Reports on the LifeScience PhD courses at LU the past 5 years 2013-18

This pdf contains reports for the past 5 years including, for each year

- a short list of courses, with name of course and course leader
- overview of applicants from the various faculties at LU
- course evaluations for each course that year, with answers to 5 short questions

Course evaluations are simply merged from the Sunet Survey tool for anonymous course evaluation and are used as feedback from PhD students to course leaders and for quality control.

The LifeScience PhD courses at LU were initiated as a cross-disciplinary initiative by the SSF-funded Biomedical Research School in 1997 and they have been maintained since then by research schools and faculties at LU. Reports are available for previous years on request.

Postgraduate Courses in the Life Sciences

The life sciences are rapidly developing, with new methodologies and biological and medical breakthroughs. The life sciences have created entirely new and exciting fields of research that cross the traditional borders between biology and other sciences, engineering and physics.

In order to bring doctoral students up to speed on these exciting developments, a cross-disciplinary initiative coordinates a package of courses aimed at PhD students at Lund University. The courses are designed to equip students with knowledge and skills that are relevant to their own research.

The courses within the package are typically intensive one-week full-time hands-on courses with a limited number of participants (typically eight), to ensure that students receive excellent individual tuition. Each course is recommended to give 3 ECTS credits ("högskolepoäng") in the LADOK register.

Information on available courses can be found here. Applications are received each year between May 1st and May 31st and all courses are given September-December. Please note that the courses are not open to master students! You have to certify that you are a registered PhD student when you apply.

The course package is funded by the Faculty of Science, Engineering and Medicine at Lund University and by the research network PlantLink at Lund University and the Swedish University of Agricultural Sciences in Alnarp.

Page Manager: Cecilia Emanuelsson | 2019-05-03

2018

REDOVISNING AV LIFE SCIENCE FU-kurser 2018

http://www.cmps.lu.se/life-sciences/

- ✓ Breddning i forskarutbildningen
- ✓ Intensiva, korta kurser; ges regelbundet och återkommande, lätta planera in i doktorandprojektet
- ✓ Få deltagare per kurs (max 8, 15 om datorbaserad), högkvalitativ undervisning forskningslabb
- ✓ Kursledare kan fokusera på kurs, enkel administration, utannonsering + antagning rationaliserat

- ✓ Nya metoder sprids mellan forskargrupperna
- ✓ Både doktorander och kursledare stimuleras, kontakter och samarbeten uppstår
- ✓ Ökad kontaktyta mellan ämnesgränser och institutioner
- ✓ Kurser avgiftsfria, finansiering av N, M, T-fakultet och forskarskolor; investering i framtida forskning

FU-kurser i LifeSciences 2018

	Course name:	Course leader:	Week:
1	Analytical and quantitative GC-MS	Göran Birgersson	36
2	Bioanalytical HPLC	Margareta Sandahl	38
3	Confocal laser scanning microscopy	Lina Gefors, Pontus Nordenfelt	44
4	DNA amplification technology	Johannes Hedman	42
5	Immunocell flow cytometry	Kristina Lundberg	39
6	Mass spectrometry small molecules	Peter Spegel	47
7	Microbial flow cytometry	Magnus Carlquist	41
8	Protein factories	Claes von Wachenfeldt	50
9	Proteomic data analysis	Fredrik Levander	46
10	PYTHON Bioinformatics programming	Petr Volkov	45
11	Quantitative PCR	Allan Rasmusson/Staffan Bensch	48

Innehåll:

PhD courses LifeSciences 2018 Lund University

http://www.cmps.lu.se/life-sciences/

68 applicants, distribution 10, 21, 37, 21, 12 % from faculty M, N, T, SLU, other

M	7	10%
N	14	21%
T	25	37%
SLU	14	21%
Other	8	12%

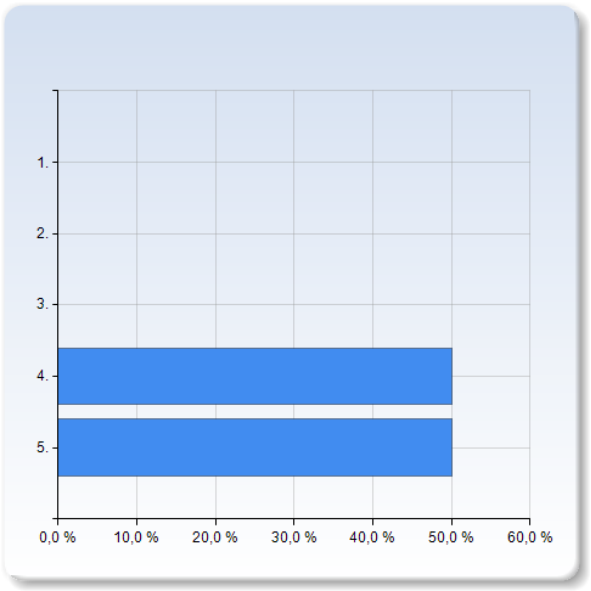
first_name	surname	email	first_course	(Ctrl)	third_course	faculty
Widet	Gallo	widet.gallo@med.lu.se	Mass spectrometry small molecules	Mass spectrometry small molecules	Mass spectrometry small molecules	M
Cajsa	Davegårdh	cajsa.davegardh@med.lu.se	PHYTON Bioinformatics programming	PHYTON Bioinformatics programmin	PHYTON Bioinformatics programming	M
Eliška	Waloschková	eliska.waloschkova@med.lu.se	DNA amplification technology	Quantitative PCR	Confocal laser scanning microscopy	M
Fatima	Daoud	fatima.daoud@med.lu.se	DNA amplification technology	Quantitative PCR	Confocal laser scanning microscopy	M
Duojia	Cao	duojia.cao@med.lu.se	PHYTON Bioinformatics programming	PHYTON Bioinformatics programmin	PHYTON Bioinformatics programming	M
Alexander	Lind	Alexander.lind@med.lu.se	Immunocell flow cytometry	Confocal laser scanning microscopy	Protein factories	M
Jamirah	Nazziwa	jamirah.nazziwa.1316@med.lu.se	Proteomic data analysis	Protein mass spectrometry	Mass spectrometry small molecules	M
Beer	Sen	beer.sen@biol.lu.se	DNA amplification technology	Bioanalytical HPLC	Protein mass spectrometry	N
Ariana	Causevic	ariana.causevic@biotek.lu.se	Bioanalytical HPLC	Bioanalytical HPLC	Analytical and quantitative GC-MS	N
Katarzyna	Makasewicz	katarzyna.makasewicz@fkem1.lu.se	Confocal laser scanning microscopy	Confocal laser scanning microscopy	Confocal laser scanning microscopy	N
Inga	Tuminaite	inga.tuminaite@biol.lu.se	DNA amplification technology	DNA amplification technology	DNA amplification technology	N
Edmond Febrinic	Armay	edmond_febrinicko.armay@teorfys.lu.se	PHYTON Bioinformatics programming	Protein spectroscopy PCLS	Analytical and quantitative GC-MS	N
Hampus	Petrén	hampus.petren@biol.lu.se	Analytical and quantitative GC-MS	PHYTON Bioinformatics programmin	Analytical and quantitative GC-MS	N
Emma	Johansson	emma.johansson@biol.lu.se	Quantitative PCR	Quantitative PCR	Quantitative PCR	N
David	Stuart	david.stuart@biol.lu.se	Protein mass spectrometry	Protein spectroscopy PCLS	Protein factories	N
Anne-Sophie	Quatela	anne-sophie.quatela@bioenv.gu.se	PHYTON Bioinformatics programming	DNA amplification technology	Quantitative PCR	N
Katja	Kozjek	katja.kozjek@biol.lu.se	PHYTON Bioinformatics programming	DNA amplification technology	Quantitative PCR	N
Isidora	Loncarevic	isidora.loncarevic@biol.lu.se	Analytical and quantitative GC-MS	Analytical and quantitative GC-MS	Analytical and quantitative GC-MS	N
Tomas	Karlsson	tomas.karlsson@nateko.lu.se	Analytical and quantitative GC-MS	Mass spectrometry small molecules	Analytical and quantitative GC-MS	N
Veronika	Nesverova	veronika.nesverova@biochemistry.lu.se	Proteomic data analysis	Microbial flow cytometry	Proteomic data analysis	N
Majda	Misini Ignjatov	majda.misini_ignjatovic@teokem.lu.se	PHYTON Bioinformatics programming	PHYTON Bioinformatics programmin	PHYTON Bioinformatics programming	N
Yi	Lu	yi.lu@food.lth.se	Protein spectroscopy PCLS	Protein mass spectrometry	Bioanalytical HPLC	T
Daniel Martin	Salas Veizaga	daniel_m.v_salas@biotek.lu.se	Mass spectrometry small molecules	Protein factories	Analytical and quantitative GC-MS	T
Stina	Burri	stina.burri@food.lth.se	Immunocell flow cytometry	DNA amplification technology	Quantitative PCR	T
Yoghatama Cindy	Zanzer	yoghatama.cindya_zanzer@food.lth.se	Mass spectrometry small molecules	Analytical and quantitative GC-MS	Bioanalytical HPLC	T
Eva	Schmitz	eva.schmitz@biotek.lu.se	Bioanalytical HPLC	Bioanalytical HPLC	Bioanalytical HPLC	T
Ngoc	Ngo	ngoc.ngo@biotek.lu.se	Analytical and quantitative GC-MS	Bioanalytical HPLC	Mass spectrometry small molecules	T
Krithika	Ravi	krithika.ravi@chemeng.lth.se	Microbial flow cytometry	Microbial flow cytometry	Microbial flow cytometry	T
Kazi Zubaida Gul	Ara	Zubaida.Gulshan_Kazi@biotek.lu.se	Protein mass spectrometry	Protein spectroscopy PCLS	Quantitative PCR	T
aastha	sobti	aastha.sobti@immun.lth.se	Proteomic data analysis	Protein mass spectrometry	Immunocell flow cytometry	T
nabilah binti	abdul hadi	nabilah_binti.abdul_hadi@food.lth.se	Confocal laser scanning microscopy	Bioanalytical HPLC	Mass spectrometry small molecules	T
Joana	Rodrigues	joana.de_matos_rodrigues@immun.lth.se	Immunocell flow cytometry	Immunocell flow cytometry	Immunocell flow cytometry	T
Oliver	Englund Örn	oliver.englund_orn@biotek.lu.se	Microbial flow cytometry	Quantitative PCR	Bioanalytical HPLC	T
Lisa	Wasserstrom	lisa.wasserstrom@tmb.lth.se	Microbial flow cytometry	Microbial flow cytometry	Microbial flow cytometry	T
Lavanya	Lokhande	lavanya.lokhande@immun.lth.se	Immunocell flow cytometry	Immunocell flow cytometry	Immunocell flow cytometry	T
Kristofoer	Hägg	kristofer.hagg@tvrl.lth.se	Microbial flow cytometry	Microbial flow cytometry	Microbial flow cytometry	T
Alfia	Khairullina	alfia.khairullina@tbiokem.lth.se	Bioanalytical HPLC	Analytical and quantitative GC-MS	Mass spectrometry small molecules	T
Thao Duy	Nguyen	thao_duy.nguyen@food.lth.se	Immunocell flow cytometry	Confocal laser scanning microscopy	PHYTON Bioinformatics programming	T
Thitiwut	Vongkampang	thitiwut.vongkampang@tmb.lth.se	Bioanalytical HPLC	DNA amplification technology	Microbial flow cytometry	T
David	Gomez Jimene	david.gomez_jimenez@immun.lth.se	Immunocell flow cytometry	Proteomic data analysis	Confocal laser scanning microscopy	T
Sergio	Mosquim Junio	sergio.mosquim_junior@immun.lth.se	Proteomic data analysis	PHYTON Bioinformatics programmin	Proteomic data analysis	T
Lingdong	Jiang	lingdong.jiang@tbiokem.lth.se	DNA amplification technology	Immunocell flow cytometry	Microbial flow cytometry	T
Karin	Kettisen	karin.kettisen@tbiokem.lth.se	Protein factories	Mass spectrometry small molecules	Quantitative PCR	T
Mahdi	Rezayati Chara	Mahdi.rezayati_charan@bme.lth.se	Confocal laser scanning microscopy	PHYTON Bioinformatics programmin	Immunocell flow cytometry	T
Trung	Tran	trung.tran_si@ftf.lth.se	Immunocell flow cytometry	Confocal laser scanning microscopy	PHYTON Bioinformatics programming	T
Okanlawon	Jolayemi	jolayemi.olalekan@slu.se	DNA amplification technology	Proteomic data analysis	Quantitative PCR	SLU
Per	Snell	per.snell@slu.se	Analytical and quantitative GC-MS	Confocal laser scanning microscopy	Protein factories	SLU
Simon	Jeppsson	simon.jeppson@slu.se	Analytical and quantitative GC-MS	Confocal laser scanning microscopy	Protein factories	SLU
Atena	Malakpour	atena.malakpour@biol.lu.se	Immunocell flow cytometry	Quantitative PCR	DNA amplification technology	SLU
Sewalem	Wondim	sewalem.tsehay@slu.se	Quantitative PCR	Analytical and quantitative GC-MS	PHYTON Bioinformatics programming	SLU
Bing	Liu	bing.liu@slu.se	Mass spectrometry small molecules	Proteomic data analysis	Analytical and quantitative GC-MS	SLU
Priscilla	Olayide	priscilla.olayide@slu.se	Analytical and quantitative GC-MS	Analytical and quantitative GC-MS	Analytical and quantitative GC-MS	SLU
Malin	Ullberg	malin.ullberg@slu.se	Microbial flow cytometry	Mass spectrometry small molecules	Immunocell flow cytometry	SLU
Emilia	Berndtsson	emilia.berndtsson@slu.se	Analytical and quantitative GC-MS	Bioanalytical HPLC	Bioanalytical HPLC	SLU
Sophie	Brouwer	sophie.brouwer@slu.se	Confocal laser scanning microscopy	Quantitative PCR	Proteomic data analysis	SLU
Maja	Brus-Szkalej	maja.brus@slu.se	Quantitative PCR	Proteomic data analysis	Protein mass spectrometry	SLU
Muhammad Awa	Zahid	muhammad.awais.zahid@slu.se	Proteomic data analysis	PHYTON Bioinformatics programmin	Proteomic data analysis	SLU
Rimsha	Ashraf	rimshaashraf42@gmail.com	DNA amplification technology	Quantitative PCR	PHYTON Bioinformatics programming	SLU
Topi	Haataja	topi.haataja@slu.se	Proteomic data analysis	Protein mass spectrometry	Analytical and quantitative GC-MS	SLU
Anna	Wintersand	anna.wintersand@ki.se	Immunocell flow cytometry	Analytical and quantitative GC-MS	Analytical and quantitative GC-MS	Other
Louise	Sternbæk	louise.sternbaek@phiab.se	Immunocell flow cytometry	PHYTON Bioinformatics programmin	Protein factories	Other
Yuecheng	Zhang	Yuecheng.zhang@mah.se	Confocal laser scanning microscopy	Protein factories	Confocal laser scanning microscopy	Other
Ranjeet	Kumar	ranjeet@chalmers.se	Protein factories	Protein factories	Protein factories	Other
Alaka	Lamsal	Alaka.Lamsal@usn.no	Quantitative PCR	Analytical and quantitative GC-MS	Analytical and quantitative GC-MS	Other
Pedro Ricardo	Vieira Hamann	pedror_hamann@hotmail.com	Microbial flow cytometry	Microbial flow cytometry	Microbial flow cytometry	Other
Camilla	Karlsson	camilla.a.karlsson@lnu.se	PHYTON Bioinformatics programming	Microbial flow cytometry	Quantitative PCR	Other
Clara	Pérez Martínez	clara.perezmartinez@lnu.se	PHYTON Bioinformatics programming	PHYTON Bioinformatics programmin	PHYTON Bioinformatics programming	Other

Life Science PhD course Analytical and quantitative GC-MS, week 36 2018

Antal svar: 8

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

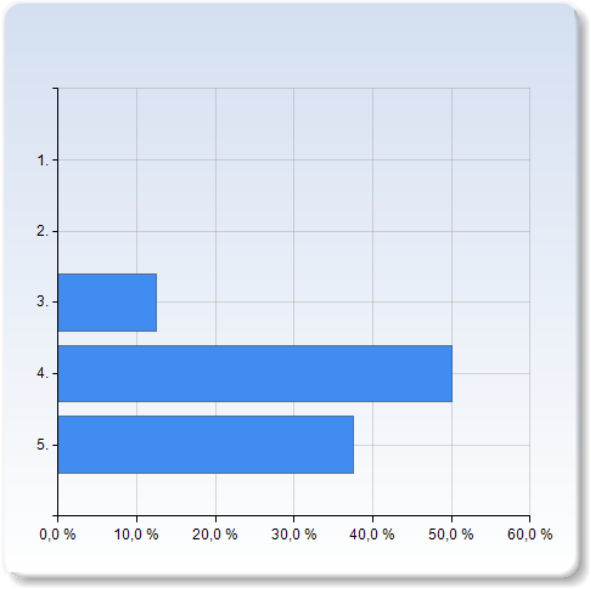
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	4 (50,0%)
5.	4 (50,0%)
Summa	8 (100,0%)



	Medelvärde	Standardavvikelse
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,5	0,5

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	1 (12,5%)
4.	4 (50,0%)
5.	3 (37,5%)
Summa	8 (100,0%)

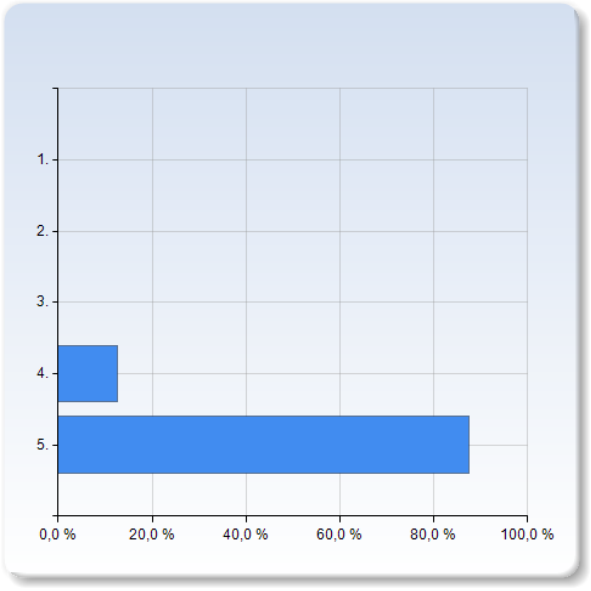


	Medelvärde	Standardavvikelse
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4,3	0,7

Comment:
Data analysis is the most important part of any experiment.

