

# Course evaluation report – CEQ, KIM015

## Basic facts

Course name	<b>Immunotechnology</b>		
Course code	KIM015		
ECTS credits	7.5 hp	<b>Study hours according the curricula</b>	
Year	201011	Lectures	34 h
Study period the course was finished	VT_LP2	Group work	18 h
Programme	all	Laboratories	45 h
Registrated students	38	Time with supervisor	0 h
Number answers and response rate	17 / 45 %	Self study time	105 h
Number answers from males	6		
Number answers from females	8		

*Since less than 20 students have answered the questionnaire no statistical significance tests have been made.*

## Summary of questionnaires

*The CEQ–score span between –100 och +100, there –100 means that "I fully disagree to the statement" and +100 "I fully agree to the statement".*

### Presence at teaching

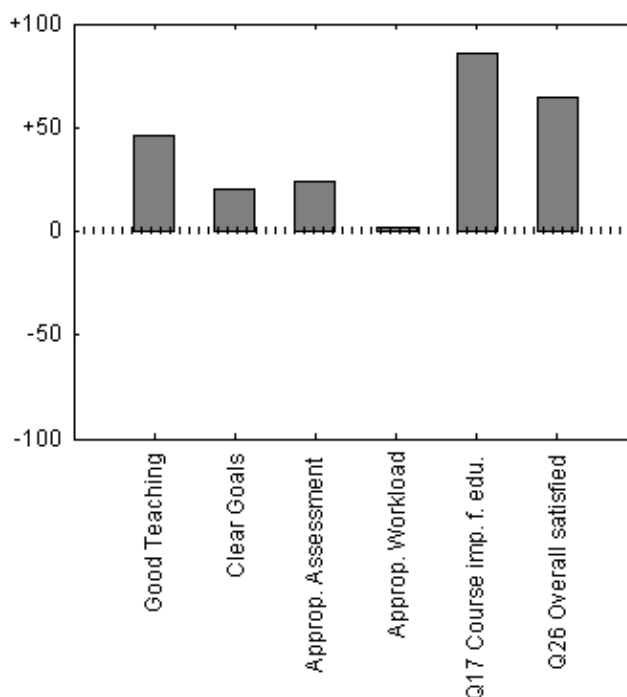
Part of teaching	Number	Share
0 %	0	0 %
20 %	0	0 %
40 %	0	0 %
60 %	0	0 %
80 %	4	24 %
100 %	13	76 %

### CEQ–scales & special questions

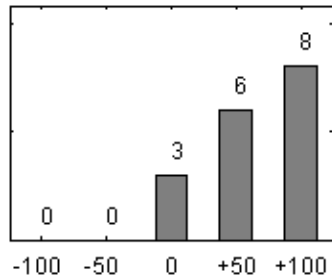
Scale	CEQ–score	StdDev
Good Teaching	+46	39
Clear Goals and Standards	+21	47
Appropriate Assessment	+24	39
Appropriate Workload	+2	34
Generic Skills	+35	40

#### Special questions

The course seems important for my edu.	+85	29
Overall, I am satisfied with this course	+65	39



**Distribution of the answers from question 26: "Overall, I am satisfied with this course"**



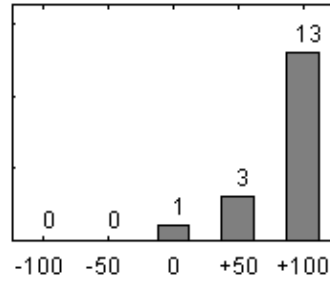
CEQ-score mark Number Share

Dissatisfied (<0)	0	0 %
Neutral (0)	3	18 %
Satisfied (>0)	14	82 %
No answer	0	0 %

