*Course report*

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| Semester: Spring 2019<br>Course: Chemical Molecular Design (1KB453), 10 credits<br>Registered students: 34<br>Answering frequency: 15/34 (44 %)<br>Date: 2019-09-25 | **Examination results**<br><br>Number of students examined: 30 (main exam)<br>Fail: 9 (30%)<br>Pass (3): 13 (43%)<br>Pass with credit (4): 5 (17%)<br>Pass with distinction (5): 3 (10%) |

## Brief summary of student viewpoints and suggestions

*(based on both quantitative results and key viewpoints from students' free-text answers)*

**"Strengths" according to students**

- 74% were satisfied with the course (47% very satisfied)
- 80% found the level to be appropriate
- Teachers were engaged and lectures were inspiring
- Projects were interesting and useful

**"Weaknesses" according to students**

It is difficult to find common themese of weaknesses as the answering frequency was low and free-text answers are diverse and sometimes conflicting (e.g. comments that specific lectures were among the best ones from some of the students, while others were critical to the same lactures). Here are some potential common themes:

- Some lectures were at a too basic level, possibly one was at a too advanced level
- The introduction in some lectures repeated previous lectures
- The total credits for seminars and projects should be increased from 3; could be to 4.
- Lack of a text book (there is none available), some of the articles made available were not appropriate, presentations from lecturers should be available at least 1 day in advance.

## Comments from course director and teachers on the implementation and outcome of the course, including:

*(i) any changes made to the course as a result of proposed changes/comments the last time the course was given (see for example previous course evaluations)*
*(ii) any changes made during the course as a result of formative course evaluations (if any)*

**Lecture series**

- Two lectures on molecular and organic electronics, which were (rightfully) perceived as not being aligned with the rest of the course had been replaced by one on oligonucleotide based drugs. The new lecture was mentioned as one of the better by several students.

**Projects**

- Significantly more projects were supervised, or co-supervised, by teachers that could guide the students into using computational chemistry in their designs.

## Proposed changes/comments/measures

- The level of computational chemistry support and hands-on training in the course will be maintained, or increased in 2020.
- Improve some lectures, e.g. on peptide drugs and NMR spectroscopy in drug discovery.
- Remove scientific articles handed out to the students that are less relevant and replace by better ones.
- Inform invited lecturers somewhat better about how their lecture fits into the overall course so as to avoid unnecessary repetition in the introductory parts.

***Names of those who wrote the course report, ie course director/another appointed person at the Department***

**Jan Kihlberg**