3. Your impression of the course leaders knowledge of the topic of this course?
(Answers 1-5, where 5 = very good, 1 = not sufficient at all)

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	1 (12,5%)
5.	7 (87,5%)
Summa	8 (100,0%)



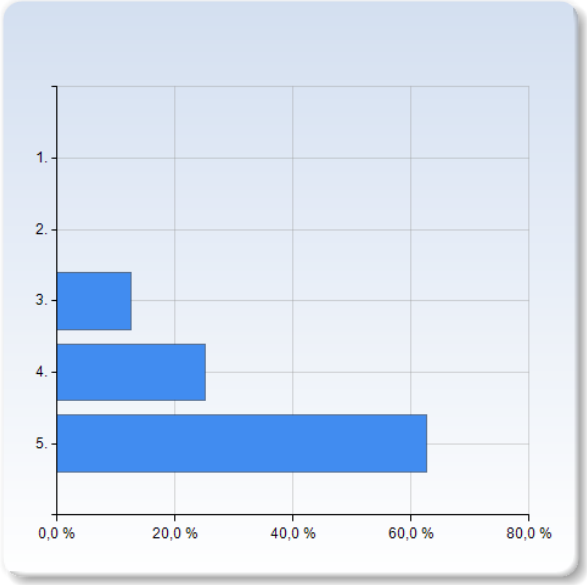
	Medelvärde	Standardavvikelse
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	4,9	0,4

Comment:

Course leader is highly knowledgeable about the topic and he did great teaching the course to the class.

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	1 (12,5%)
4.	2 (25,0%)
5.	5 (62,5%)
Summa	8 (100,0%)



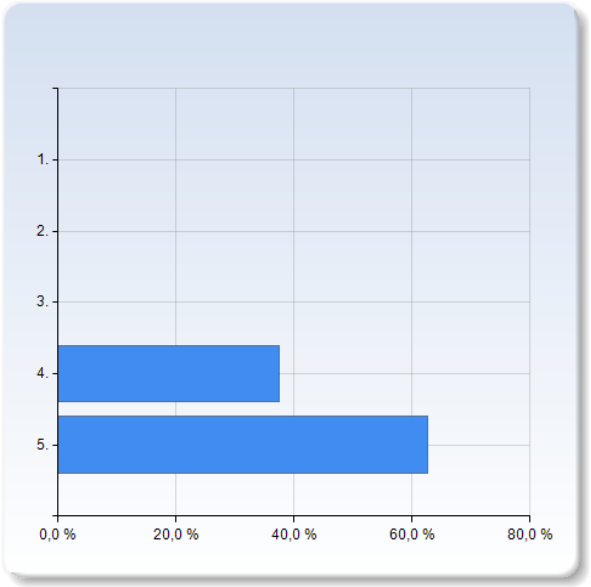
	Medelvärde	Standardavvikelse
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4,5	0,8

Comment:

the schedule should be shown at the begining of the course
exceptionaly good technical base - computers with the software installed, files uploaded and ready to use, relevant home-pages pre-bookmarked.
Course was well planned out and course leader was prepared for the entire duration of the course.

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	3 (37,5%)
5.	5 (62,5%)
Summa	8 (100,0%)



	Medelvärde	Standardavvikelse
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	4,6	0,5

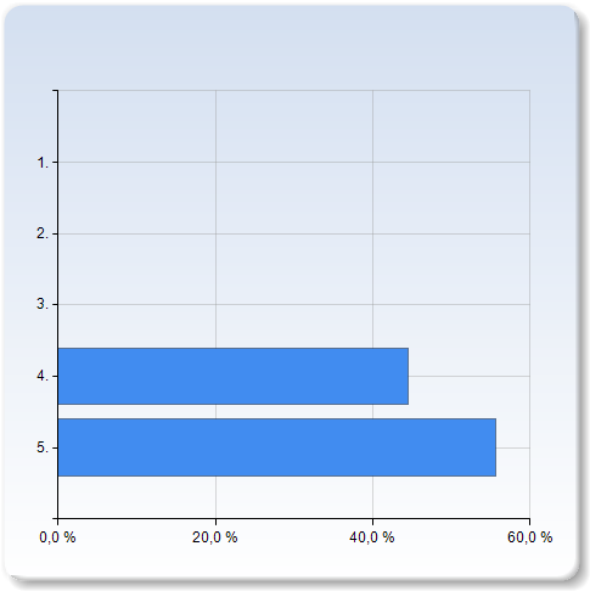
Comment:
Handouts were very good, but it would be helpful (in addition to the introduction to software) to to have a separate compendium describing the practical exercises ans tasks - what exactly is expected and step-by-step description.
Handout and lectures were very informative and helpful.

Life Science PhD course Bioanalytical HPLC, week 38 2018

Antal svar: 9

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	4 (44,4%)
5.	5 (55,6%)
Summa	9 (100,0%)

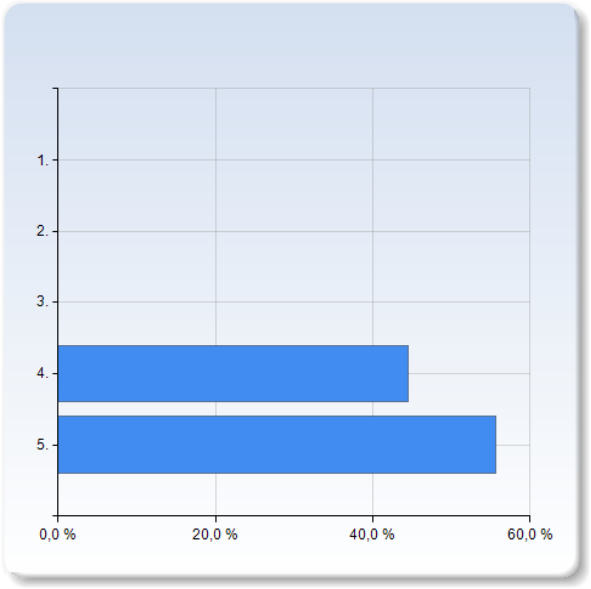


	Medelvärde	Standardavvikelse
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,6	0,5

Comment:
Overall, the course is very good. Probably, the course could be improved further by having lectures and practicals in tandem. In the beginning, it was only lectures for quite long time in a stretch, which sort of saturates student's brain pretty fast. Therefore, starting up with instrumentation (labs + lectures) and at each stages (e.g., sample preparation + run along with lectures) and analysis (theory + discussion), could probably make the course more better/easier to grasp more. Just suggestion!
The course was very good. It of course depends on if you have an interest in HPLC but if you do it is very informative and good!
The course were very good, but it would be even better if we were to receive all the literature to read before the course start. That way, we would have both the time and energy to read the material.
This course provides the principles of HPLC which is a vital for my PhD projects. I would recommend others PhD should undertake this course if they want to know more about HPLC.
Very happy with course!

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	4 (44,4%)
5.	5 (55,6%)
Summa	9 (100,0%)

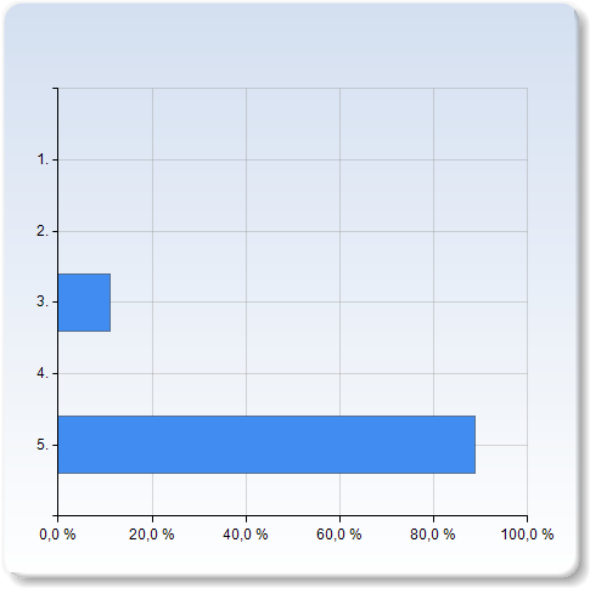


	Medelvärde	Standardavvikelse
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4,6	0,5

Comment:
The course was very good and I learned a lot. I was not familiar with the theory behind HPLC before the course. Now I feel a lot more confident in the theoretical part, but sometimes the lectures and concepts went very fast and it was hard to follow as not enough time was given to digest all the new information.
Yes, but it will take some time to sort through all the information that was given in a very quick pace. The exercise were very good, with us given time to work by ourself first and then getting help in the end.
Of course, even at first two days it seem like intensively lectures but I could survive.
Yes, thank you very much!
Could make the lab more advance.

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	1 (11,1%)
4.	0 (0,0%)
5.	8 (88,9%)
Summa	9 (100,0%)



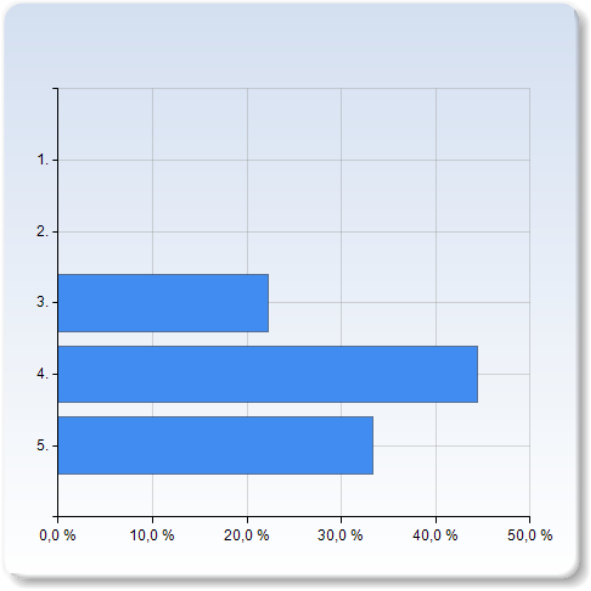
	Medelvärde	Standardavvikelse
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	4,8	0,7

Comment:

Very competent course leaders, both knowledge-wise and the way they presented the material.

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	2 (22,2%)
4.	4 (44,4%)
5.	3 (33,3%)
Summa	9 (100,0%)

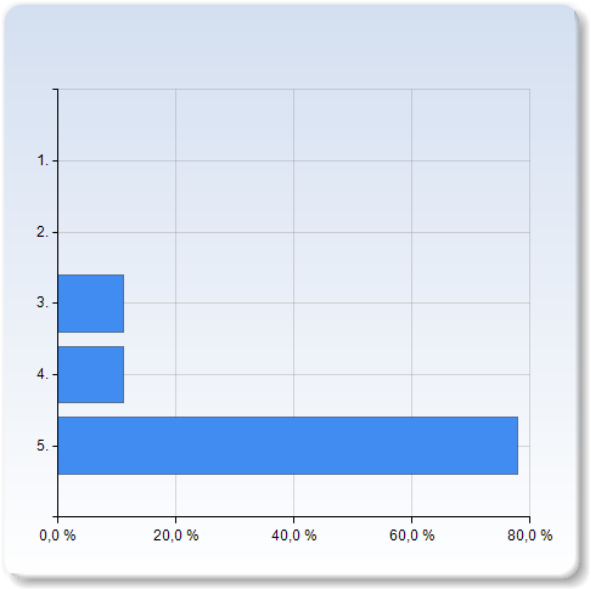


	Medelvärde	Standardavvikelse
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4,1	0,8

Comment:
Very good in general. However, it would have been good, if there had not been such a long waiting time in the beginning of the lab day, when the instruments were switched on, as that time was missing at the end to try more experimental conditions.
It has been very good. Nice with both lectures and information but also some direct laboratory work to try out what you have learned. I also think it was good to have some time to discuss own problems or questions that you have in your specific PhD project.
Even though the course is an intense method course, there are some room for improvement. For example, the HPLC lab (Thursday) were a bit chaotic and would benefit from: * making sure that all the machines and chemicals are working and available. * a clear division of the lab. Now it were a lot of discussion and wandering about before some groups did form.
Definitely yes Maggan enlighten the basic knowledge of HPLC and she is very kind and helpful teacher.
1) The lectures were very good, a lot of very relevant material, good pace. 2)The equipment for laboratory practices could have been prepared better in advance - checking if the machines are in operating form; glassware, solutions, pipettes are in place before the day of the practice. Not preparing in advance creates unnecessary stress for the course leader and not very productive waiting time for students. 3) Theoretical exercise - may be, for this particular course the simplified and better explained version of such an exercise could be created, so the students could actually do it by themselves. Doing the exercise was very useful, but only after a lot of explanation and help from the course leader.
Could prepere more for the HPLC lab, set up and start the machines before starting as the morning was mostly wasted wating for you to fix them without us beeing abel to help.

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	1 (11,1%)
4.	1 (11,1%)
5.	7 (77,8%)
Summa	9 (100,0%)



	Medelvärde	Standardavvikelse
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	4,7	0,7

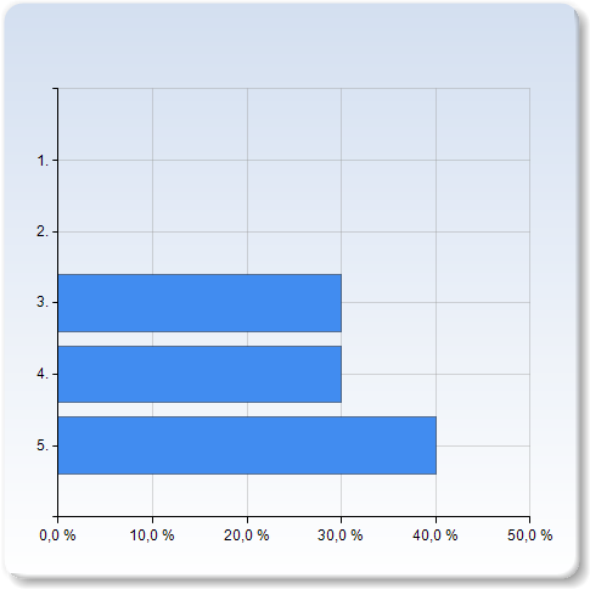
Comment:
Really good to have handouts if you want to make notes. The first day the notes where not handed out before the lecture so that would be good so you can print and bring with you.
The handout per se were very good, but it would be better if the handout were sent out in good time (at least before 15:00 the day before). That way all participants have time to print out the material and look through it before the lecture, to better gain the knowledge in the lecture.
very good, I will definitely keep them and use them as a future reference.

Life Science PhD course Confocal laser scanning microscopy, week 44 2018

Antal svar: 10

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	3 (30,0%)
4.	3 (30,0%)
5.	4 (40,0%)
Summa	10 (100,0%)



	Medelvärde	Standardavvikelse
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,1	0,9

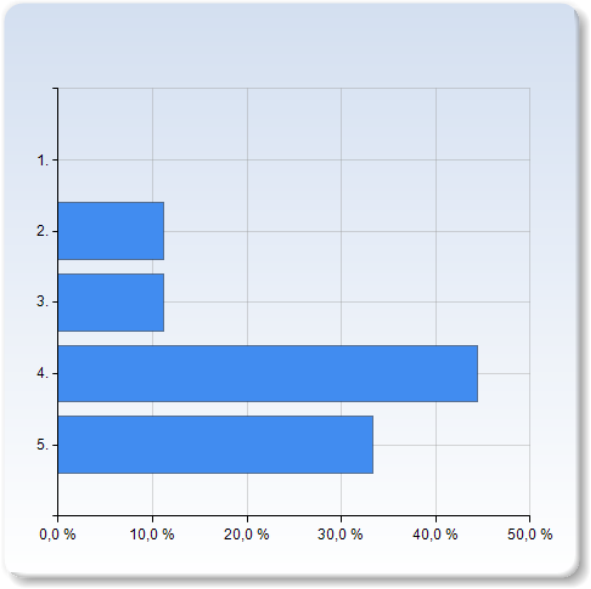
Comment:

The course is well structured in terms of theoretical lectures and practice with the microscopes. The only objectino, if any, would be regarding the imaging processing part, it would be nicer to get a deeper insight into it, or if not possible give more room for microcoscope handling.