Mean of CEQ-score +65  
Standard deviation (StdDev) 39

Males +83  
Females +63

**Distribution of the answers from question 17: "The course seems important for my education"**



CEQ-score mark Number Share

-100	0	0 %
-50	0	0 %
+0	1	6 %
+50	3	18 %
+100	13	76 %

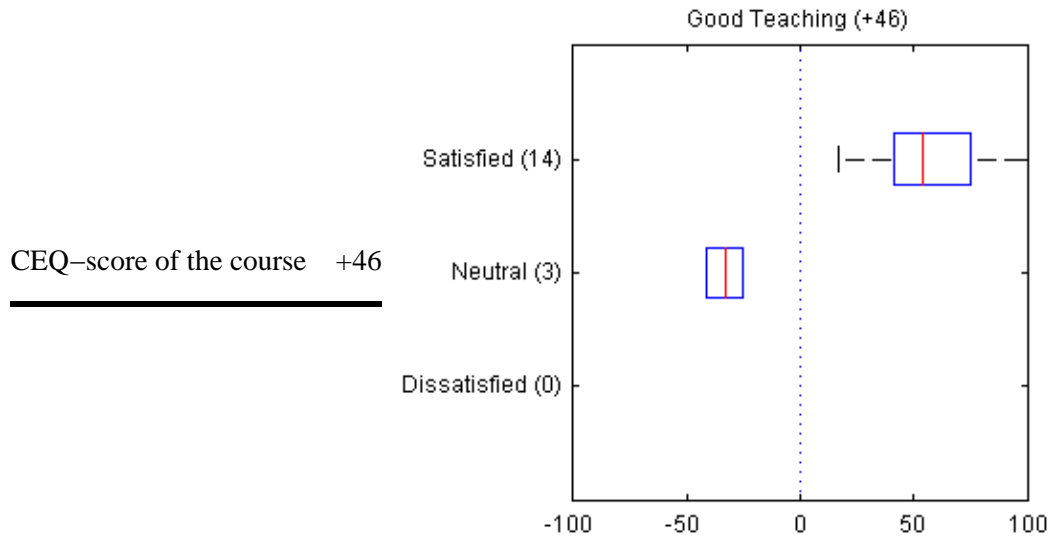
Mean of CEQ-score +85  
Standard deviation (StdDev) 29

Males +100  
Females +69

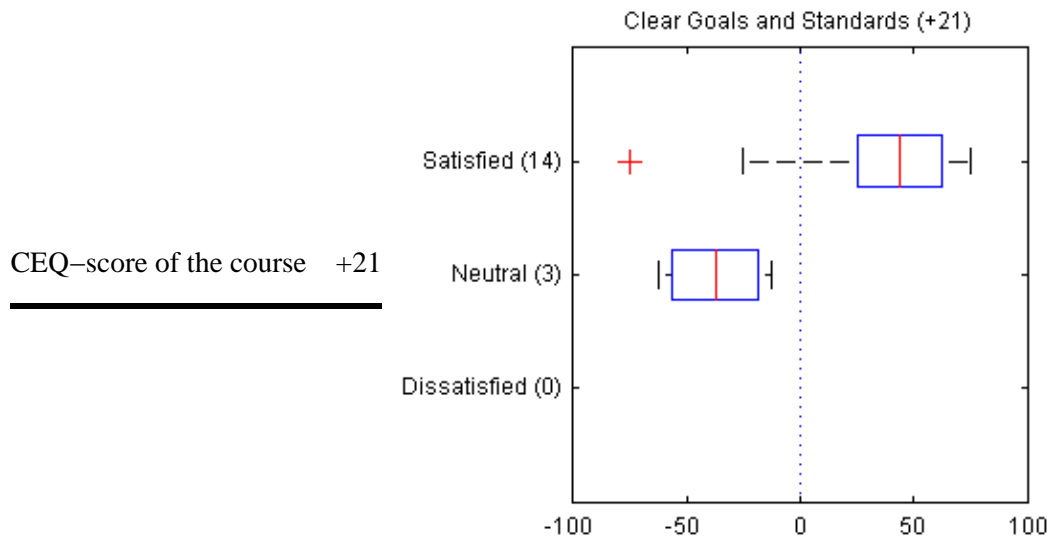
## Summary scales divided on satisfaction

