

# PUBLICERAD KURSANALYS



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Kursanalys har genomförts och publicerats av kursansvarig lärare.

Universitetets utvärderingsverktyg ägs innehållsligt av Universitetspedagogiska enheten och förvaltas av Systemgruppen för utbildningsadministration.

*Organisk kemi, 7.5 hp (KEGA02)*

*Kursansvarig: Patricia Saenz Mendez*

Grunddata från Ladok

Kurskod: KEGA02

Anmälningsskod: 38630

Termin: HT-21

Startvecka: 202145

Slutvecka: 202202

Studietakt: 50%

Studieform: Campus

Kursdata

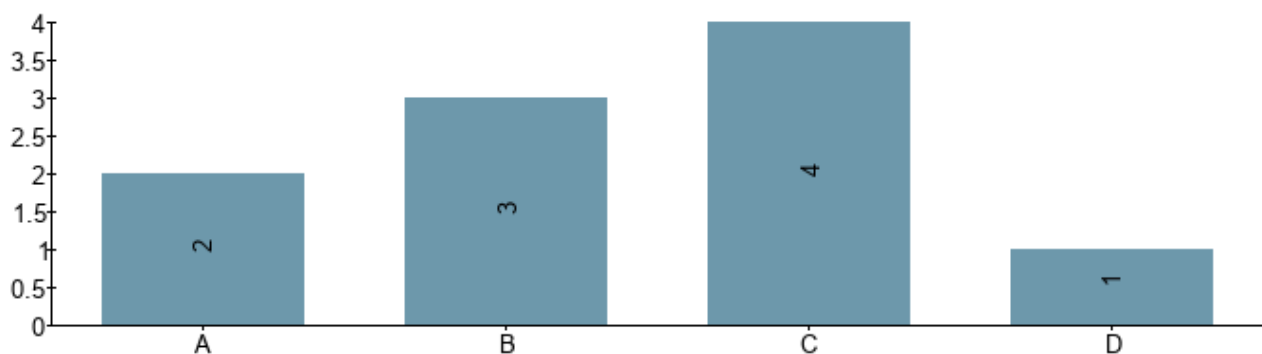
Antal besvarade kursvärderingsenkäter: 10

Antal förstagångsregistrerade på kurs<sup>[1]</sup>: 30

## **Förändringar som föreslogs vid föregående kurstillfälles kursanalys:**

The laboratory course was better linked to the theory module, as suggested in the previous analysis.

1. Kursens upplägg har varit ett stöd för att nå det som uttrycks i kursens lärandemål.



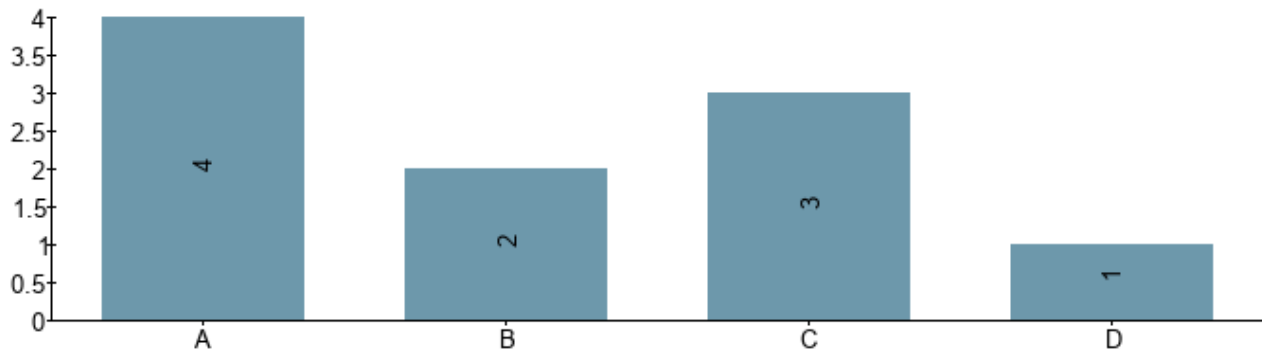
A) I mycket hög utsträckning

B) I hög utsträckning

C) I viss utsträckning

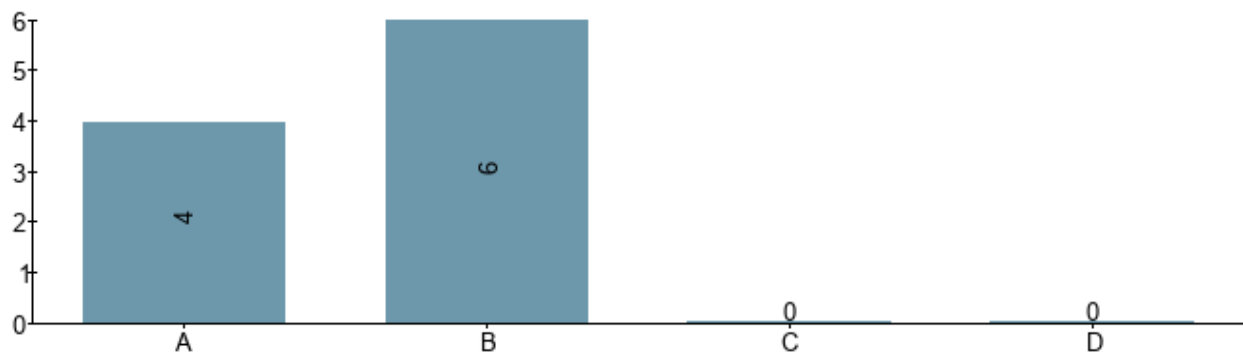
D) I endast ringa utsträckning/inte alls

2. Jag har under kursens examinerande moment haft möjlighet att visa att jag lärt mig det som uttrycks i kursens lärandemål.