I did expect a course called "Confocal laser scanning microscopy" to be much more focused on Confocal laser scanning microscopy. Instead we got ~1/3 wide field and ~1/3 image analysis. Both those topics are of course intereseting and relevant and I can see and understand the reason and will to including them. But one week is very little time to even cover CLSM in any depth. I would suggest to only include WF for orientating purposes and to anchor the image analysis to a more specific CLSM application. I would also suggest to add some more practicals such as sample preparation.

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

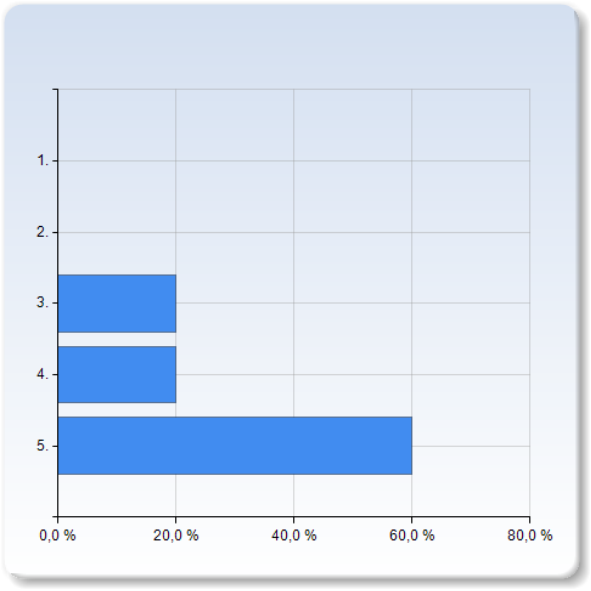
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Antal svar
1.	0 (0,0%)
2.	1 (11,1%)
3.	1 (11,1%)
4.	4 (44,4%)
5.	3 (33,3%)
Summa	9 (100,0%)



	Medelvärde	Standardavvikelse
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4,0	1,0

3. Your impression of the course leaders knowledge of the topic of this course?
(Answers 1-5, where 5 = very good, 1 = not sufficient at all)

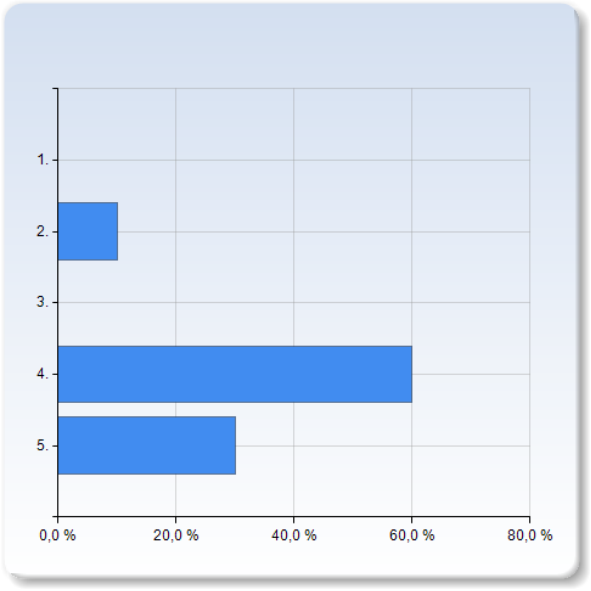
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	2 (20,0%)
4.	2 (20,0%)
5.	6 (60,0%)
Summa	10 (100,0%)



	Medelvärde	Standardavvikelse
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	4,4	0,8

4. Your impression of the course leaders planning and performance in this course?
(Answers 1-5, where 5 = very good, 1 = not good at all)

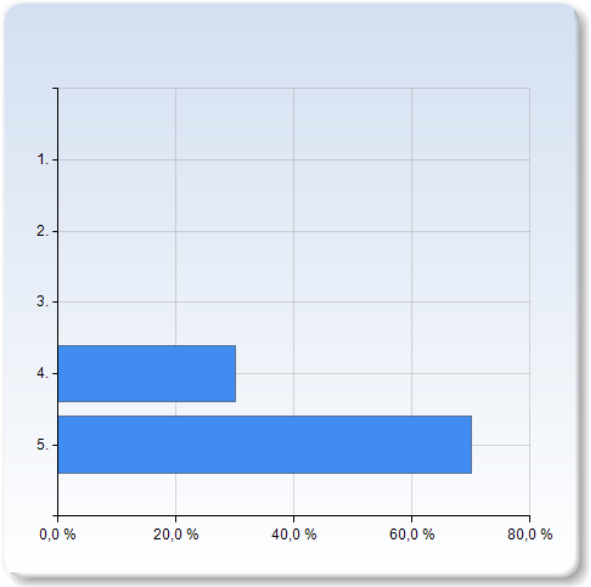
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Antal svar
1.	0 (0,0%)
2.	1 (10,0%)
3.	0 (0,0%)
4.	6 (60,0%)
5.	3 (30,0%)
Summa	10 (100,0%)



	Medelvärde	Standardavvikelse
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4,1	0,9

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	3 (30,0%)
5.	7 (70,0%)
Summa	10 (100,0%)



	Medelvärde	Standardavvikelse
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	4,7	0,5

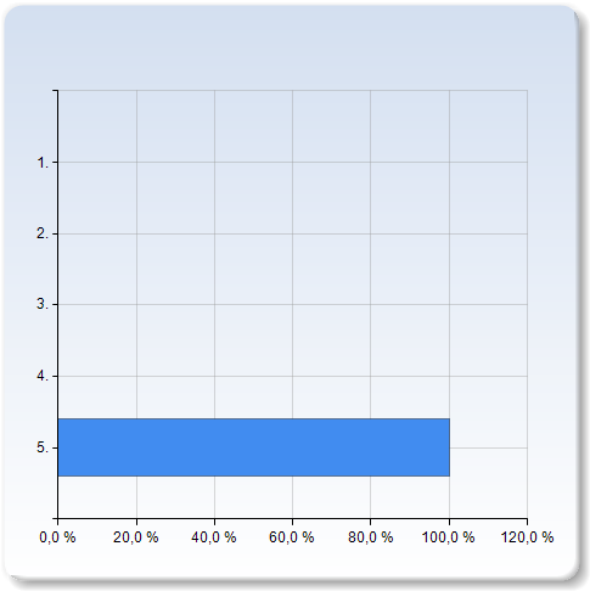
Comment:
Especially the image analysis book.

Life Science PhD course DNA amplification technology, week 42 2018

Antal svar: 8

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	0 (0,0%)
5.	8 (100,0%)
Summa	8 (100,0%)

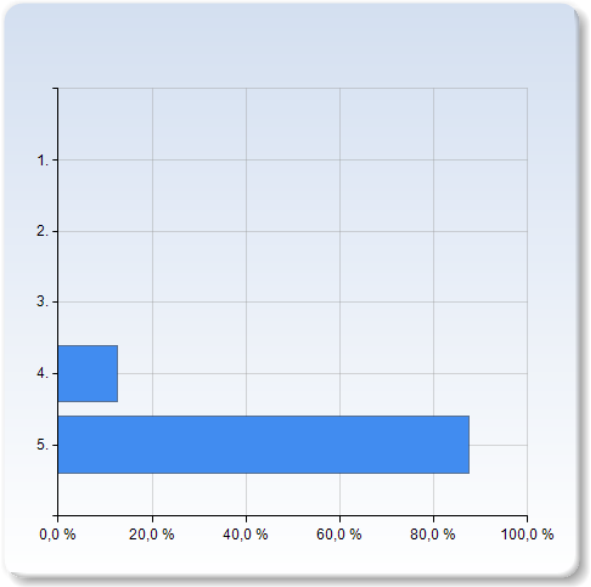


	Medelvärde	Standardavvikelse
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	5,0	0,0

Comment:
It was very interesting. It's my first time in PCR class and yet I am able to catch up with every bit of the class. Kudos to the great abilities of the teachers.
remarkable
Very considerate lecturers&expertises providing all reading materials in advance for us to read and learn. A combination of theory and practical lab course make the whole course work out very smooth and comprehensive!
Yes I would definitely recommend it!

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	1 (12,5%)
5.	7 (87,5%)
Summa	8 (100,0%)

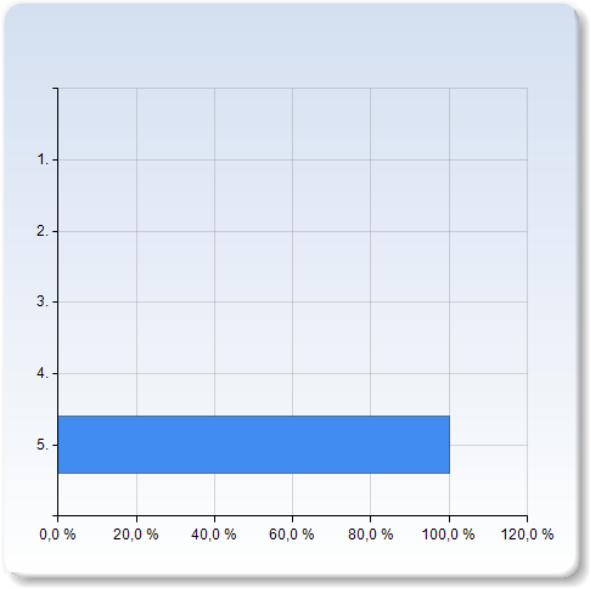


	Medelvärde	Standardavvikelse
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4,9	0,4

Comment:
Even as a start, I learnt a lot.
I like the way of teaching and practical. I really consider more lectures from peter during this course.
The combination of theory, practicals, and discussion problems were very useful to understand the technique!
At my early stage of the research career, I think its great to attend this course to gain the knowledge of PCR tools that will be available in the future research
I learned so much! Thank you!
Of course, I understood many principles and reasons behind the conventional PCR, qPCR and other techniques.

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	0 (0,0%)
5.	8 (100,0%)
Summa	8 (100,0%)

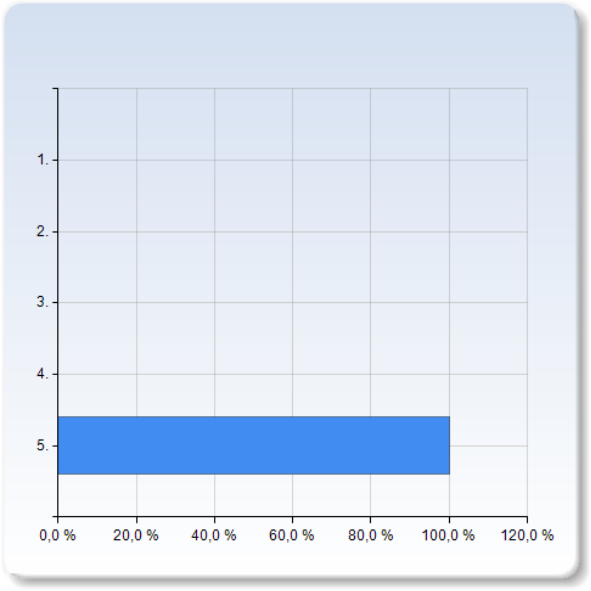


	Medelvärde	Standardavvikelse
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	5,0	0,0

Comment:
The course leaders have good knowledge of the course.
They are all very good lecturers&lab supervisors, Johannes and Peter gave us so many good presentation with solid knowledge and input. Yasmine is a great helpful and caring person when it comes to practical work in the lab.
They know absolutely everything about PCR.

4. Your impression of the course leaders planning and performance in this course?
(Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	0 (0,0%)
5.	8 (100,0%)
Summa	8 (100,0%)

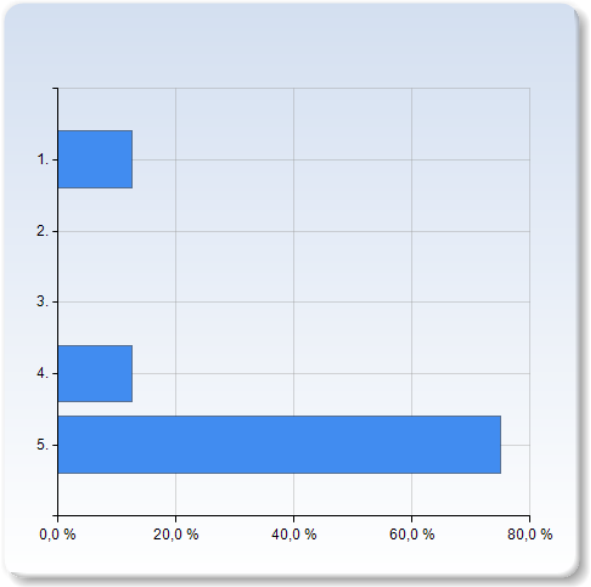


	Medelvärde	Standardavvikelse
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	5,0	0,0

Comment:
The course is well planned as every part is nicely knitted.
nice
All the teachers were great! Thank you for encouraging questions!
The binder was perfect. Big THANK YOU for that! Very good information before the course as well!
This course was very good in design of both lectures and laboratory exercises.

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Antal svar
1.	1 (12,5%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	1 (12,5%)
5.	6 (75,0%)
Summa	8 (100,0%)



	Medelvärde	Standardavvikelse
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	4,4	1,4

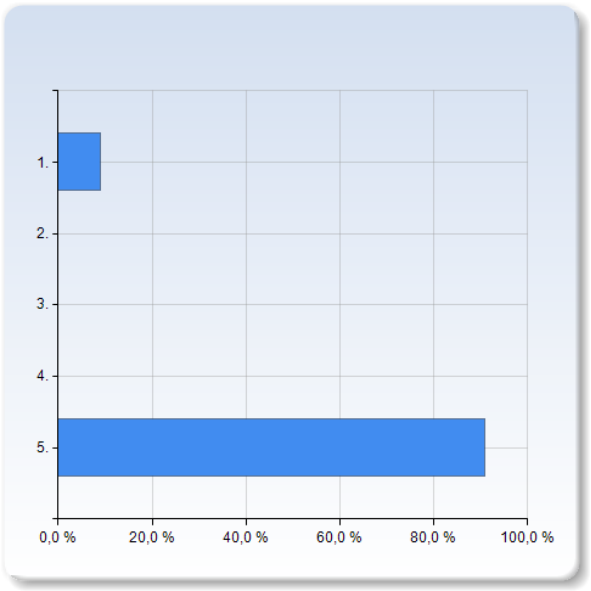
Comment:
They are very instructive and clear.
Nice with some extra articles in the binder!
Very thoughtful handouts in a blender for each student, it was prepared by the course leaders in advance. Very organized!
Perfect!
It is a clear figure, table and graph in the handout which are easily to follow.

Life Science PhD course Immunocell flow cytometry, week 39 2018

Antal svar: 11

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Antal svar
1.	1 (9,1%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	0 (0,0%)
5.	10 (90,9%)
Summa	11 (100,0%)

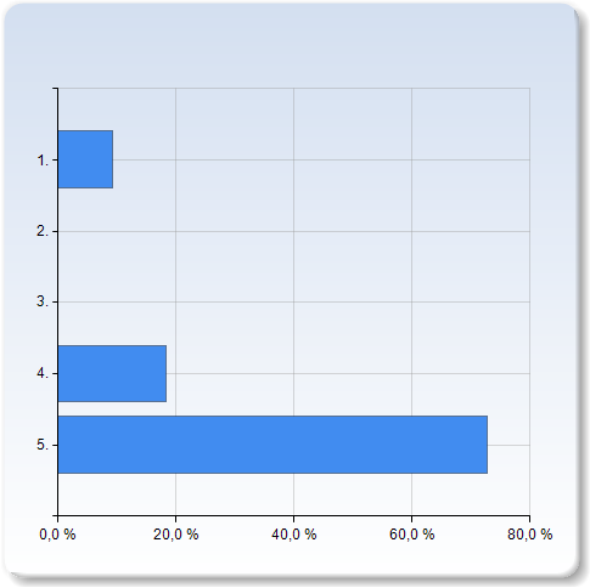


	Medelvärde	Standardavvikelse
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,6	1,2

Comment:
Really nice outline of the course. A lot of knowledge, both theoretical and practical, was transferred in a short period of time without it being overwhelming.
The course was helpful and my colleague should know about it.
The course is highly recommended for anyone with the slightest interest in flow cytometry.
It is great stepping stone for learning FACS.
Very good course. I especially liked that there was so much practical work. The content felt well balanced.