*Statistical examination has not been done due to at least two groups consist of less than five students*

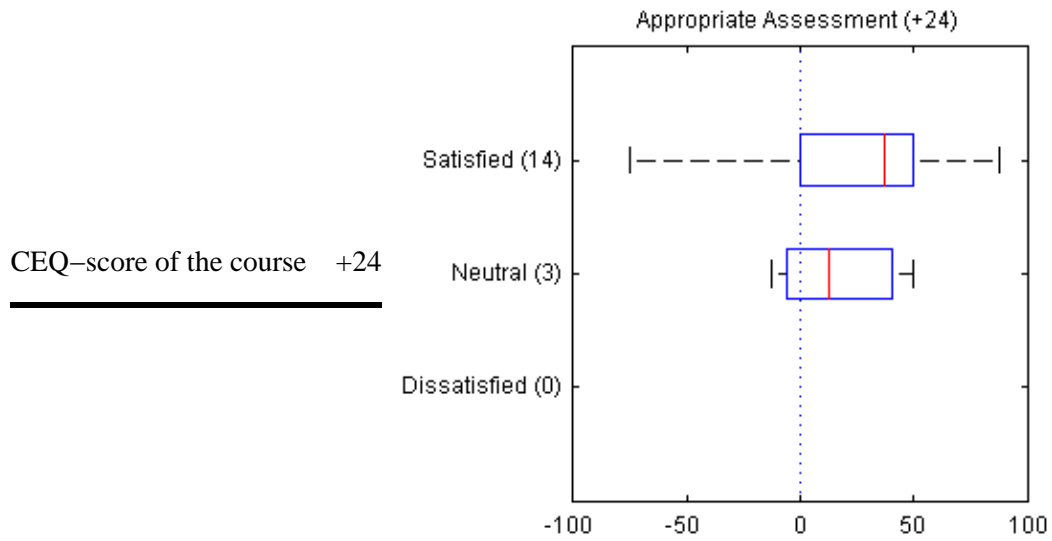
**Good Teaching**



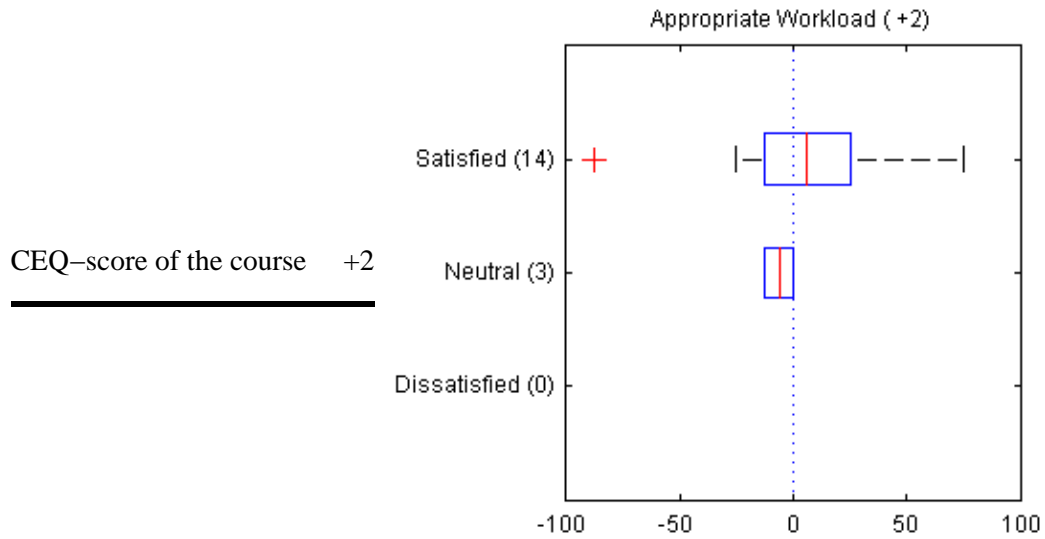
**Clear Goals and Standards**



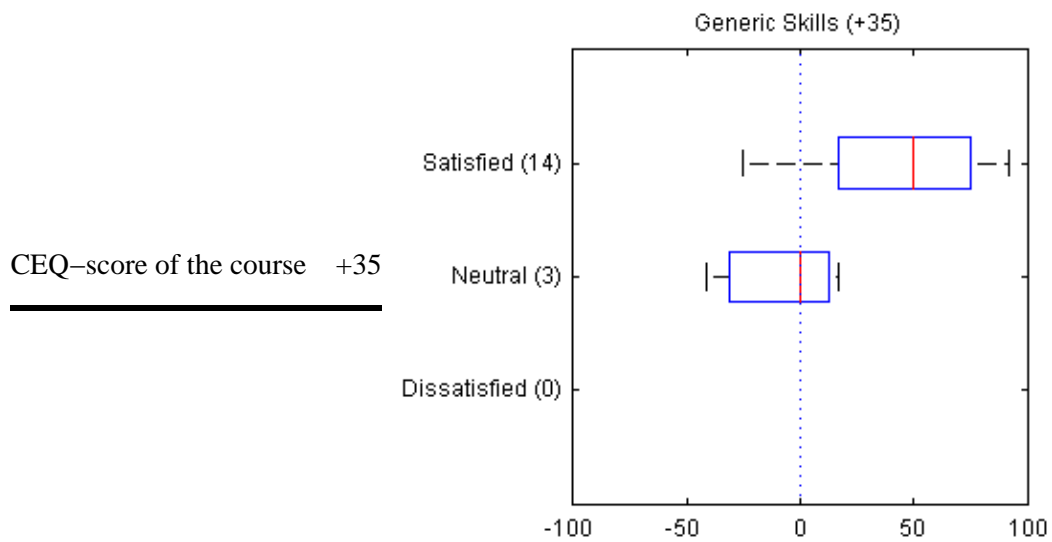
**Appropriate Assessment**



### Appropriate Workload



### Generic Skills



## Answers to each question

*The questions in bold are reverse positive.*

*Statistical examination between dissatisfied and satisfied has not been done due to at least one of the groups consist of less than five students*

## Good Teaching (+46)

Question	CEQ-score	Histogram												
3. The teaching has motivated me to do my best	+62	<table border="1"> <caption>Data for Histogram 3</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>-100</td><td>0</td></tr> <tr><td>-50</td><td>0</td></tr> <tr><td>0</td><td>3</td></tr> <tr><td>+50</td><td>7</td></tr> <tr><td>+100</td><td>7</td></tr> </tbody> </table>	Score	Frequency	-100	0	-50	0	0	3	+50	7	+100	7
Score	Frequency													
-100	0													
-50	0													
0	3													
+50	7													
+100	7													
7. During the course I have received many valuable comments on my achievements	+26	<table border="1"> <caption>Data for Histogram 7</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>-100</td><td>1</td></tr> <tr><td>-50</td><td>1</td></tr> <tr><td>0</td><td>5</td></tr> <tr><td>+50</td><td>8</td></tr> <tr><td>+100</td><td>2</td></tr> </tbody> </table>	Score	Frequency	-100	1	-50	1	0	5	+50	8	+100	2
Score	Frequency													
-100	1													
-50	1													
0	5													
+50	8													
+100	2													
15. The teachers made a real effort to understand the problems and difficulties one might be having in this course	+44	<table border="1"> <caption>Data for Histogram 15</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>-100</td><td>1</td></tr> <tr><td>-50</td><td>0</td></tr> <tr><td>0</td><td>4</td></tr> <tr><td>+50</td><td>7</td></tr> <tr><td>+100</td><td>5</td></tr> </tbody> </table>	Score	Frequency	-100	1	-50	0	0	4	+50	7	+100	5