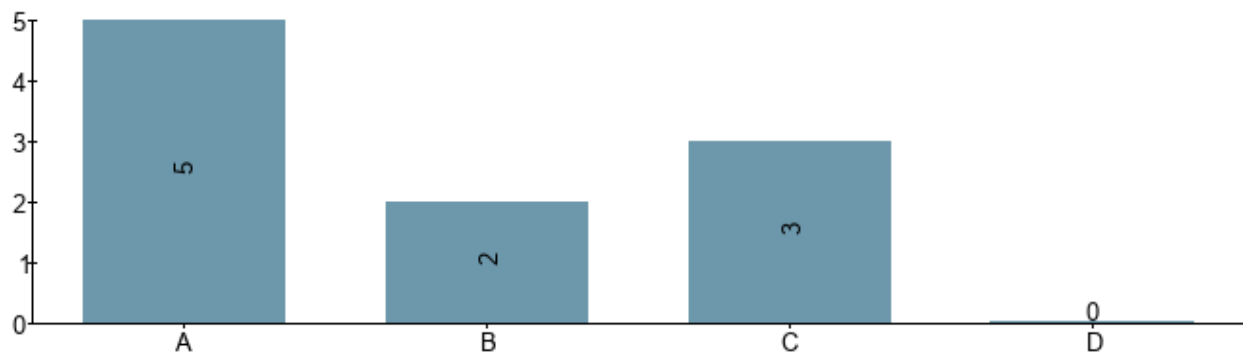
- A) I mycket hög utsträckning
- B) I hög utsträckning
- C) I viss utsträckning
- D) I endast ringa utsträckning/inte alls

3. Jag har under kursens gång i genomsnitt lagt ner följande antal timmar på kursarbete per vecka (innefattar både schemalagd undervisning och självstudier):



- A) 40 timmar eller mer (20 timmar eller mer vid halvfart, 10 timmar eller mer vid kvartsfart etc.)
- B) Mellan 30 och 39 timmar (eller mellan 15 och 19 vid halvfart, mellan 8 och 10 vid kvartsfart etc.)
- C) Mellan 20 och 29 timmar (eller mellan 10 och 14 vid halvfart, mellan 5 och 7 vid kvartsfart etc.)
- D) Mindre än 20 timmar (eller mindre än 10 vid halvfart, mindre än 5 vid kvartsfart etc.)

4. Jag har under kursens gång upplevt bemötandet från kursens lärare och övrig personal som professionellt.



- A) I mycket hög utsträckning
- B) I hög utsträckning
- C) I viss utsträckning
- D) I endast ringa utsträckning/inte alls

**Analys baserad på kursvärdering, inklusive de fritextsvar som lämnats. Har ytterligare underlag inhämtats på ett annat sätt analyseras även detta här. Om kursen samläses mellan olika program bör eventuella effekter av detta kommenteras.**

The major differences with the previous iteration of the course were the following: (1) live campus lectures, (1) more laboratory time (lower restrictions due to corona compares with the previous year), (3) campus exam. 10 out of 30 campus students answered the assessment, which makes it quite hard the analysis and it is somehow risky.

However, looking at the analysis, the major part of the students experienced that the structure of the course helped them to achieve the learning outcomes (half to a large extent, some at least to a certain extent, and only one answered to a lower or none extent).

Regarding the examination, the same type of analysis, the majority agree that the examination time they could demonstrate that they have learned (most to a high extent, some to some extent, only one lower/none extent).

We believe that organic chemistry has a hard learning curve and requires spending full time on it.

Overall comments were good, except for the pace of the course, where some students felt a bit overwhelmed (see below). Only one student was dissatisfied with the course in general. One commented about including the solutions for previous exams. This was already done after students commented that to us and solutions to some old exams are available in Canvas.

A comment that brings attention is the pace of the course. The planning is hard to change due to time restrictions (2 or 3 days per week as they have another course running at the same time), and we have 3 weeks that are used exclusively for the lab. Some students comment that the content is too extended and they do not have the time to cope with everything.

Seminars are not mandatory though but are meant to be a place for discussion and covering exam-type exercises.

#### **Förslag till förändringar inför nästa kurstillfälle.**

Without changing the syllabus, it is possible to shrink the content of the course. However, this will impact the knowledge the students will acquire. I agree that the course is demanding, and definitely requires that the students spend the required time on it (meaning full time).

Next time, the content will be reduced to some extent, perhaps covering less content during lectures. Perhaps it is possible to cover extra content through assignments (the students can read the content from the book). Those assignments (not mandatory nature) can be used to gain points that can be added to the final exam (e.g. 10 points out of 100). The deadlines can be set at the end, so the students have the entire course to study, process, and upload the answer. This reduces the content of lectures, giving more space for questions and discussions, while not suppressing some parts. It is important to highlight that those extra parts will not be asked in the exam, just covered in the extra assignments.

Lectures will be focused on the essential parts (this also focuses on a comment saying that it is good to tell them what is more important to focus on, as the content is quite broad) and extra parts can be studied at their own pace.

Thus, the structure will remain similar, with seminars (covering exercises), lectures (covering essential parts), one assignment (with some parts/questions) that can be used to gain points for the exam, covering extra-content. As the content during lectures will be reduced, the last half-hour of the lecture time can be used to review/answer questions.

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#### **1. Antal ffg-registrerade på kurs:**

Förstagångsregistrering = den studerande registrerar sig för första gången på en kurs.