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Antal svar
1.	1 (9,1%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	2 (18,2%)
5.	8 (72,7%)
Summa	11 (100,0%)

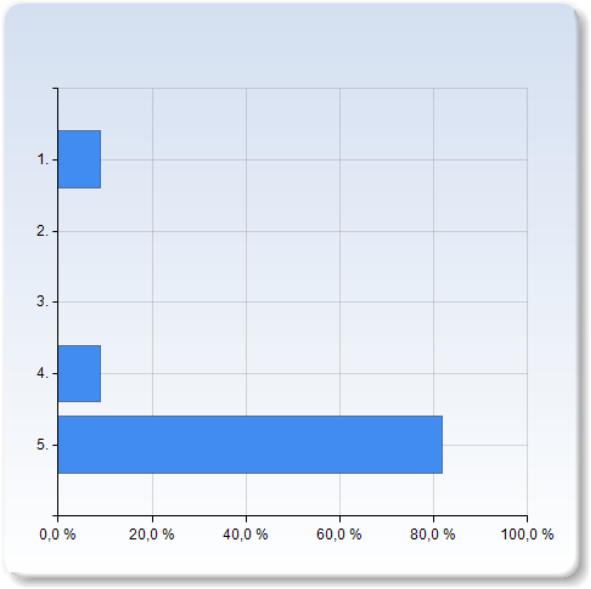


	Medelvärde	Standardavvikelse
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4,5	1,2

Comment:
A lot!
From basic to practice, I learned more than I expected before the course.
Yes, I learned a lot. Both theoretically and about laboratory work.
The information provided in the course is apt for a week and something to take back and practice by self at later stage. the incorporation of balance between lab and lectures including external and internal is well appreciated. It provides a broader picture of everything u can achieve to learn from the technique.

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Antal svar
1.	1 (9,1%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	1 (9,1%)
5.	9 (81,8%)
Summa	11 (100,0%)

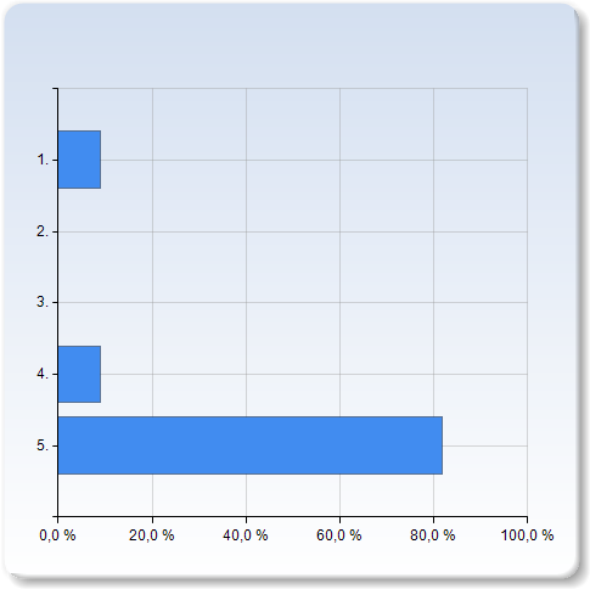


	Medelvärde	Standardavvikelse
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	4,5	1,2

Comment:
Both Kristina and Milads knowledge in this field is indisputable. They are both very competent and could answer all questions.
I would have love to work on the questions in group (pair of two) so I would have been able to discuss the questions with another person with almost the same level of knowledge in the field.
You could easily see that course-leaders had a long experience in the field of flow cytometry.
The knowledge was clearly depicted in the details put in together for each and every aspect of the course. the interesting part was the effort to touch upon all basic knowledge which we can retrieve from FACS.

4. Your impression of the course leaders planning and performance in this course?
(Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Antal svar
1.	1 (9,1%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	1 (9,1%)
5.	9 (81,8%)
Summa	11 (100,0%)

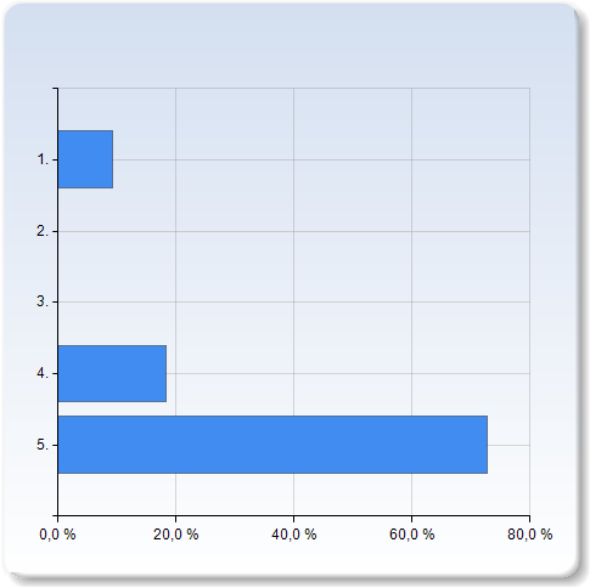


	Medelvärde	Standardavvikelse
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4,5	1,2

Comment:
Perfect planning. We started and ended at the right time every day despite that lab work might be quite unpredictable time wise.
Very good laboratory practice. Inspirational lecture with Thorsten Joeris were little bit advanced with my level of understanding of the field. It also was very long. I actually has prefered to have two shorter inspirational lectures on two different days. You can choose a lecturer on the basis of students backgrounds and how they can apply the flow cytometry in their work. I had a feeling that the main focus of our work were only on immune cells.
The course was well planned with a mix of theoretical lectures and practical laboratory work.
Really appreciate the effort put in by the course leaders who tried their best to put in individual attention to each student and tried their best in answering all questions without shirking away. The hardwork put in by both course leaders is depicted in the success of course.

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Antal svar
1.	1 (9,1%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	2 (18,2%)
5.	8 (72,7%)
Summa	11 (100,0%)



	Medelvärde	Standardavvikelse
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	4,5	1,2

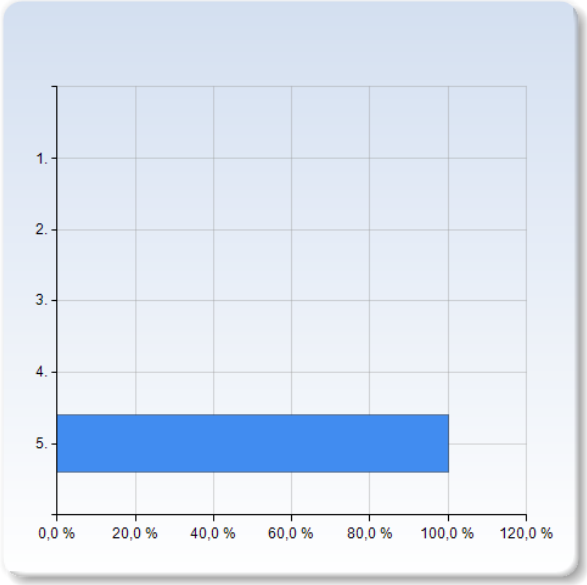
Comment:
All information recieved had high standard and will be useful in the future!
Good job Christina and Milad!
Hands out were given out every day. This was very much appreciated.
There was always an effort to provide the handouts before or during the lectures. The software files from the lab were easily made available after completion for further analysis.

Kopia av Life Science PhD course Immunocell flow cytometry, week 39 2018

Antal svar: 8

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	0 (0,0%)
5.	8 (100,0%)
Summa	8 (100,0%)

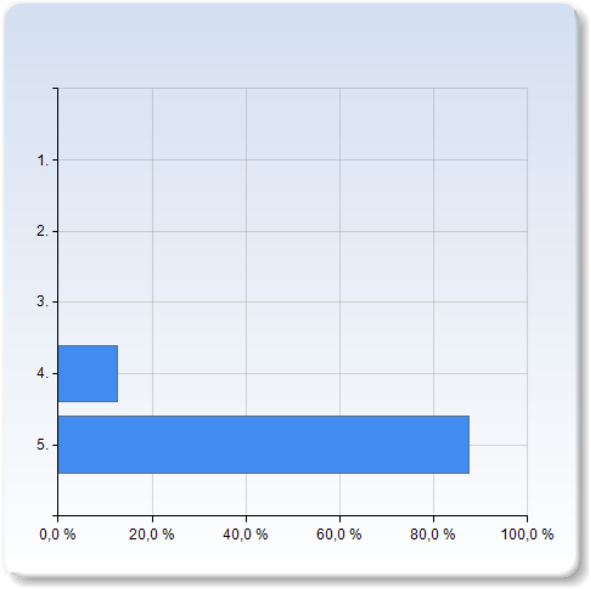


	Medelvärde	Standardavvikelse
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	5,0	0,0

Comment:
I think the course is essential for someone that is planning on starting FACS experiments. Even though there is someone at the lab that has experience with FACS this course provides with basic information and allows one to be more confident when performing the experiment.
Yes, I would absolutely recommend this course to others interested in flow cytometry.
A very informative course. Highly recommended.
Yes, if you have any interest in Flow Cytometry,this course is highly recommended. You will learn a lot.
The course helped in establishing a strong stepping stone in flow cytometry
Very well organized course. I really appreciated the practical lab work. Hands on is really the best way of learning a method. Good combination with theory and practise.

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	1 (12,5%)
5.	7 (87,5%)
Summa	8 (100,0%)

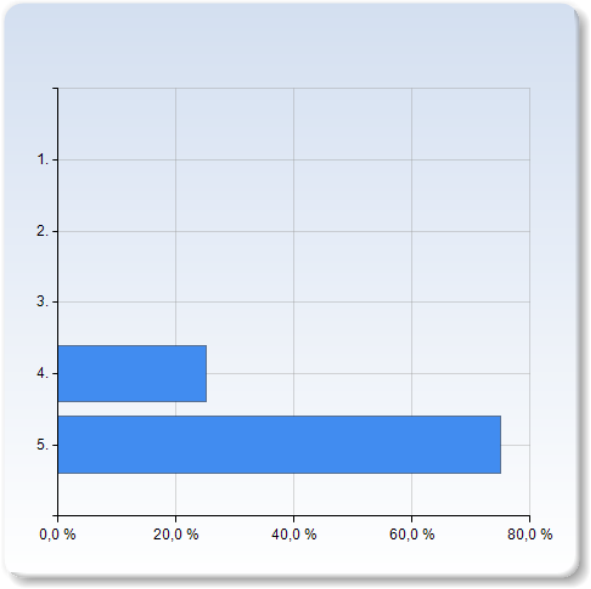


	Medelvärde	Standardavvikelse
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4,9	0,4

Comment:
Even though the time is short and I can't really give a suggestion on how to change anything, I would also like to had learn more about panel creation.
Yes, I learned so much that I will be able to use in further research.
Its the best when you combine the theory and practical work.
Yes, one week is too short to become an expert. But I know much more now as compared to before the course.
The course clearly gave an overview of FLow cytometry including sorting which was a bonus.
Yes, a lot of very useful practical skills.

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	2 (25,0%)
5.	6 (75,0%)
Summa	8 (100,0%)

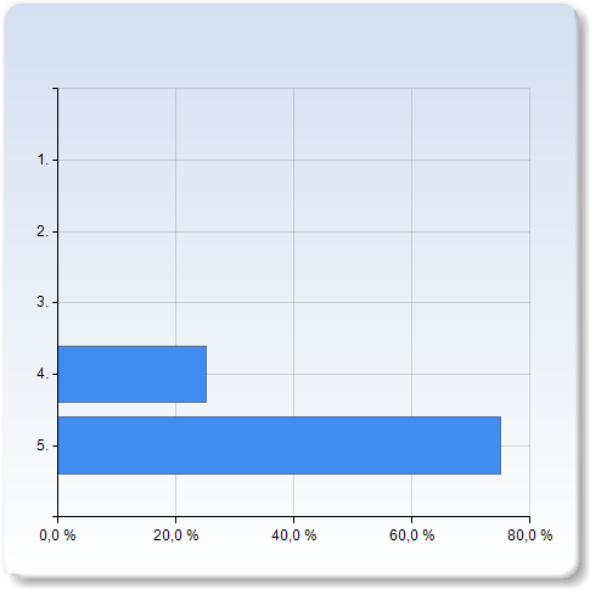


	Medelvärde	Standardavvikelse
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	4,8	0,5

Comment:
I think that they are very knowledgeable on the topic.
Both Milad and Kristina are very competent in their field. They are easy to talk to and are both very pedagogical.
I have got all the answers to my questions.
My impression is that course leaders had a high level of knowledge. They very happy to answer all sorts of questions.
The experience of the course leaders was quite exhibitive during the course and they did not shirk even once in delivering the same Knowldege and making all of us understand based upon individual capacities.
They seemed very knowledgeable and enthusiastic.

4. Your impression of the course leaders planning and performance in this course?
(Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	2 (25,0%)
5.	6 (75,0%)
Summa	8 (100,0%)

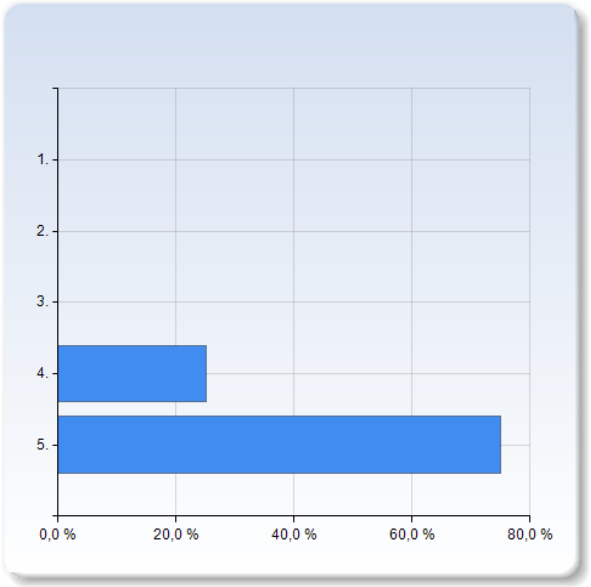


	Medelvärde	Standardavvikelse
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4,8	0,5

Comment:
Really good, we did not finish late once although we had a vary tight schedule that was made for us to get as much knowledge as possible both theoretically and practically.
Good planning in general and everything went as it was planned. I would like to give a comment here about the inspirational lecture. The content of the course in general is about immune cells, However I appreciate if you can have this lecture about other cell types like how to use the flow cytometry for cancer cell or cancer stem cells.
The course had a good mixture of theoretical and practical work. It was well planned, course leaders were very generous in sharing their knowledge.
The planning of the course was well thought out. The co-relation of theoretical and practical excercises was well appreciated.

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	2 (25,0%)
5.	6 (75,0%)
Summa	8 (100,0%)



	Medelvärde	Standardavvikelse
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	4,8	0,5

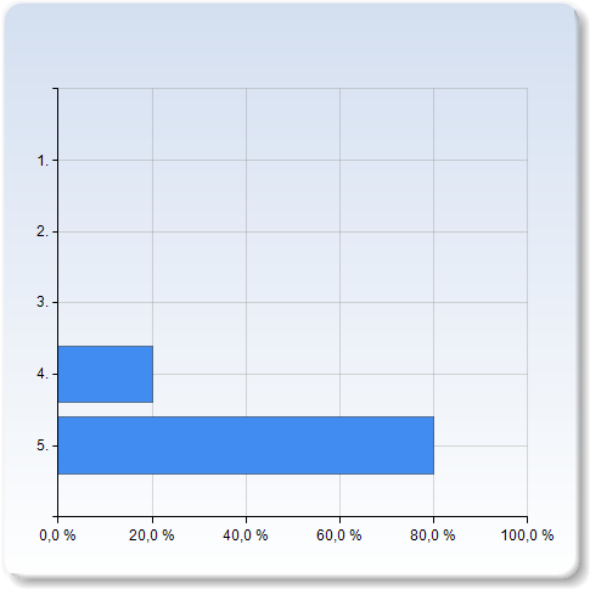
Comment:
Very good!
It would have been better to have students work in groups when working on the literature review and analysing the data as well. It was great for practical lab work.
All handout and power-points were shared with the course participants through out the week. This was very helpful.
The effort to provide with written study material including external lectures and practical outlines is really appreciable.
Good, we receieved all lectures, sometimes slightly later.