Score	Frequency													
-100	1													
-50	0													
0	4													
+50	7													
+100	5													
18. The teaching staff normally gave me helpful feedback on the progress of my work	+6	<table border="1"> <caption>Data for Histogram 18</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>-100</td><td>2</td></tr> <tr><td>-50</td><td>2</td></tr> <tr><td>0</td><td>6</td></tr> <tr><td>+50</td><td>4</td></tr> <tr><td>+100</td><td>2</td></tr> </tbody> </table>	Score	Frequency	-100	2	-50	2	0	6	+50	4	+100	2
Score	Frequency													
-100	2													
-50	2													
0	6													
+50	4													
+100	2													
19. My lecturers were extremely good at explaining things	+53	<table border="1"> <caption>Data for Histogram 19</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>-100</td><td>0</td></tr> <tr><td>-50</td><td>2</td></tr> <tr><td>0</td><td>1</td></tr> <tr><td>+50</td><td>8</td></tr> <tr><td>+100</td><td>6</td></tr> </tbody> </table>	Score	Frequency	-100	0	-50	2	0	1	+50	8	+100	6
Score	Frequency													
-100	0													
-50	2													
0	1													
+50	8													
+100	6													
21. The teachers on the course worked hard to make the subject interesting	+71	<table border="1"> <caption>Data for Histogram 21</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>-100</td><td>0</td></tr> <tr><td>-50</td><td>0</td></tr> <tr><td>0</td><td>3</td></tr> <tr><td>+50</td><td>4</td></tr> <tr><td>+100</td><td>10</td></tr> </tbody> </table>	Score	Frequency	-100	0	-50	0	0	3	+50	4	+100	10
Score	Frequency													
-100	0													
-50	0													
0	3													
+50	4													
+100	10													

