



CHALMERS

Course board meeting: Minutes

<i>Course name:</i>	Ethics in Biotechnology	<i>Academic year:</i>	2026-2027
<i>Course code:</i>	BBT012	<i>Program owning the course:</i>	Biotechnology, MSc programme (MPBIO)
<i>Study period (start):</i>	SP1	<i>Department instructing the course:</i>	Life Sciences
<i>Study period (end):</i>	SP1	<i>Date:</i>	2026-02-25

Fill in all the fields above. Select study periods, academic year, programme, department, and date from the respective drop-down menu.

Meeting participants: Carl Johan Franzén (Examiner) Karl de Fine Licht (teacher), Irma Vonasek (student) Alexandra Stubelius (MPA)

Keeper of the minutes: Alexandra Stubelius

Summary

A total of 34.55% of enrolled students completed the course evaluation survey.

The overall impression of the course was positive and the course is generally liked well.

The course combines multiple learning formats aligned with a formative assessment approach, including quizzes, two mandatory assignments and mandatory seminars, as well as a written exam. The majority of critique concerned the exam.

Many students expected the course to focus on classical ethical dilemmas, but the course also included broader perspectives on engineering and professional ethics.

Prerequisites and learning outcomes

Students agreed that they had adequate prior knowledge.

They also agreed that the exam aligned well with the stated learning outcomes.

Learning, examination, and course administration

The lecture structure and overall teaching approach were reported to work well.

The literature load was perceived as heavy by several respondents, and students suggested they needed more guidance on how to approach the readings.

Students commented on the use of AI-generated exam questions, noting that some were difficult to interpret. Several questions were too open-ended, making it challenging for students to know what

was expected. Students requested greater precision in the formulation of learning goals and exam questions.

An open-book exam may be a preferable alternative to the current exam format, which replaced an earlier home-exam version.

Work climate

Students reported a high level of inclusivity, especially by the foreign students who were integrated well in the different projects.

The literature workload was consistently noted as high.

To keep for next course round

The students think that everything should be kept.

Rotating and mixing student groups worked well and promoted inclusivity.

Suggested changes

Provide structured guidance on how to approach the literature. As this is the first course at the master's level, some students felt unprepared for the expectations.

External collaboration