Life Science PhD course Mass spectrometry small molecules, week 47 2018

Antal svar: 10

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	2 (20,0%)
5.	8 (80,0%)
Summa	10 (100,0%)

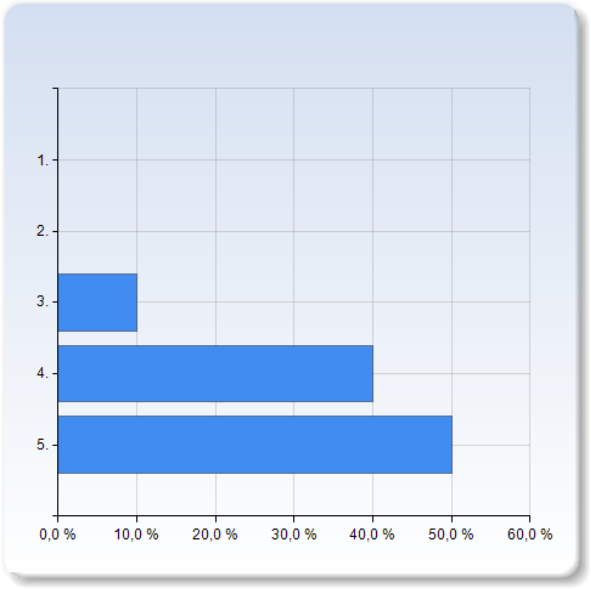


	Medelvärde	Standardavvikelse
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,8	0,4

Comment:
Yes, it has been a useful course, especially for reinforcing the knowledge about mass spectroscopy.
the course is quite prcatical and easy to understand for those embarking on LC-MS analysis

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	1 (10,0%)
4.	4 (40,0%)
5.	5 (50,0%)
Summa	10 (100,0%)

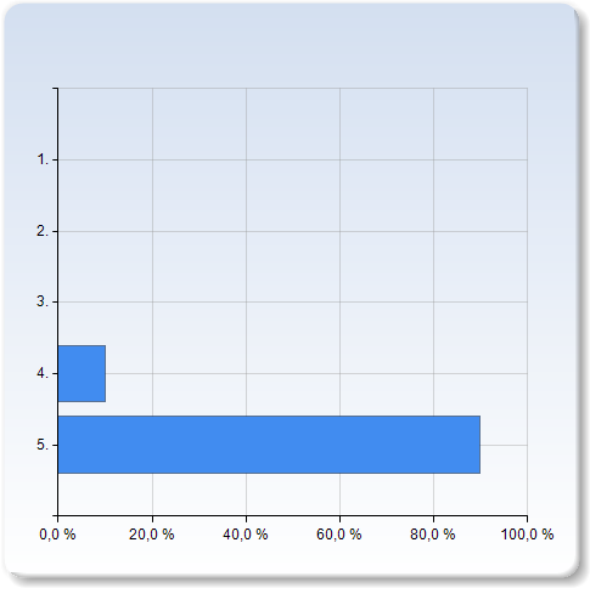


	Medelvärde	Standardavvikelse
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4,4	0,7

Comment:
Yes, indeed I learnt many aspect details that I have not known before associated with LC-MS

3. Your impression of the course leaders knowledge of the topic of this course?
(Answers 1-5, where 5 = very good, 1 = not sufficient at all)

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	1 (10,0%)
5.	9 (90,0%)
Summa	10 (100,0%)

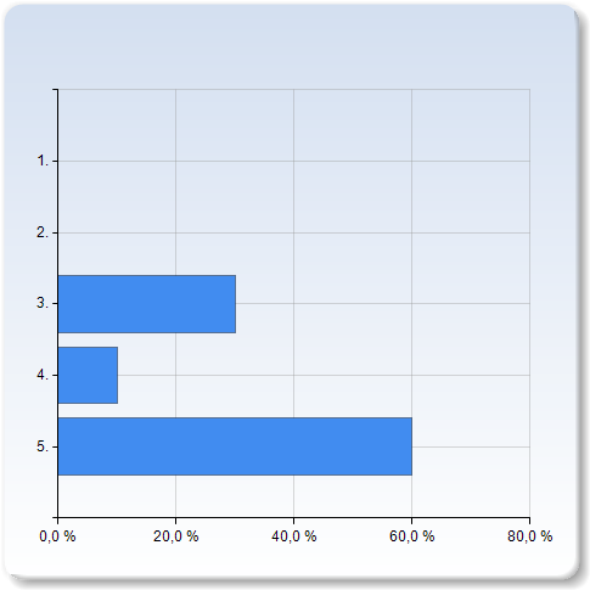


	Medelvärde	Standardavvikelse
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	4,9	0,3

Comment:
Both of them, Sofia and Peter showed a plenty domain in the topics related with the course.
course leader had covered all the topics and well explained
The teachers were very professional and expertise in their field

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	3 (30,0%)
4.	1 (10,0%)
5.	6 (60,0%)
Summa	10 (100,0%)

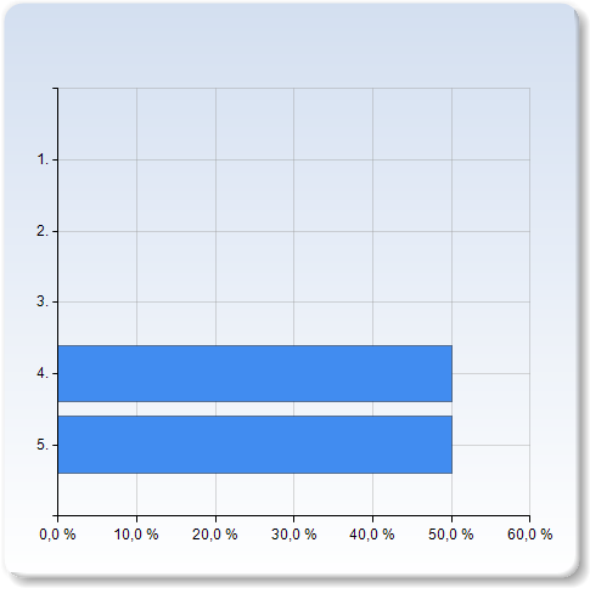


	Medelvärde	Standardavvikelse
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4,3	0,9

Comment:
well planned schedule
The planning was good, but having only 1 week course for LC-MS is not enaough. I think 2-3 weeks will be sufficient with 1 week theory and 2 weeks own project analysis / practical
Some more planning around how the students should present the practical part would be good. If possible, having an unknown compound to try to identify would be fun, as well as slightly different samples between groups.

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	5 (50,0%)
5.	5 (50,0%)
Summa	10 (100,0%)



	Medelvärde	Standardavvikelse
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	4,5	0,5

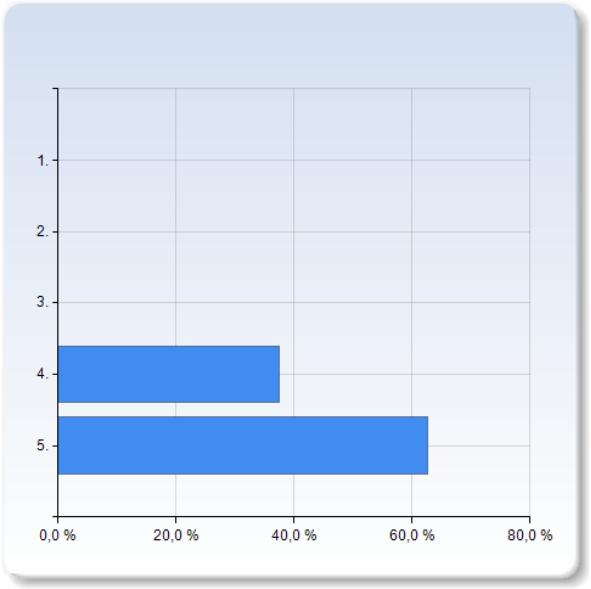
Comment:
very useful and informative handouts
hand outs were very useful

Life Science PhD course Microbial flow cytometry, week 41 2018

Antal svar: 8

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	3 (37,5%)
5.	5 (62,5%)
Summa	8 (100,0%)

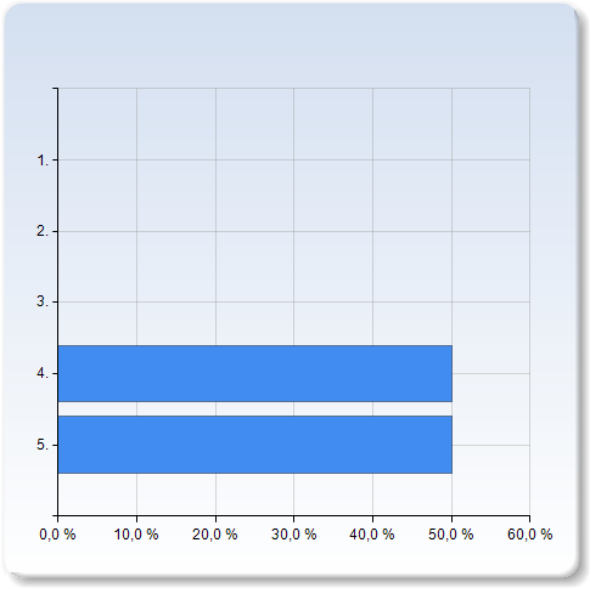


	Medelvärde	Standardavvikelse
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,6	0,5

Comment:
Excellent course to learn use of FCM instrument and analyses of FCM data, which can be challenging when no training is given.
Yes you learn how it works perhaps not in the right order as the first days I did not understand what were were doing and you just folowed the instruction. But then you learn what you have done later on and now I understand it much better. So one thing is maybe have a more thorough introduction.
A very interesting course, I would definitely recommend for researchers who are wiling to gain more insights on flow cytometry. The course had it all covered. The labs were well equipped. The meeting room where the lectures were held was allotted specifically for this course. Very kind and friendly course guide. Overall a great course to take up.
I like the way the examination was done, by presentations. I would like to see the presentations to maybe focus more on the PhDs own research topic and how they are planing on using flow cytometer, if possible.
Definitely yes, I would recommend to my colleges.

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	4 (50,0%)
5.	4 (50,0%)
Summa	8 (100,0%)

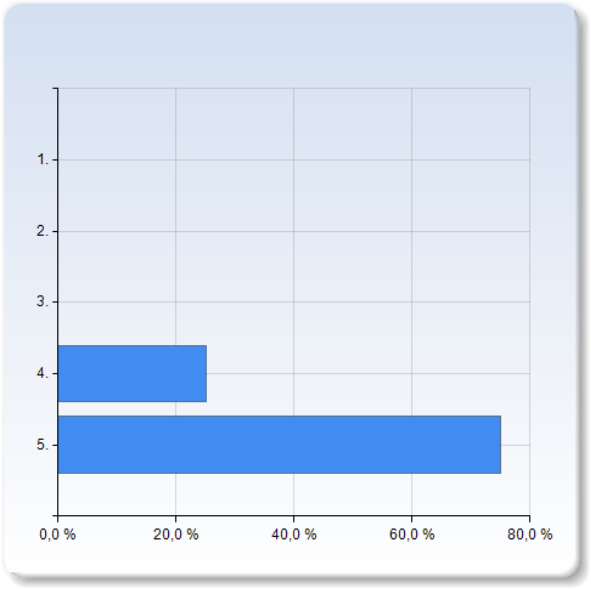


	Medelvärde	Standardavvikelse
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4,5	0,5

Comment:
A lot of relevant information was given during this course and I would recommend it to anyone that is interested in an introduction to flow cytometry.
The course gave many insights in the general planning and performance of my experiment involving Flow cytometry. The distribution of the labs were quite good and covered many aspects of FCM applications.
A small intro to FACS would be good as well just to understand the differenses
A lot of aspects learnt from how to start the operation to how to interpret the data. This would really help me in my project going forward.
I have learnt so many techniques and how to operate the machine on my own.

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	2 (25,0%)
5.	6 (75,0%)
Summa	8 (100,0%)

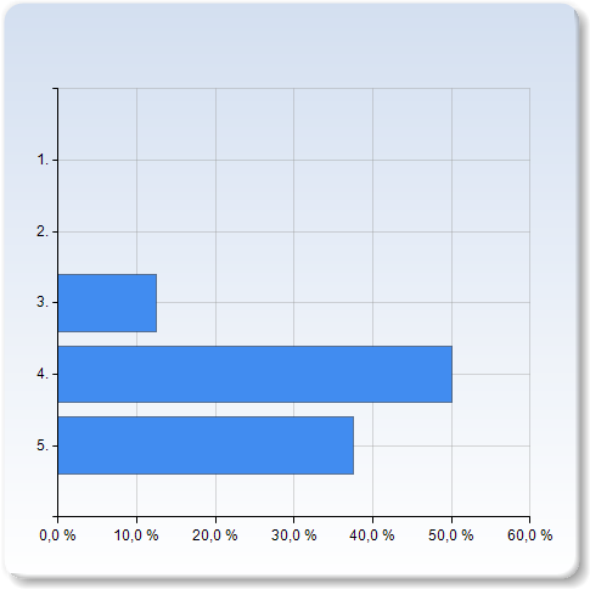


	Medelvärde	Standardavvikelse
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	4,8	0,5

Comment:
The course leader had very good knowledge of the course topic. In some cases, there could have been a better explanation for some things that were thought to be simple but some people were possibly unfamiliar with them.
Course leader has been great in making us understand each detail during the course. His exposure to Flow cytometry is immense and is the right person to lead this course.
Magnus seemed very knowledgeable and fitting for course leader.

4. Your impression of the course leaders planning and performance in this course?
(Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	1 (12,5%)
4.	4 (50,0%)
5.	3 (37,5%)
Summa	8 (100,0%)

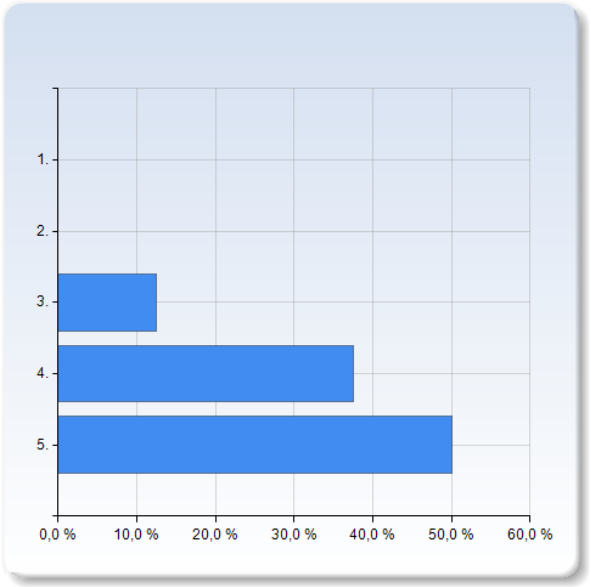


	Medelvärde	Standardavvikelse
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4,3	0,7

Comment:
Well structured and thought through, a lot of work but it fit nicely within the scheduled hours. I appreciate that it is very practical, with immediate immersion into the lab. Some of the theory was hard to follow but some understanding was attained during discussion. Especially towards end of the week.
The beginning of the course was quite intense while towards the end not so much. Some of the labs could have been planned a bit differently because there was a lot of information at the same time that it was a bit difficult to process. However, good thing was that there was time at the end of the course dedicated to a discussion of the different labs and conclusions, so everything was understood.
The course was really well planned and all activities could be carried out in the scheduled time. Lab 3 and 4 were a bit hard to coordinate since they were given at the same time, but they were useful and relevant all the same. The course leader were able to supervise all students and give feedback in all parts of the course showing high performance.
Maybe point out that we will have more time later in the week to analyse the data as it was alot in the begining
Overall plan for the course has been good, except for one day where it was very intense and somethings were getting scratchy. But that was made up by great results that we obtained. Course leader was very motivating and supportive.
It was well executed. Eventhough Magnus was alone, we always got help in the lab without waiting for a long time.

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	1 (12,5%)
4.	3 (37,5%)
5.	4 (50,0%)
Summa	8 (100,0%)



	Medelvärde	Standardavvikelse
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	4,4	0,7

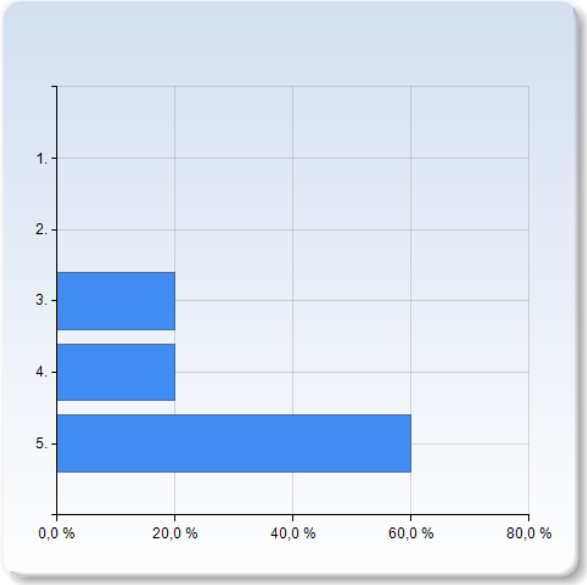
Comment:
Many relevant material was given from the start of the course and throughout it, including all lectures and useful information of instrument utilization.
the indroduction articel you could probobly change or just add a second one, to something that also introduces some thechnical details as well.
Good lecture notes, lab instructions and few supplementary articles/papers were provided in order to have a clear picture of what we were going to perfrom.
For non-tmb students, I believe it would have been helpful to recieve some basic lab-procedures before the course started. Now we, non-tmb students, were paired with students from the tmb which was good. I just think that it would have been easier to follow some of the basic lab-rutins, such as measuring OD etc.
I would suggest that the protocol for laboratory exercises should be written as flow chart because it is easier to follow each step.

Life Science PhD course Protein factories, week 49 2018

Antal svar: 5

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	1 (20,0%)
4.	1 (20,0%)
5.	3 (60,0%)
Summa	5 (100,0%)

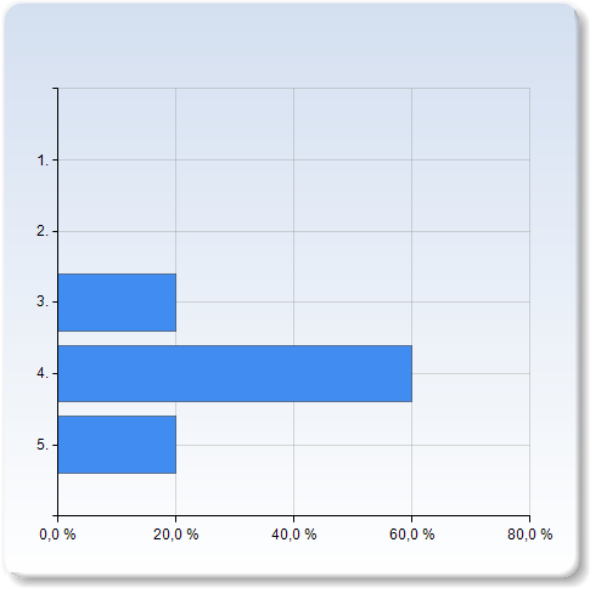


	Medelvärde	Standardavvikelse
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,4	0,9

Comment:
Its a great structured intensive course with lot of hand on training. The introductory session on crystallization could have been better. Also felt it should have a bit of introduction to cloning strategies to begin with like primer design, vector choice and site directed mutagenesis.
It was a really useful course, well balanced between experimental and theoretical part.