## Clear Goals and Standards (+21)

Question	CEQ-score	Histogram												
1. It was easy to know the standard of work expected	+29	<table border="1"> <caption>Histogram Data for Question 1</caption> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>1</td> </tr> <tr> <td>-50</td> <td>2</td> </tr> <tr> <td>0</td> <td>4</td> </tr> <tr> <td>+50</td> <td>6</td> </tr> <tr> <td>+100</td> <td>4</td> </tr> </tbody> </table>	Score	Count	-100	1	-50	2	0	4	+50	6	+100	4
Score	Count													
-100	1													
-50	2													
0	4													
+50	6													
+100	4													
6. I usually had a clear idea of where I was going and what was expected of me in this course	+18	<table border="1"> <caption>Histogram Data for Question 6</caption> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>2</td> </tr> <tr> <td>-50</td> <td>2</td> </tr> <tr> <td>0</td> <td>2</td> </tr> <tr> <td>+50</td> <td>10</td> </tr> <tr> <td>+100</td> <td>1</td> </tr> </tbody> </table>	Score	Count	-100	2	-50	2	0	2	+50	10	+100	1
Score	Count													
-100	2													
-50	2													
0	2													
+50	10													
+100	1													
13. It was often hard to discover what was expected of me in this course	-21	<table border="1"> <caption>Histogram Data for Question 13</caption> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>1</td> </tr> <tr> <td>-50</td> <td>7</td> </tr> <tr> <td>0</td> <td>7</td> </tr> <tr> <td>+50</td> <td>2</td> </tr> <tr> <td>+100</td> <td>0</td> </tr> </tbody> </table>	Score	Count	-100	1	-50	7	0	7	+50	2	+100	0
Score	Count													
-100	1													
-50	7													
0	7													
+50	2													
+100	0													
25. The teachers made it clear right from the start what they expected from the students	+15	<table border="1"> <caption>Histogram Data for Question 25</caption> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>3</td> </tr> <tr> <td>-50</td> <td>1</td> </tr> <tr> <td>0</td> <td>4</td> </tr> <tr> <td>+50</td> <td>6</td> </tr> <tr> <td>+100</td> <td>3</td> </tr> </tbody> </table>	Score	Count	-100	3	-50	1	0	4	+50	6	+100	3
Score	Count													
-100	3													
-50	1													
0	4													
+50	6													
+100	3													

