start	Completed
6 Introduce an exercise in lectures and seminars for students to identify mistakes and strengths in exam answers	VM & SW	Before course start	Completed

Återrapport gällande fokusområden i kursuppdraget

Om några förändringar har gjorts inför kurstillfället avseende kursens utformning och/eller innehåll inom ett eller flera av nedanstående områden, så beskrivs det här.



- *KI-portfolio*

1. Course Examiner:

New Examiner: Staffan Wallin, who had been active in the course for several years

- *Digitala lärandeaktiviteter och examinationer*

As in previous years, we applied a flipped learning approach, using recorded lectures as preparatory material for seminars. This year, we introduced more live lectures while keeping all video lectures as supportive resources and recommending students to review them before the seminars.

We kept the seminars voluntary, but to encourage active participation, we awarded bonus points on the multiple-choice questions (MCQs) to students who engaged actively. We also maintained the Team-Based Learning (TBL) format, starting with MCQs and ending with group-based problem-solving exercises.

We continued to deliver examinations for Modules 1 and 2 through Inspira. For Module 2, we reduced the number of sub-questions in the text-based section to shorten writing time. The examination for Module 3 remained as a mandatory quiz in Canvas, introduced last year.

- *Formativ bedömning*

As in previous years, we integrated formative assessment into the seminars, with questions that mirror the exam questions. This allows the students to practice and receive feedback in a low-stakes environment. We also kept the TBL structure, where the students can test their own knowledge and learn from each other.

We removed the requirement for students to present their answers on the whiteboard. This change aimed to reduce performance pressure and create a more psychologically safe environment, while still enabling group discussion and teacher feedback during the sessions.

- *Hållbar utveckling*

We maintained the same sustainability practices as in previous years. In the laboratory, we continued to encourage students reuse and recycle materials whenever possible and to share reagents to minimize waste, while ensuring that all safety procedures were strictly followed.

However, we did not implement the planned digital version of the TBL activities, so paper use remained high during seminars. This continues to be an area for improvement in future course iterations.

- *Internationalisering*

In the embryology module, students continued to work with evidence-based information from a global perspective. Specifically, they analyzed the incidence of various embryological disorders in different countries and discussed differences in incidence rates.

- *Interprofessionellt lärande*

NA

- *Etik/lika villkor*

NA

- *Professionellt förhållningssätt och livslångt lärande*

We continued to integrate reflection exercises into the course, encouraging students to connect their learning to their future profession and recognize the importance of lifelong learning. These activities remained part of the final seminars in Modules 1 and 2, with individual reflections followed by group discussion.

2. Kursens genomförande och resultat

Kortfattad sammanfattning av studenternas svar i kursvärderingen/-enkäten

A total of 52 students responded to the course evaluation (response rate: 37%). Students generally appreciated opportunities for active learning, with a mean score of 4.3 for this aspect. They also reported feeling included and respected during the course (mean score: 4.8). However, overall satisfaction with the course was moderate, with a mean score of 3.5.

In free-text responses, students highlighted several challenges:

Difficulty learning from recorded lectures, which were perceived as poorly structured and time-consuming.

High workload and compressed schedule, particularly in Module 1.

Lack of clarity regarding expectations for exam answers and insufficient feedback.

Desire for more live lectures and clearer seminar structure in Moment 1, as well as more consistent facilitation across teachers.

Positive comments included appreciation for certain teachers, the laboratory session, and the TBL seminar format when well implemented

Kursansvarigs egna reflektioner om styrkor och svagheter

Strengths

Seminars and TBL Format: Seminars remain a key strength of the course. The TBL structure continues to support active learning and collaborative problem-solving.

Positive Elements in Moment 3: The changes introduced previously in Moment 3 have worked well and will be maintained.

Challenges



Online Lectures: Student feedback consistently highlights dissatisfaction with recorded lectures, citing poor structure and high time demands. While resource constraints make full re-recording difficult, we recognize the need to improve the learning experience.

Clarity and Feedback: Students continue to request clearer expectations and more guidance on exam answers.

Workload and Schedule: The compressed timeline and heavy content load remain significant stress factors.

Planned Actions for Next Year

Introduce More Live Lectures: We will add a few interactive live sessions and reduce reliance on recorded videos. Existing videos will remain as optional supportive material.

Streamline Learning Outcomes: We will review and prioritize learning objectives to reduce unnecessary complexity and improve focus.

Enhance Seminar Design: Each seminar will include practice exam questions and a dedicated Q&A segment to reinforce understanding.

Improve Communication Channels: Canvas discussion forums will be restricted to content-related questions to ensure clarity.

Maintain Flipped Learning Principles: Despite challenges, we believe the flipped classroom model offers significant benefits for active learning and will continue to refine its implementation.

3. Förslag till förbättringsarbete och kursutveckling

Aktivitet	Ansvarig	Tidsplan
1 Rebalance live vs. recorded lectures: Introduce more interactive live sessions with polls and discussions; keep recorded videos as optional support together with the course book. and provide clear guidance on how to use them effectively.	RLJ and VM	Before the next course starts
2 Streamline learning outcomes and improve transparency: Publish a "Learning Roadmap" for each module, highlighting essential vs. optional content and showing how activities connect to exam objectives	RLJ, VMB, and SW	Before the next course starts
3 Enhance seminars for exam preparation: Ensure every seminar includes practice exam questions and provide structured feedback on common mistakes and strong answer criteria.	VMB and RLJ	During the course



4	Add dedicated Q&A opportunities: Include short Q&A segments in seminars for Moment 1 & 2 and offer one optional Zoom drop-in for clarifications.	VMB and RLJ	During the course
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