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	1 (20,0%)
4.	3 (60,0%)
5.	1 (20,0%)
Summa	5 (100,0%)

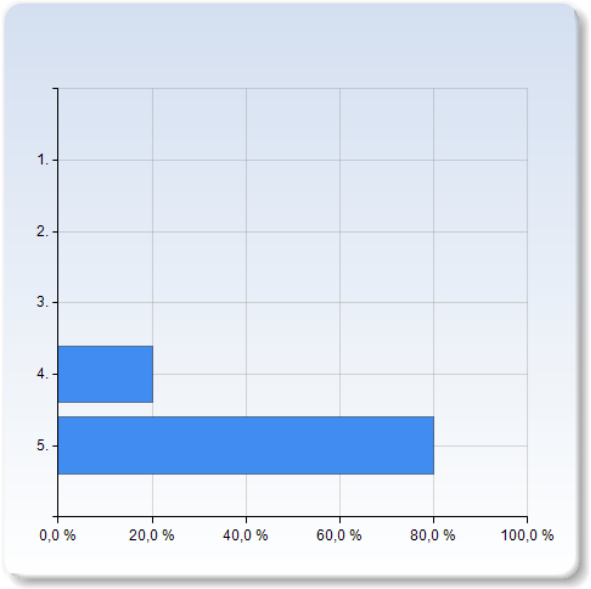


	Medelvärde	Standardavvikelse
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4,0	0,7

Comment:
I had good learning
Yes, especially the techniques that are used for protein expression in insect cells.

3. Your impression of the course leaders knowledge of the topic of this course?
(Answers 1-5, where 5 = very good, 1 = not sufficient at all)

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	1 (20,0%)
5.	4 (80,0%)
Summa	5 (100,0%)

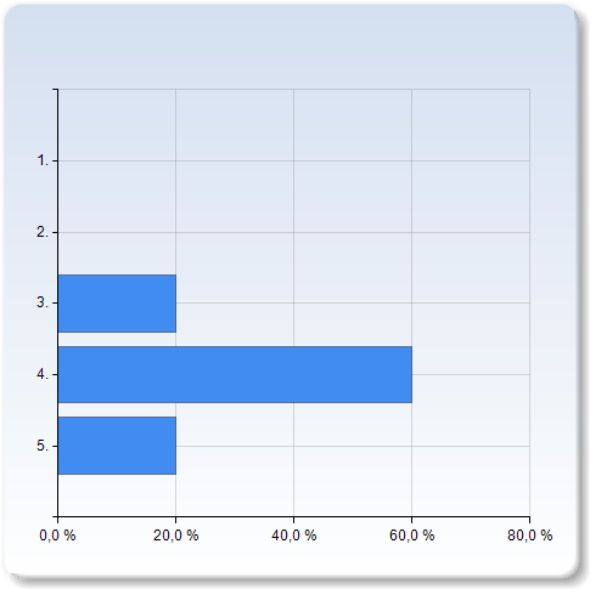


	Medelvärde	Standardavvikelse
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	4,8	0,4

Comment:
Excellent
The lectures were very informative and also the course leader was always open to questions.

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	1 (20,0%)
4.	3 (60,0%)
5.	1 (20,0%)
Summa	5 (100,0%)

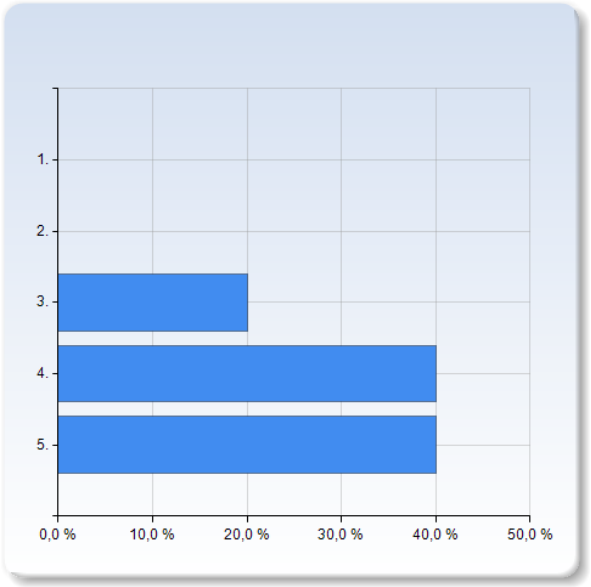


	Medelvärde	Standardavvikelse
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4,0	0,7

Comment:
There some long incubation/waiting times during the course. Is it possible to include assignments to preform during those times (for example group-work to be presented the last day)?
great
There were waiting times where the students did not know what to do because they did not know where were the specific equipment to do the experiments. But this waiting times did not affect the course schedule at all.

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	1 (20,0%)
4.	2 (40,0%)
5.	2 (40,0%)
Summa	5 (100,0%)



	Medelvärde	Standardavvikelse
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	4,2	0,8

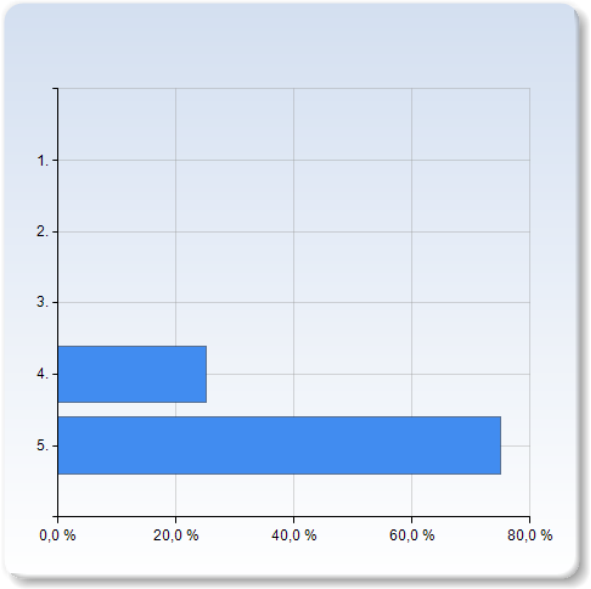
Comment:
good
The course leaders and assistants provide us enough and useful material.

Life Science PhD course Proteomic data analysis, week 46 2018

Antal svar: 4

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	1 (25,0%)
5.	3 (75,0%)
Summa	4 (100,0%)

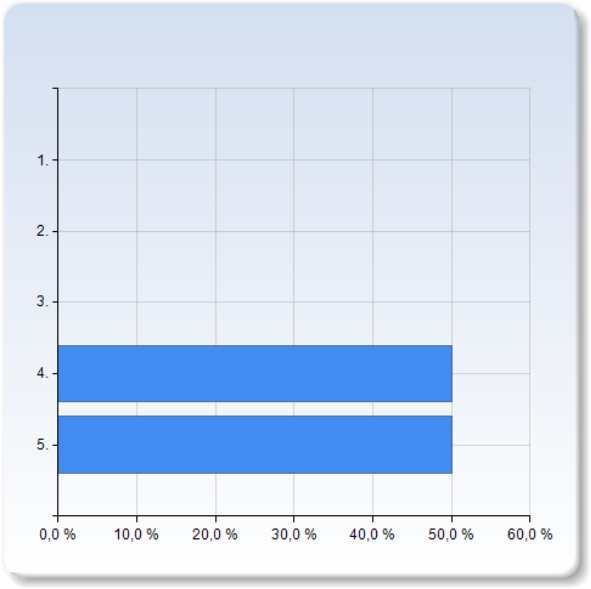


	Medelvärde	Standardavvikelse
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,8	0,5

Comment:
It was very well planned with a good balance between theory , tutorials and practical.
THe course is planned in a logical and constructive way, and the practical seassions build up nicely.

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	2 (50,0%)
5.	2 (50,0%)
Summa	4 (100,0%)

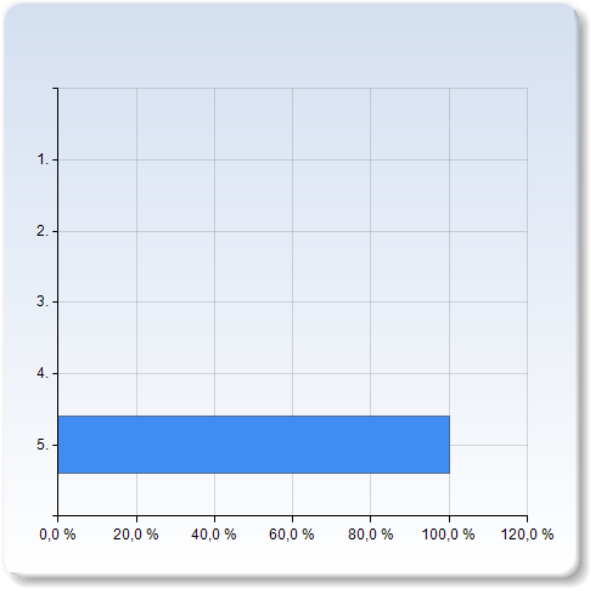


	Medelvärde	Standardavvikelse
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4,5	0,6

Comment:
It was very useful for me personally, as it provides a very good baseline to start looking into data.

3. Your impression of the course leaders knowledge of the topic of this course?
(Answers 1-5, where 5 = very good, 1 = not sufficient at all)

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	0 (0,0%)
5.	4 (100,0%)
Summa	4 (100,0%)



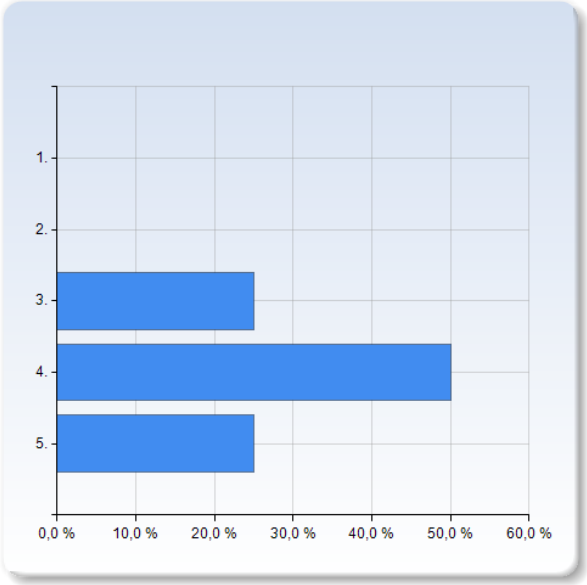
	Medelvärde	Standardavvikelse
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	5,0	0,0

Comment:

Very well informed and not shy to share the knowledge and they went extra mile to adjust different levels of background of students.

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	1 (25,0%)
4.	2 (50,0%)
5.	1 (25,0%)
Summa	4 (100,0%)



	Medelvärde	Standardavvikelse
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4,0	0,8

Comment:

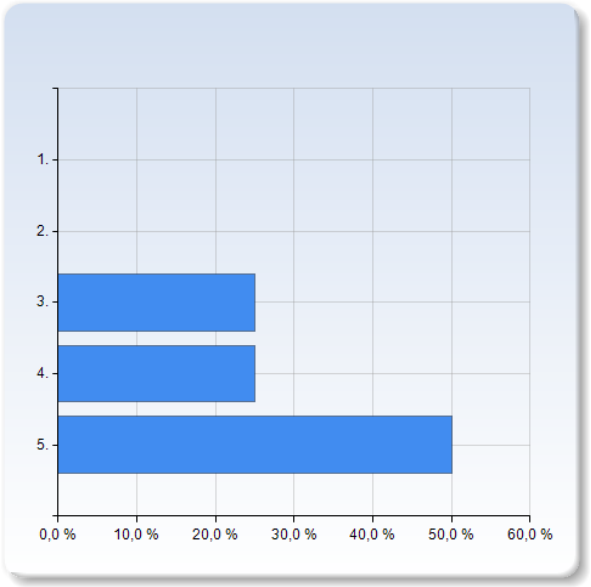
Personally , I felt they were more than understanding and very adjusting towards course planning and had a very well organised time plan and schedule.

Software and data files should be tested before the course

Some of the data sets we were working with yielded results that were complex to analyze. I would say that as a first contact, data sets with clearer interpreteations about pvalue, FDR adj pvalue would have been more instructive, even though they might not be as representative of usual situations.

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	1 (25,0%)
4.	1 (25,0%)
5.	2 (50,0%)
Summa	4 (100,0%)



	Medelvärde	Standardavvikelse
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	4,3	1,0

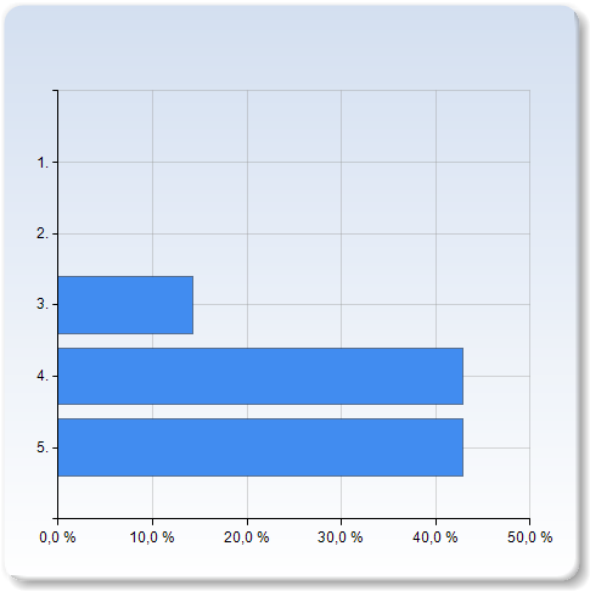
Comment:
I'd appreciate if all resources would be gathered in one place. Now some we got by email, some were in the course webpage and some were uploaded but without a link on the course webpage. The practicals could be numbered for some extra clarity of what data files belong to which exercise.
All information was provided well in advance with both as handouts as well as soft copy.
I would have appreciate a little bit more text in the slides.

Life Science PhD course PYTHON Bioinformatics programming, week 45 2018

Antal svar: 7

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	1 (14,3%)
4.	3 (42,9%)
5.	3 (42,9%)
Summa	7 (100,0%)

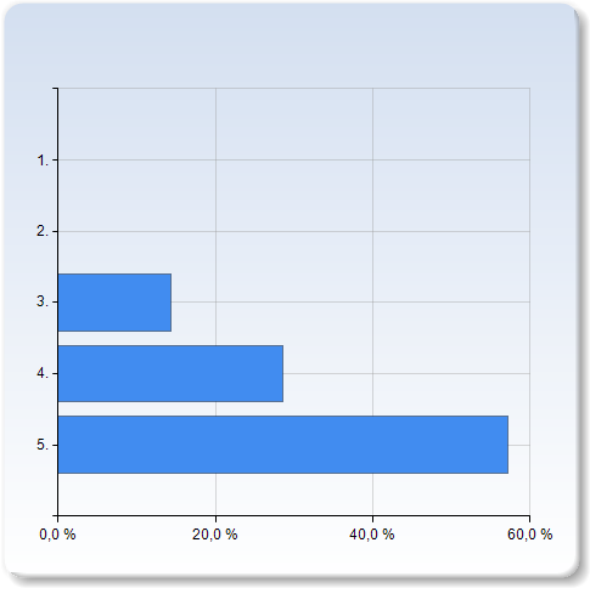


	Medelvärde	Standardavvikelse
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,3	0,8

Comment:
probably the best course I've ever attended
Absolutely, it's perfect for people who are absolute beginners in Python.
Overall it's a very good course. I would recommend to others.

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	1 (14,3%)
4.	2 (28,6%)
5.	4 (57,1%)
Summa	7 (100,0%)

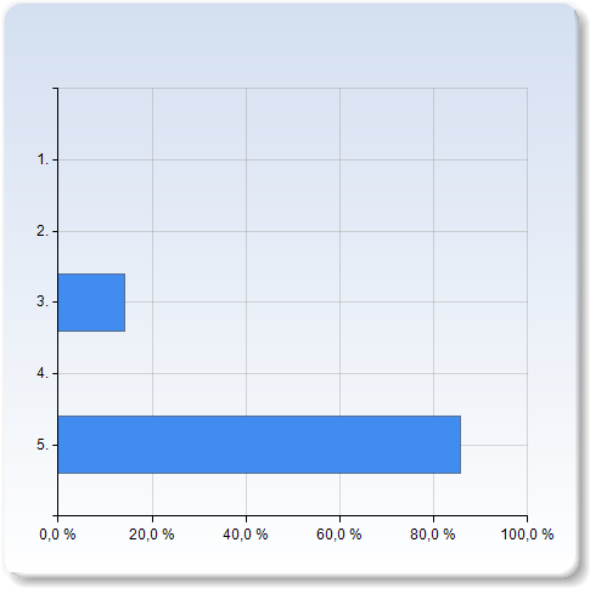


	Medelvärde	Standardavvikelse
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4,4	0,8

Comment:
Learned much about syntax. However, since bioinformatics is broad, basic knowledge about more libraries would have been interesting as well.
I learned a lot in a week. I had no previous experience with Python, so this course was perfect for me as it covers the basics. The course might be easy for those who have experience with similar programming languages.
I learned a lot, but haven't being able to connect what I learned to my own project.

