



Kursanalys för Tandläkarprogrammet på KI Kurser som ges/startar 2021

Kurskod 2TL051	Kursnamn Oral Biomedicine 1	Högskolepoäng 11,5
Termin (vt/ht-år) HT20	Tidsperiod för kursens genomförande 2020-09-21 to 2020-11-11	
Kursansvarig institution (om annan än Institutionen för odontologi) Department of Laboratory Medicine		
Kursansvarig Maura Heverin	Examinator (om annan än kursansvarig) Anna-Klara Rundlöf	
Momentansvariga lärare Moment 1 Rachael Sugars, Moment 2 Maura Heverin, Moment 3 Jenny Flygare	Svarsfrekvens obligatorisk kursvärdering 50% (61 of 120 students)	
Antal registrerade studenter 135 of which 15 had registered on the course HT19	Andel godkända studenter vid kursens slutdatum 55 passed at course end, Total 88 pass after the first repeat exams	
Metoder för studentinflytande (utöver avslutande obligatorisk kursvärdering) Kursråd during the course, online meeting with student representatives		

Kortfattad sammanfattning av genomförda förändringar sedan föregående kurstillfälle

Reduced the number of seminars.
Provided more inhouse produced recorded lectures.
Removed separate transcript files to recorded lectures.
Added subtitles to most recorded lectures.
Created discussion forums on Canvas to increase student/teacher interaction online.
New course book for Moment 2.
New exam format so Moment 2 was examined on a separate date from the Moment 1 and 3 exam.
New format to course timetable so that exams took place directly after corresponding moment.
Changes due to Covid: Seminars were online instead of on campus. Laboratory practicals were replace with online seminars.

Kursens genomförande och resultat

Kortfattad sammanfattning av studenternas svar i kursvärderingen/-enkäten

The course survey has 11 standard questions which were also posed to the students who took the course HT19. The scores greatly increases on 9 of 11 questions, with the score unchanged on 2 questions. The indicates that the changes in the course have had a positive effective. In general, the students this year are happier with the course, despite it being all online.



The suggestions from the students for improving the course were varied. Some students felt that the course merited more time. They commented on the quality of the recorded lectures which could be improved. Feedback on the seminars very mixed. While some students thought they were very beneficial, other students did not think they should be compulsory. For zoom seminars, some students wanted an answer sheet. Another suggestion was to group students in breakout rooms according to their study groups instead of random.

As regards the course's strong points, students mentioned many aspects. They mentioned that the course was well organised, they felt informed, the course book and other course material was satisfactory and they appreciated that they had access online to all previous exams.

Kursansvarigs egna reflektioner om styrkor och svagheter

The course was run for the first time HT19. From that experience and the students' feedback the course structure and exam changed. From the feedback from the HT20 students and the increased number of students who passed the course on the first occasion and first repeat in HT20, it appears that these changes have had a positive effect.

While there are students who would prefer the course to be in Swedish, of the 61 students who responded on the course survey only 14 felt it hindered their learning.

The production of online teaching material is a competence that we as teachers can improve. With more training and experience this will lead to higher quality material.

Återrapportera kursuppdraget.

Specifika områden för 2021:

- Utveckla digitala lärandeaktiviteter och examinationer
Higher quality recorded lectures with subtitles. Evaluate the use of Labster for use in digital laboratory practicals. Improve the format of online seminars. Already the written exams are run using the digital software Inspira. Evaluate the use of Padlet as a teaching tool.
- Utveckla och implementera lärandemål, lärandeaktiviteter och examinationer som svarar mot mål om hållbar utveckling
 - **This is a challenge to incorporate into the ILOs of the course. However, from an environmental viewpoint the concept of distance learning is energy efficient. There is a reduced need for students to travel, heating and electricity is spared by not using lecture halls and labs. In laboratory practicals single use material is often used. Chemicals are also used and waste needs to be disposed of in the correct manner. If Labster proves to fulfill the ILOs of the laboratory practicals in this course, this would reduce the carbon footprint of the course. As the exams are already run in Inspira, the consumption of paper has greatly been reduced.**
 - Utveckla och implementera lärandemål, lärandeaktiviteter och examinationer som svarar mot mål om professionellt förhållningsätt och livslångt lärande
By using the concept of flipped classroom, the students are forced to take responsibility for their own learning. From the score on the course survey on own responsibility for learning (score average 4.5)



this appears to be working. In moment 3 the students must collaborate with their group members and gather reliable scientific information on a disease not found in the course book. In this group work and in seminars (either on campus or on Zoom), the students are assigned randomly, they do not get to choose who they work with. This can be challenging but is good preparation to develop team skill important for the workplace.

- Planera för och implementera formativa examinationer

As part of Moment 3, in addition to the exam in Inspira, the students also have a oral presentation where they are individually assessed. In the seminars, active participation is required and the students get feedback when they present their answers. The use of online quizzes in Canvas will be evaluated.

Kursansvarigs förslag till förändringar

Aktivitetsplan för kursutveckling			
Utvecklingsområde: Utveckla digitala lärandeaktiviteter och examinationer			
Aktivitet(er)		Ansvarig	Tidsplan
1	Improve online recorded lectures	Lecturers	Ready for moment start HT21
2	Evaluate Labster to replace laboratory practicals	Maura Heverin, Anna-Klara Rundlöf, Staffan Wallin	Ready for moment start HT21
3	Evaluate Padlet as a learning tool	Momentansvariga	Ready for course start HT21
Utvecklingsområde: Utveckla och implementera lärandemål, lärandeaktiviteter och examinationer som svarar mot mål om hållbar utveckling			
Aktivitet(er)		Ansvarig	Tidsplan
1	Evaluate Labster to replace laboratory practicals	Maura Heverin, Anna-Klara Rundlöf, Staffan Wallin	Ready for moment start HT21
2			
3			
Utvecklingsområde: Planera för och implementera formativa examinationer			
Aktivitet(er)		Ansvarig	Tidsplan
1	Evaluate the use of online quizzes as a form of formative assessment	Momentsansvariga and course examiner	2021-2022
2			
3			
Utvecklingsområde:			
Aktivitet(er)		Ansvarig	Tidsplan
1			
2			
3			