## Appropriate Assessment (+24)

Question	CEQ-score	Histogram												
8. To do well in this course all you really needed was a good memory	+6	<table border="1"> <caption>Data for Histogram 8</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>-100</td><td>0</td></tr> <tr><td>-50</td><td>7</td></tr> <tr><td>0</td><td>3</td></tr> <tr><td>+50</td><td>5</td></tr> <tr><td>+100</td><td>2</td></tr> </tbody> </table>	Score	Frequency	-100	0	-50	7	0	3	+50	5	+100	2
Score	Frequency													
-100	0													
-50	7													
0	3													
+50	5													
+100	2													
12. The teachers seemed more interested in testing what I had memorised than what I had understood	-32	<table border="1"> <caption>Data for Histogram 12</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>-100</td><td>4</td></tr> <tr><td>-50</td><td>6</td></tr> <tr><td>0</td><td>4</td></tr> <tr><td>+50</td><td>3</td></tr> <tr><td>+100</td><td>0</td></tr> </tbody> </table>	Score	Frequency	-100	4	-50	6	0	4	+50	3	+100	0
Score	Frequency													
-100	4													
-50	6													
0	4													
+50	3													
+100	0													
16. The assessment methods employed in this course required an in-depth understanding of the course content	+47	<table border="1"> <caption>Data for Histogram 16</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>-100</td><td>0</td></tr> <tr><td>-50</td><td>1</td></tr> <tr><td>0</td><td>4</td></tr> <tr><td>+50</td><td>7</td></tr> <tr><td>+100</td><td>5</td></tr> </tbody> </table>	Score	Frequency	-100	0	-50	1	0	4	+50	7	+100	5
Score	Frequency													
-100	0													
-50	1													
0	4													
+50	7													
+100	5													
20. Too much of the assessment was just about facts	-21	<table border="1"> <caption>Data for Histogram 20</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>-100</td><td>2</td></tr> <tr><td>-50</td><td>7</td></tr> <tr><td>0</td><td>5</td></tr> <tr><td>+50</td><td>2</td></tr> <tr><td>+100</td><td>1</td></tr> </tbody> </table>	Score	Frequency	-100	2	-50	7	0	5	+50	2	+100	1
Score	Frequency													
-100	2													
-50	7													
0	5													
+50	2													
+100	1													

## Appropriate Workload ( +2)

Question	CEQ-score	Histogram												
<b>4. The workload has been much too heavy</b>	+6	<table border="1"> <caption>Data for Histogram 4</caption> <thead> <tr> <th>Score Bin</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>1</td> </tr> <tr> <td>-50</td> <td>2</td> </tr> <tr> <td>0</td> <td>9</td> </tr> <tr> <td>+50</td> <td>2</td> </tr> <tr> <td>+100</td> <td>2</td> </tr> </tbody> </table>	Score Bin	Frequency	-100	1	-50	2	0	9	+50	2	+100	2
Score Bin	Frequency													
-100	1													
-50	2													
0	9													
+50	2													
+100	2													
14. I was generally given enough time to understand the things I had to learn	+25	<table border="1"> <caption>Data for Histogram 14</caption> <thead> <tr> <th>Score Bin</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>0</td> </tr> <tr> <td>-50</td> <td>3</td> </tr> <tr> <td>0</td> <td>4</td> </tr> <tr> <td>+50</td> <td>7</td> </tr> <tr> <td>+100</td> <td>2</td> </tr> </tbody> </table>	Score Bin	Frequency	-100	0	-50	3	0	4	+50	7	+100	2
Score Bin	Frequency													
-100	0													
-50	3													
0	4													
+50	7													
+100	2													
22. There was a lot of pressure on me as a student in this course	+13	<table border="1"> <caption>Data for Histogram 22</caption> <thead> <tr> <th>Score Bin</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>0</td> </tr> <tr> <td>-50</td> <td>3</td> </tr> <tr> <td>0</td> <td>7</td> </tr> <tr> <td>+50</td> <td>5</td> </tr> <tr> <td>+100</td> <td>1</td> </tr> </tbody> </table>	Score Bin	Frequency	-100	0	-50	3	0	7	+50	5	+100	1
Score Bin	Frequency													
-100	0													
-50	3													
0	7													
+50	5													
+100	1													
24. The sheer volume of work in this course made it impossible to comprehend everything thoroughly	+0	<table border="1"> <caption>Data for Histogram 24</caption> <thead> <tr> <th>Score Bin</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>1</td> </tr> <tr> <td>-50</td> <td>4</td> </tr> <tr> <td>0</td> <td>6</td> </tr> <tr> <td>+50</td> <td>4</td> </tr> <tr> <td>+100</td> <td>1</td> </tr> </tbody> </table>	Score Bin	Frequency	-100	1	-50	4	0	6	+50	4	+100	1
Score Bin	Frequency													
-100	1													
-50	4													
0	6													
+50	4													
+100	1													