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	1 (14,3%)
4.	0 (0,0%)
5.	6 (85,7%)
Summa	7 (100,0%)



	Medelvärde	Standardavvikelse
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	4,7	0,8

Comment:
All three were excellent, seemed to complement each other well, and their enthusiasm for the subject was contagious.
The course leaders were well prepared. They were giving us good examples for each topic, and they were able to answer all the questions from the students.

4. Your impression of the course leaders planning and performance in this course?
(Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Antal svar
1.	0 (0,0%)
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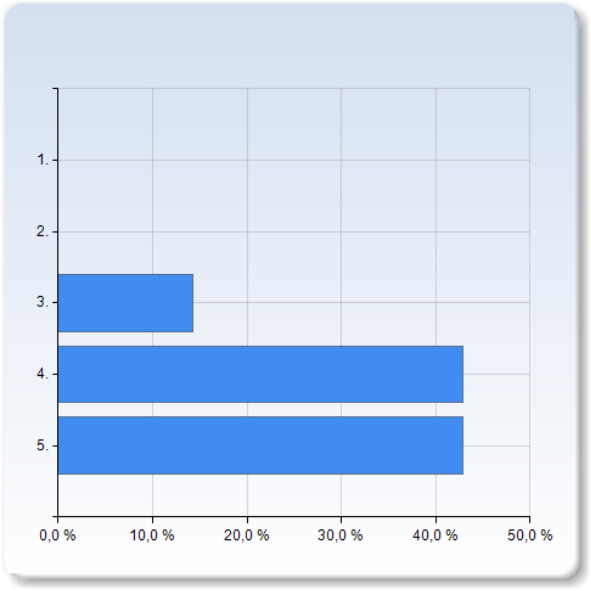
3.	1 (14,3%)
4.	3 (42,9%)
5.	3 (42,9%)
Summa	7 (100,0%)



	Medelvärde	Standardavvikelse
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4,3	0,8

Comment:
Some things seem not so much planned, but otherwise it was good.
Excellent. We managed to go beyond the core material for the course.
The lecture itself could be more organised

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
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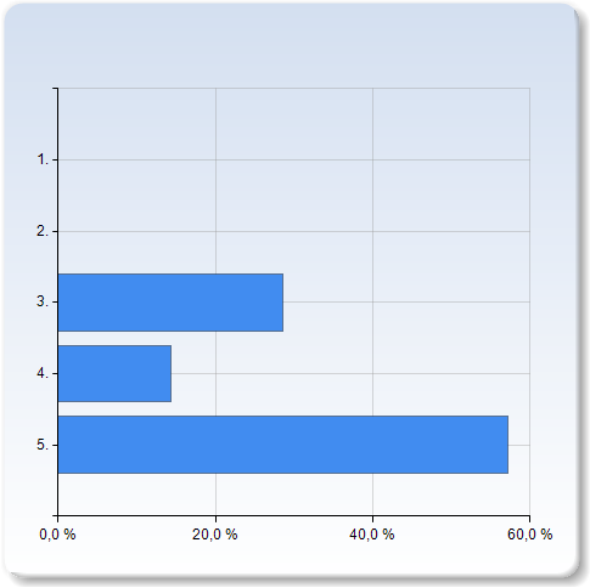
Summa	7 (100,0%)



	Medelvärde	Standardavvikelse
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	4,3	1,0

Comment:
Compendia were not always super clear in themselves, but understandable along with the lectures.
For the future, you could send out the instructions for installing the programs before the course starts.
Suitable material, interesting exercises.
the lecture handout is sometimes difficult to understand fully, sometimes is a bit abstract. but the exercise is very goos.

Life Science PhD course Quantitative PCR, week 48 2018

Antal svar: 7

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
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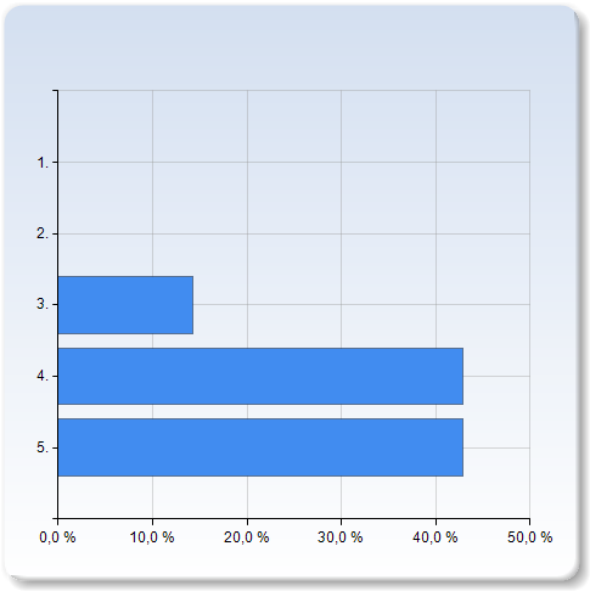
4.	3 (42,9%)
5.	3 (42,9%)
Summa	7 (100,0%)

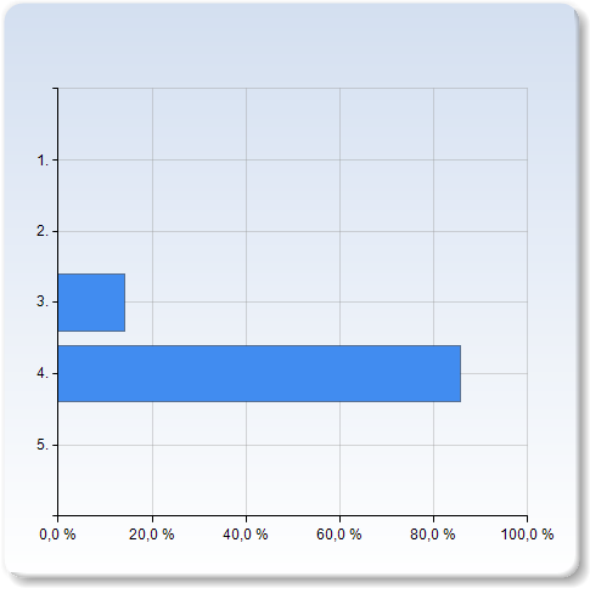


	Medelvärde	Standardavvikelse
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,3	0,8

Comment:
Both knowledge and skill are very important to learn.

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	1 (14,3%)
4.	6 (85,7%)
5.	0 (0,0%)
Summa	7 (100,0%)



	Medelvärde	Standardavvikelse
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	3,9	0,4

Comment:
I definitely know much more now, but I think I would have gained more if I had had more experience with qPCR from before.

3. Your impression of the course leaders knowledge of the topic of this course?
(Answers 1-5, where 5 = very good, 1 = not sufficient at all)

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Antal svar
1.	0 (0,0%)
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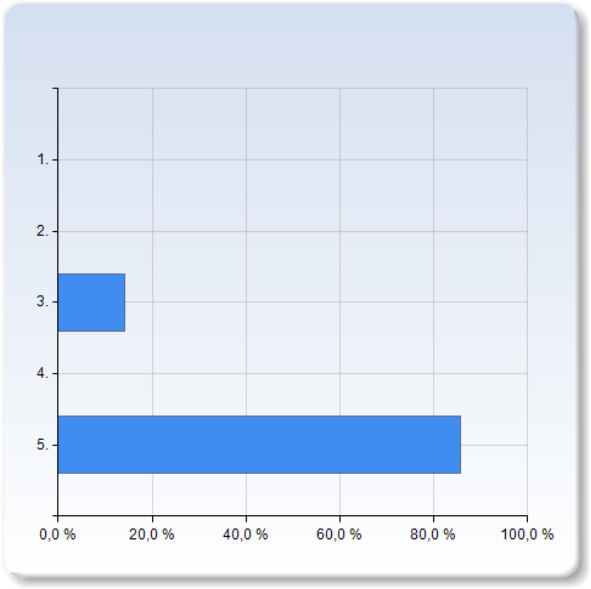
3.	1 (14,3%)
4.	0 (0,0%)
5.	6 (85,7%)
Summa	7 (100,0%)



	Medelvärde	Standardavvikelse
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	4,7	0,8

Comment:
They are well knowledgeable and skilled to their expertise.
Extremely good, and very clear the teachers liked the topic and were very good in trouble shooting

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	1 (14,3%)
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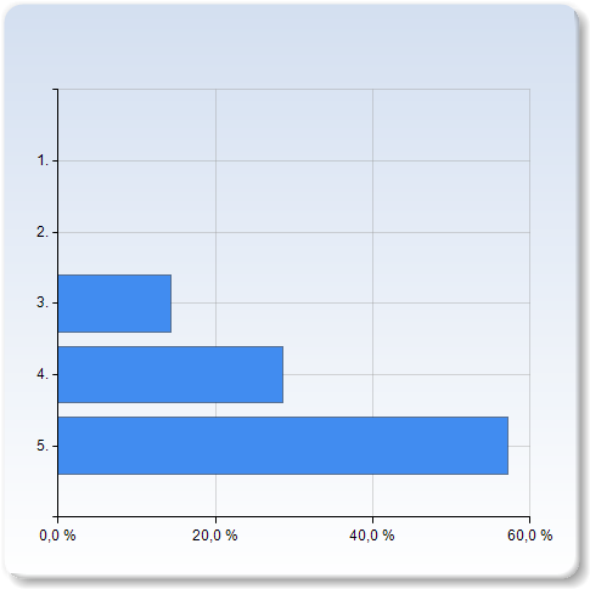
5.	4 (57,1%)
Summa	7 (100,0%)

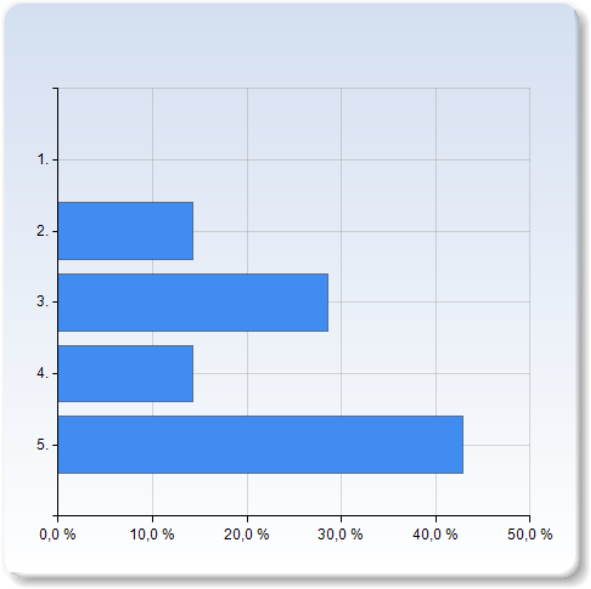


	Medelvärde	Standardavvikelse
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4,4	0,8

Comment:
Also, lab assistants did a great job!
They planned the course well.

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Antal svar
1.	0 (0,0%)
2.	1 (14,3%)
3.	2 (28,6%)
4.	1 (14,3%)
5.	3 (42,9%)
Summa	7 (100,0%)



	Medelvärde	Standardavvikelse
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	3,9	1,2

Comment:
the organisation of the dropbox files was a bit chaotic

2017

REDOVISNING AV LIFE SCIENCE FU-kurser 2017

http://www.cmps.lu.se/life-sciences/

- ✓ Breddning i forskarutbildningen
- ✓ Intensiva, korta kurser; ges regelbundet och återkommande, lätta planera in i doktorandprojektet
- ✓ Få deltagare per kurs (max 8, 15 om datorbaserad), högkvalitativ undervisning forskningslabb
- ✓ Kursledare kan fokusera på kurs, enkel administration, utannonsering + antagning rationaliserat

- ✓ Nya metoder sprids mellan forskargrupperna
- ✓ Både doktorander och kursledare stimuleras, kontakter och samarbeten uppstår
- ✓ Ökad kontaktyta mellan ämnesgränser och institutioner
- ✓ Kurser avgiftsfria, finansiering av N, M, T-fakultet och forskarskolor; investering i framtida forskning

FU-kurser i LifeSciences 2017

	Course name:	Course leader:	Week:
1	Protein spectroscopy	Cedric Dicko	36
2	Protein mass spectrometry	Katja Bernfur	37
3	Bioanalytical HPLC	Margareta Sandahl	38
4	DNA amplification technology	Johannes Hedman	43
5	Confocal laser scanning microscopy	Lina Gefors	44
6	PYTHON Bioinformatics programming	Björn Canbäck	45
7	Quantitative PCR	Allan Rasmusson/Staffan Bensch	48
8	Proteomic data analysis	Fredrik Levander	49

Innehåll:

