



CHALMERS

Course board meeting: Minutes

<i>Course name:</i>	Biochemistry and molecular biology	<i>Programme owning the course:</i>	Biotechnology, Master's programme
<i>Course code:</i>	KBB032	<i>Programme code:</i>	MPBIO
<i>Academic year:</i>	2022-2023	<i>Department instructing the course:</i>	Biology and Biological Engineering
<i>Study period (start):</i>	SP1	<i>The program's Director of Studies/Education officer:</i>	Eva Albers
<i>Study period (end):</i>	SP1	<i>Date:</i>	2022-11-30

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

Meeting participants: Michaela Wenzel - Examiner,
Eva Albers, Director of studies,
Evgeniya Pavlova - Teacher assistant,
Yilva Vera Öberg - Student,
Linnea Johansson - Student,
Elin Allgen – Student,
Bahareh Rezaei Arjomand – Student

Keeper of the minutes: Bahareh Rezaei Arjomand

A joint meeting has been held for the following courses: {

Summary

For the Michaela as the examiner, it was her first year being the only examiner for this course and she believed that it was a good experience since she got good results on the course survey. Also the students' exam results were showing the good impression of the course. From 12 students taking the exam, 6 of them got grade 5, 5 of them got

grade 4 and there was only student who failed because he had some problems in participating the course. The response rate of the course survey was 92.31% and the average of overall impression on it was 4.08 out of 5 which is a satisfactory number.

In general, students were satisfied with the course structure and activities in the lectures such as reviewing the home work and old exam questions, and the useful links for videos and articles provided by the teacher before every session to get an overview of the lecture content and better understanding.

Laboratories had interesting topics but the time schedule of them did not match the course structure, making it hard to have a chance to learn the topics before doing experiments for those with no background in biology.

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Summarize the meeting discussions and the general impression of the course and students' learning in this section. If the grade distribution of the course is available, please note it here. If the response rate of the course survey stands out it could be helpful for the interpretation of the minutes to note it in this section. If the average of the question on students' overall impression of the course is 3.0 or below, an action plan needs to be written for the course – if so, it should be mentioned here.

TIP: If you do not write anything in one of the sections you can hide it by clicking on the grey arrow which appears when you hover the mouse pointer just above the heading. |

### *Prerequisites and learning outcomes*

| Some student had not enough background in the biology which could be as a prerequisite in the syllabus page of the course. The content of the course was too much and it made it a little hard to continue with the same speed of the lectures unless for those who have some background in biology. However, the discussion on homework question at the beginning of the lecture was a good way to keep the track of the course.

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Please write what you discuss concerning course prerequisites and learning outcomes in this section. |

Learning, examination, and course administration

| Provided book, video links and home works by teacher helped students to study and practice during the course. Lecture slides were not containing enough text which teacher added more text after discussing this point in the midterm meeting with student representatives.

Due to some errors of some laboratory materials, it was hard to discuss the results in the reports while the students could not get pleasing results from the experiments. Also because of the lack of time in the laboratory sessions, teacher assistant was not able to discuss the results after finishing the experiments.

Although there were a lot of questions on the exam, they were arranged in different difficulty levels and different subjects which helped all students to answer at least some parts of them and show what they have learnt from the course and get some points from all the questions.

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Please summarize the discussions concerning pedagogical structure, teaching, literature, examination, and course administration in this section. If teachers, teaching assistants or other persons involved in the course are mentioned

especially favorably in the survey or during the meeting, please mention it in this section as it can be of importance when compiling a pedagogical portfolio. |

### *Work climate*

| Course content was a little too much but the provided materials (video and homework) was helpful in keeping the track of the course. More students were participating in the home work discussion at the beginning of each sessions by the end of the course.

Home works were in different difficulty levels to challenge all students from different backgrounds, while the simple questions might seem easy for biotech students and hard exercises were designed for them.

Some students with good background in biology were more ready for laboratories and some of them wanted to get high grades while it was not fair to be in a group in which their groupmates were not participating enough for laboratory activities and writing reports.

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In this field you write about the work climate in the course (workload, cooperation between students, contact between students and teachers, equality, diversity, and inclusion etc.). |

To keep for next course round

| The study materials provided by the teacher (video links, articles, home works and old exam questions) should be kept for next years. The students were allowed to bring 2 pages of cheat sheet to the exam which should be kept for next years. Preparatory materials provided before each session could be useful for other courses.

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Parts of the course which have worked particularly well for the students' learning should be high-lighted here. Please mention if something in this course can serve as best practice for other courses. |

### *Suggested changes*

- | An update for syllabus page in terms of prerequisite for biology seems to be needed.
- Introducing some basic biology books and providing some terminology slides at the beginning of the course for students with no background in biology.
- A reduction in course content might be needed.
- A review about the laboratory credits and grading system could be done.
- Rewriting of the Laboratory manual is better to be done.
- A full day lab slot could be considered to decrease the stress level for both student and teacher assistant and give them enough time to discuss the results.
- Providing small quizzes before starting laboratory session to be sure if the students have read the lab manual before attending the session and are ready to do experiments.

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Suggestions for changes in the course should be listed here, preferably in a bullet point list. Please be as specific as possible so that the suggested changes are easy to understand also for someone who was not involved in the course. |

Other matters

[Other notes.]