**Generic Skills (+35)**

Question	CEQ-score	Histogram												
2. The course has developed my problem-solving skills	+53	<table border="1"> <tr><th>Score</th><td>-100</td><td>-50</td><td>0</td><td>+50</td><td>+100</td></tr> <tr><th>Frequency</th><td>0</td><td>1</td><td>3</td><td>7</td><td>6</td></tr> </table>	Score	-100	-50	0	+50	+100	Frequency	0	1	3	7	6
Score	-100	-50	0	+50	+100									
Frequency	0	1	3	7	6									
5. The course has sharpened my analytic skills	+35	<table border="1"> <tr><th>Score</th><td>-100</td><td>-50</td><td>0</td><td>+50</td><td>+100</td></tr> <tr><th>Frequency</th><td>0</td><td>2</td><td>4</td><td>8</td><td>3</td></tr> </table>	Score	-100	-50	0	+50	+100	Frequency	0	2	4	8	3
Score	-100	-50	0	+50	+100									
Frequency	0	2	4	8	3									
9. The course helped me develop my ability to work in a group	+32	<table border="1"> <tr><th>Score</th><td>-100</td><td>-50</td><td>0</td><td>+50</td><td>+100</td></tr> <tr><th>Frequency</th><td>0</td><td>3</td><td>5</td><td>4</td><td>5</td></tr> </table>	Score	-100	-50	0	+50	+100	Frequency	0	3	5	4	5
Score	-100	-50	0	+50	+100									
Frequency	0	3	5	4	5									
10. The course has made me feel more confident about tackling new and unfamiliar problems	+38	<table border="1"> <tr><th>Score</th><td>-100</td><td>-50</td><td>0</td><td>+50</td><td>+100</td></tr> <tr><th>Frequency</th><td>0</td><td>2</td><td>3</td><td>9</td><td>3</td></tr> </table>	Score	-100	-50	0	+50	+100	Frequency	0	2	3	9	3
Score	-100	-50	0	+50	+100									
Frequency	0	2	3	9	3									
11. The course has improved my skills in written communication	+24	<table border="1"> <tr><th>Score</th><td>-100</td><td>-50</td><td>0</td><td>+50</td><td>+100</td></tr> <tr><th>Frequency</th><td>0</td><td>3</td><td>6</td><td>5</td><td>3</td></tr> </table>	Score	-100	-50	0	+50	+100	Frequency	0	3	6	5	3
Score	-100	-50	0	+50	+100									
Frequency	0	3	6	5	3									
23. The course has helped me to develop the ability to plan my work	+26	<table border="1"> <tr><th>Score</th><td>-100</td><td>-50</td><td>0</td><td>+50</td><td>+100</td></tr> <tr><th>Frequency</th><td>1</td><td>2</td><td>4</td><td>7</td><td>3</td></tr> </table>	Score	-100	-50	0	+50	+100	Frequency	1	2	4	7	3
Score	-100	-50	0	+50	+100									
Frequency	1	2	4	7	3									

## Free text answers

*The free text answers are pre-reviewed by the students' representatives.*

### What were the best aspects of the course

#### Satisfied students

ämnet

Teoridelen

It has very high techniques in this course that enhance my interesting in this field.

it is quite directed and gives good outline

Intressant innehåll

Bra intresserade föreläsare

Bra labbar

PBL var bra metod att diskutera och relatera materialet i kursen.

