**Evaluation KJM1140 - 2021**

The course was given in the same format as in previous years, since the previous evaluations had not suggested large changes. In addition to two weekly double lectures and weekly colloquia, it comprised 6 labs, of which three were wet labs and three were computer labs (molecular graphics or programming). Once during the course, the students presented posters to each other in small groups. In the midterm week, the students received a home trial exam, which was later discussed in class. New this year was the introduction of mini-lectures (10-15 minutes) by the students at the beginning of the lectures, for which they received constructive feedback afterwards. We also introduced the concept of 3 questions representing the learning outcomes of each individual lecture. We evaluated the course continuously during the course, meeting the student representatives on three occasions and with two web-based questionnaires.

Both new tasks were well received, and it was noted by several students that the mini-lectures helped them in their exam preparations. It was suggested that next year, it would be good to take up the questions again at the end of each lecture. There was one small point of criticism: regarding the information given regarding the first wet lab (where the format of the lab reports was not entirely clear). Also, some of the students felt that the number of compulsory activities was too high, but others were very positive about the good guidance. The students also appreciated that the course was given in hybrid format, even though this was not officially required.

Overall, we received very positive comments about the organization of the course, and the active lectures. There was a good learning environment, and it was experienced as positive to have several teachers present during the lectures, which enhanced learning. To have an oral exam as final evaluation was perceived positive, and the chosen format considered suitable. In particular, it was mentioned that this format allows testing of understanding (and encourages the students to learn for understanding), and that it promotes intense learning also during the exam. If possible, the students wish more time for the oral exams, which will be accommodated in the make-up exams in January. This will make it possible to test a larger range of topics and better cover of the course pensum. For next year, we will consider adding a voluntary midterm multiple-choice exam about amino acids. Apart from that, no larger changes are currently planned.

87% of the students passed the final exam, with 31% obtaining the highest grades (A or B), and 38% receiving good grades (C or D).