Intressant, angelägen för utbildningen

Laborationerna var väldigt givande och gav en inblick i vad som krävdes av en inom området. Studiebesöken var bra eftersom man på så sätt fick en återkoppling till de metoder som användes i industrin och som hade tagits upp under föreläsningarna. bra att ppt slides delades ut innan föreläsningar.

Lärarnas engagemang och vilja att vi ska förstå det som lärs ut

PBL och labbar var absolut bäst.

Väldigt intressant kurs som både tar upp teorin och tekniken inom immunteknologi. Laborationerna har varit bland de bästa under hela min utbildning och även labhandledarna. Samtliga lärare har gjort kursen mycket rolig och lyssnar på vad vi studenter har att säga.

#### Neutral students

Laborationerna

The topic itself is very important and interesting for our education. In the practicals I had the chance of trying techniques that I had only theoretical knowledge.

Thank you for the very nice handouts!

The lecturers spoke very good english. It was easy to follow the lectures.

#### Dissatisfied students

## What aspects of the course are most in need of improvement?

### Satisfied students

att föreläsarna har koll på vad de andra säger

Teknikdelen

It still has the large general background. It may have the summary for immunology part and technology part.

Det var lite konstigt att typ hela boken gick igenom första veckan. Men sedan hade vi i och för sig god tid på oss att läsa igenom allt innan tentan.

Mer litteratur för metoderna. Typ hänvisningar till bra review-artiklar eller annat skulle uppskattas.

Skulle det inte gå att dela ut slides digitalt så att ni slipper de enorma mängderna utskrift? Jag tror att många, inklusive mig själv, är vana vid att få dem digitalt utskickade och absolut inte kräver att man ska få dem utskrivna i handen vid föreläsningens början.

Kommunikationen mellan föreläsare, vissa saker som skulle behövt ha gått igenom noggrant så det knappt någonting om, medan andra saker fick vi höra lite mycket av.

Skulle underlättat om man fick ut exempel svar till en extenta eftersom detta skulle berätta för studenten på vilken nivå man skulle lägga sina svar, men eftersom detta kunde tas reda på från andra håll så gick det ändå bra.

Flummig start på kursen med flera föreläsningar som var väldigt lika, det var svårt att få överblick. En första mer tydligt övergripande föreläsning hade varit bra. Man hade också velat ha reda på mer tydligt hur detaljerade kunskaper som krävdes.

Lite mer helhetsbild som man fick på PBL:en. Typ: "En bakterie kommer in i kroppen, cell A, C och E reagerar på detta och gör detta och detta, då aktiveras T-celler som..... och bakterien dör.

Gärna mer fakta om de olika tekniska delarna, ibland räcker inte slides till och även ifall man har föreläsningar om de olika teknikerna hinner man tyvärr inte lyssna och anteckna samtidigt. En annan sak är att man har flera olika lärare där det har hänt att olika begrepp har används för samma saker vilket har lett till onödig förvirring (dock tycker jag att man ska fortsätta med att använda sig av olika föreläsare)

### Neutral students

PBL övningarna behöver förbättras. Mer riktlinjer!

1. Please give access to department entrances (to lecture hall or lab area) to LTH students during the period when the course is running. Define a time period in hours (e.g lectures and labs hours) and in time (e.g. from xth March to yth of May) when we can enter there. It was trully annoying to have to wait and wait until someone realises that we are waiting outside!

2. Give more clear instructions to what is aimed to be written in the lab reports.

3. PBL sessions were a good idea in theory but not very good in practics.

4. Be a bit more open to international students. What's the point of offering the course in english with international students if later the swedes and internationals will be set apart?

(I'm not disregarding that we are in Sweden and that swedish students should be able to choose to learn in

their mothertongue. But put yourselves in our shoes...)

You could always stop offering the course in english or make two different courses one for english speaking students and other for swedish.

**Dissatisfied students**