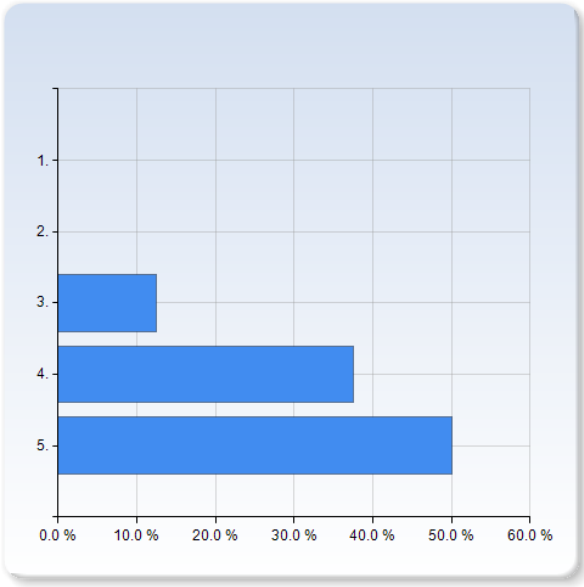
PhD courses LifeSciences 2017 Lund University			15	M	24%		
http://www.cmps.lu.se/life-sciences/			17	N	27%		
62 applicants, distribution 24, 27, 35, 11, 1 % from faculty M, N, T, SLU, other			22	T	35%		
			7	SLU	11%		
			1	other			
first_name	**surname**	**email**	**first_course**			**second_course**	**third_course**
Joy	Nakawesi	joy.nakawesi@med.lu.se	Confocal laser scanning microscopy			Confocal laser scanning microscopy	Confocal laser scanning microscopy
Clara	Oudenaarden	clara.oudenaarden@gmail.com	PHYTON Bioinformatics programming			Analytical and quantitative GC-MS	Analytical and quantitative GC-MS
Samar	Hunaiti	samar.hunaiti@med.lu.se	Proteomic data analysis			Protein and DNA microarray techniques	Confocal laser scanning microscopy
Dovile	Sinkeviciute	dovile.sinkeviciute@med.lu.se	Proteomic data analysis			PHYTON Bioinformatics programming	Proteomic data analysis
Anas	Abu-Humaidan	anas_haider.abu-humaidan@med.lu.se	Analytical and quantitative GC-MS			Analytical and quantitative GC-MS	Analytical and quantitative GC-MS
Anna	Ehinger	anna.ehinger@med.lu.se	Confocal laser scanning microscopy			Confocal laser scanning microscopy	Confocal laser scanning microscopy
Elsa	Westerlund	elsa.westerlund@med.lu.se	Confocal laser scanning microscopy			Protein and DNA microarray techniques	Proteomic data analysis
Cajsa	Davegårdh	cajsa.davegardh@med.lu.se	PHYTON Bioinformatics programming			PHYTON Bioinformatics programming	PHYTON Bioinformatics programming
Jonatan	Ahlstedt	jonatan.ahlstedt@med.lu.se	Immunocell flow cytometry			Immunocell flow cytometry	Live cell imaging
Alexander	Lind	Alexander.lind@med.lu.se	Protein mass spectrometry			Immunocell flow cytometry	Protein and DNA microarray techniqu
Vignesh	Murugesan	vignesh.murugesan@med.lu.se	PHYTON Bioinformatics programming			PHYTON Bioinformatics programming	PHYTON Bioinformatics programming
Nestor	Vazquez Bernat	nestor.vazquez.bernat@ki.se	PHYTON Bioinformatics programming			PHYTON Bioinformatics programming	PHYTON Bioinformatics programming
Katarzyna	Krawczyk	katarzyna.krawczyk@med.lu.se	Immunocell flow cytometry			Immunocell flow cytometry	Immunocell flow cytometry
Elin	Oscarsson	elin.oscarsson@med.lu.se	PHYTON Bioinformatics programming			PHYTON Bioinformatics programming	PHYTON Bioinformatics programming
Anna	Whiteman	anna.whiteman@ki.se	Immunocell flow cytometry			Immunocell flow cytometry	Immunocell flow cytometry
Sofia	Åkesson	sofia.akesson@geol.lu.se	DNA amplification technology			Immunocell flow cytometry	DNA amplification technology
Veronika	Nesverova	veronika.nesverova@biochemistry.lu.se	Protein spectroscopy PCLS			Microbial flow cytometry	Protein spectroscopy PCLS
Dev	Thacker	dev.thacker@biochemistry.lu.se	Bioanalytical HPLC			Confocal laser scanning microscopy	PHYTON Bioinformatics programming
Emina	Mulaosmanovic	emina.mulaosmanovic@slu.se	Analytical and quantitative GC-MS			Analytical and quantitative GC-MS	Analytical and quantitative GC-MS
Tanja	Weiffert	tanja.weiffert@biochemistry.lu.se	Bioanalytical HPLC			Protein and DNA microarray techniques	Live cell imaging
Samuel	Butler	samuel.butler@biochemistry.lu.se	Bioanalytical HPLC			Protein factories	Protein mass spectrometry
Tinna	Palmadottir	tinna.palmadottir@biochemistry.lu.se	Analytical and quantitative GC-MS			PHYTON Bioinformatics programming	PHYTON Bioinformatics programming
BEER	SEN	beer.sen@biol.lu.se	Quantitative PCR			Quantitative PCR	Protein mass spectrometry
Tomas	Karlsson	tomas.karlsson@nateko.lu.se	Analytical and quantitative GC-MS			Analytical and quantitative GC-MS	Analytical and quantitative GC-MS
Viktoria	Bågenholm	viktoria.bagenholm@biochemistry.lu.se	Protein spectroscopy PCLS			Bioanalytical HPLC	Proteomic data analysis
Mattias	Brofelth	mattias.brofelth@immun.lth.se	Analytical and quantitative GC-MS			Analytical and quantitative GC-MS	Analytical and quantitative GC-MS
Marvin	Villacrez	villacrez2017@gmail.com	Live cell imaging			Protein mass spectrometry	Bioanalytical HPLC
Markus	Fröjd	markus.frojd@biol.lu.se	Quantitative PCR			Quantitative PCR	Quantitative PCR
Emma	Johansson	emma.johansson@biol.lu.se	Quantitative PCR			Quantitative PCR	Quantitative PCR
Thao Duy	Nguyen	thao.nguyen@food-health-science.lu.se	Analytical and quantitative GC-MS			Protein and DNA microarray techniques	Protein mass spectrometry
Atena	Malakpour	atena.malakpour@biol.lu.se	Confocal laser scanning microscopy			Live cell imaging	Immunocell flow cytometry
Lina	Mattsson	lina.mattsson@lnu.se	DNA amplification technology			DNA amplification technology	DNA amplification technology
Haiyue	Gong	haiyue.gong@tbiokem.lth.se	Live cell imaging			Protein spectroscopy PCLS	Confocal laser scanning microscopy
Huiting	Ma	huiting.ma@tbiokem.lth.se	Protein spectroscopy PCLS			Quantitative PCR	16s rRNA Gene Amplicons
Elisabeth	Uhlig	elisabeth.uhlig@food.lth.se	PHYTON Bioinformatics programming			16s rRNA Gene Amplicons	DNA amplification technology
ka	zhang	ka.zhang@tbiokem.lth.se	Protein spectroscopy PCLS			Proteomic data analysis	DNA amplification technology
Karin	Kettisen	karin.kettisen@tbiokem.lth.se	Protein spectroscopy PCLS			Protein mass spectrometry	Proteomic data analysis
Oliver	Englund Örn	oliver.englund_orn@biotek.lu.se	Microbial flow cytometry			Proteomic data analysis	PHYTON Bioinformatics programming
Krithika	Ravi	krithika.ravi@chemeng.lth.se	Bioanalytical HPLC			Bioanalytical HPLC	Microbial flow cytometry
Eva	Undvall	eva.undvall@bme.lth.se	Quantitative PCR			Protein mass spectrometry	Protein spectroscopy PCLS
Daniel Martin	Salas Veizaga	daniel_m.v_salas@biotek.lu.se	Protein factories			Protein mass spectrometry	16s rRNA Gene Amplicons
Krithika	Ravi	krithika.ravi@chemeng.lth.se	Bioanalytical HPLC			Bioanalytical HPLC	Microbial flow cytometry
Stina	Burri	stina.burri@food.lth.se	Bioanalytical HPLC			Immunocell flow cytometry	Quantitative PCR
Karen	Ofuji Osiro	karen.ofuji_osiro@tmb.lth.se	DNA amplification technology			PHYTON Bioinformatics programming	Protein mass spectrometry
Mahmoud	Sayed Ali Sayed	Mahmoud.Sayed@biotek.lu.se	Proteomic data analysis			Protein and DNA microarray techniques	Protein spectroscopy PCLS
Yi	Lu	yi.lu@food.lth.se	Analytical and quantitative GC-MS			Protein spectroscopy PCLS	Confocal laser scanning microscopy
Malin	Alsved	malin.alsved@design.lth.se	DNA amplification technology			Quantitative PCR	PHYTON Bioinformatics programming
Yoghatama Cin	Zanzer	yoghatama.cindya_zanzer@food-health-sc	Analytical and quantitative GC-MS			Bioanalytical HPLC	PHYTON Bioinformatics programming
Karin	Kettisen	karin.kettisen@tbiokem.lth.se	Protein spectroscopy PCLS			Protein mass spectrometry	Proteomic data analysis
Kristjan	Pullerits	kristjan.pullerits@tmb.lth.se	DNA amplification technology			DNA amplification technology	DNA amplification technology
Johan	Wallerstein	johan.wallerstein@gmail.com	PHYTON Bioinformatics programming			PHYTON Bioinformatics programming	PHYTON Bioinformatics programming
Nittaya	Marungruang	nittaya.marungruang@food-health-scienc	Immunocell flow cytometry			Live cell imaging	Microbial flow cytometry
Amrita	Chakraborty	amrita.chakraborty@slu.se	Analytical and quantitative GC-MS			Microbial flow cytometry	Protein and DNA microarray technique
Martin	Andersson	martin.andersson@angstrom.uu.se	Bioanalytical HPLC			Bioanalytical HPLC	Bioanalytical HPLC
Bing	Liu	bing.liu@slu.se	Protein mass spectrometry			Protein spectroscopy PCLS	Bioanalytical HPLC
Per	Snell	Per.snell@slu.se	Quantitative PCR			Analytical and quantitative GC-MS	DNA amplification technology
Zeratsion Aber	Desta	zeratsion.abera@slu.se	PHYTON Bioinformatics programming			Microbial flow cytometry	Confocal laser scanning microscopy
Sewalem	Wondim	sewalem.tsehay@slu.se	DNA amplification technology			PHYTON Bioinformatics programming	Analytical and quantitative GC-MS
Simon	Jeppson	simon.jeppson@slu.se	Bioanalytical HPLC			Quantitative PCR	Analytical and quantitative GC-MS
Magnus	Carlsson	magnus.l.carlsson@slu.se	Protein mass spectrometry			Proteomic data analysis	Protein factories
Mattias	Engman	mattias.engman@slu.se	Protein mass spectrometry			DNA amplification technology	Live cell imaging
Viktoras	Kulionis	viktoras.kulionis@ekh.lu.se	PHYTON Bioinformatics programming			PHYTON Bioinformatics programming	PHYTON Bioinformatics programming

Life Science PhD course Protein spectroscopy, week 36 2017

Answer Count: 8

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	1 (12.5%)
4.	3 (37.5%)
5.	4 (50.0%)
Total	8 (100.0%)

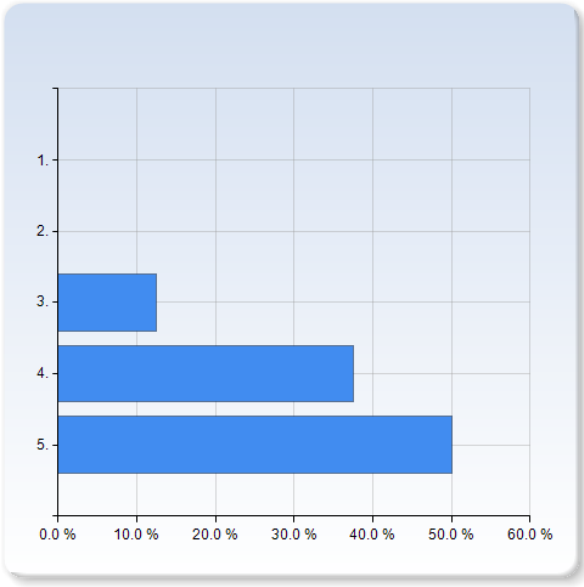


	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4.4	0.7

Comment:
It is really useful when you need to work with spectroscopy.
Highlights important aspects of data collection, understanding and analysis. Anyone working with proteins should take this course.
If you work within the field, it's great course! If not, quite difficult.
Useful

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	1 (12.5%)
4.	3 (37.5%)
5.	4 (50.0%)
Total	8 (100.0%)

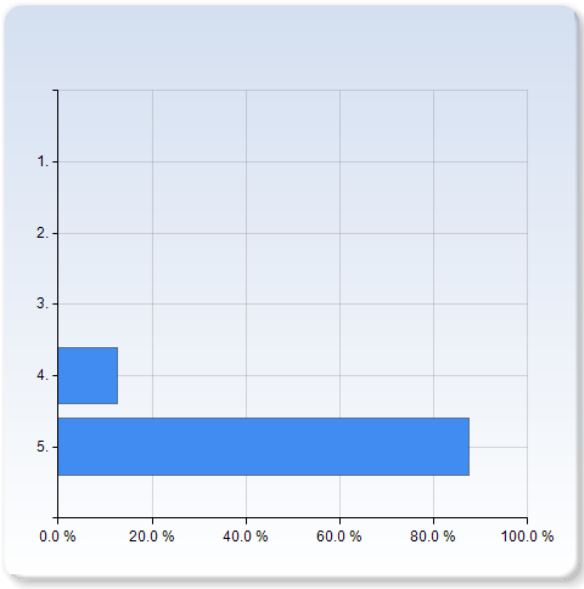


	Mean	Standard Deviation
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4.4	0.7

Comment:
During the day 3 and 4 where we were supposed to analyze data independently I was quite lost and getting frustrated from not making progress. I wish this was done more interactively, receiving constant support.
It was difficult for me to follow, as someone with very little previous experience. Also it has been a long time since I took classes like enzymatic synthesis, structure biology etc.

3. Your impression of the course leaders knowledge of the topic of this course?
(Answers 1-5, where 5 = very good, 1 = not sufficient at all)

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	0 (0.0%)
4.	1 (12.5%)
5.	7 (87.5%)
Total	8 (100.0%)

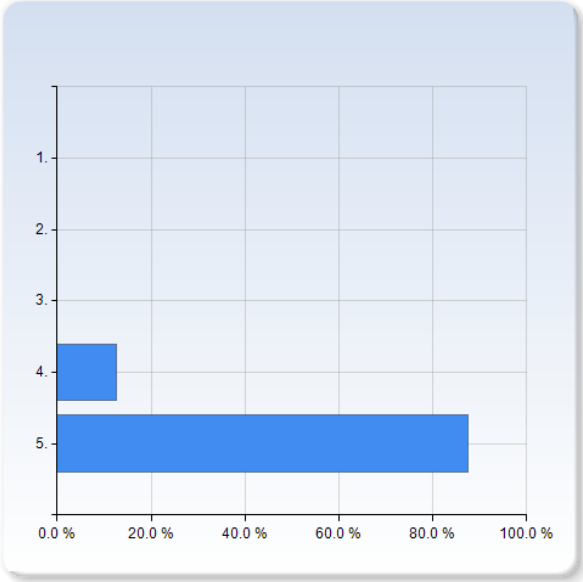


	Mean	Standard Deviation
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	4.9	0.4

Comment:
He is knowledgeable and can explain everything clearly

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)

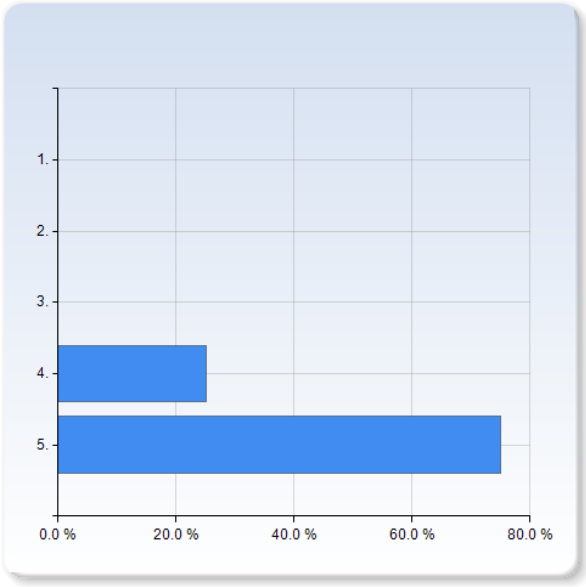
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	0 (0.0%)
4.	1 (12.5%)
5.	7 (87.5%)
Total	8 (100.0%)



	Mean	Standard Deviation
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4.9	0.4

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	0 (0.0%)
4.	2 (25.0%)
5.	6 (75.0%)
Total	8 (100.0%)



	Mean	Standard Deviation
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	4.8	0.5

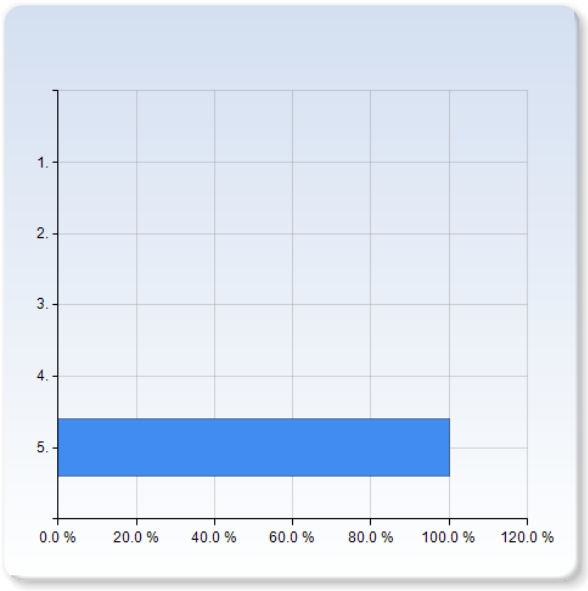
Comment:
Many useful software, links and references.

Life Science PhD course Protein mass spectrometry, week 37 2017

Answer Count: 6

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	0 (0.0%)
4.	0 (0.0%)
5.	6 (100.0%)
Total	6 (100.0%)

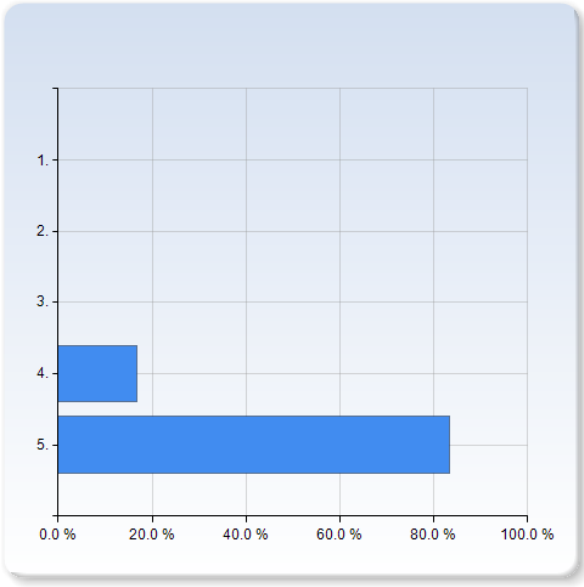


	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	5.0	0.0

Comment:
You will have benefit of the course, regardless of scientific area.
This is one of the best courses that I took during my PhD studies. It was very good organized, very dynamic and give us the chance to keep working with this subject and operating the system after finishing the course.

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	0 (0.0%)
4.	1 (16.7%)
5.	5 (83.3%)
Total	6 (100.0%)

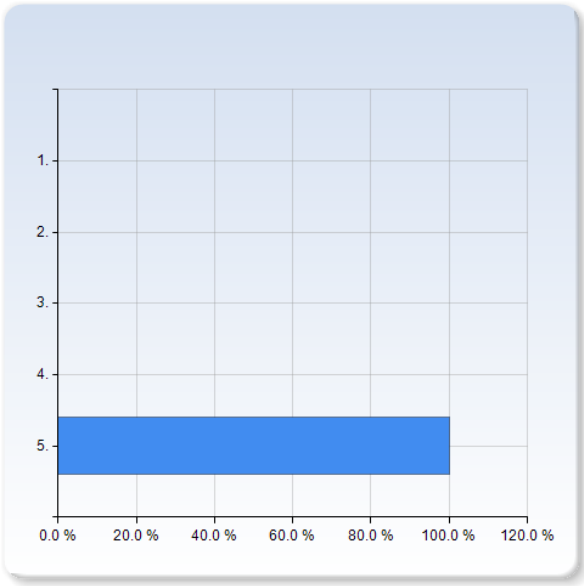


	Mean	Standard Deviation
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4.8	0.4

Comment:
Yes, until this course I just had basic theoretical bases on how a mass spectrometer works, now I get better knowledge about this technique and also new skills on how operate MALDI.
I think the material covered was well adapted to the length pf thea course.

3. Your impression of the course leaders knowledge of the topic of this course?
(Answers 1-5, where 5 = very good, 1 = not sufficient at all)

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	0 (0.0%)
4.	0 (0.0%)
5.	6 (100.0%)
Total	6 (100.0%)

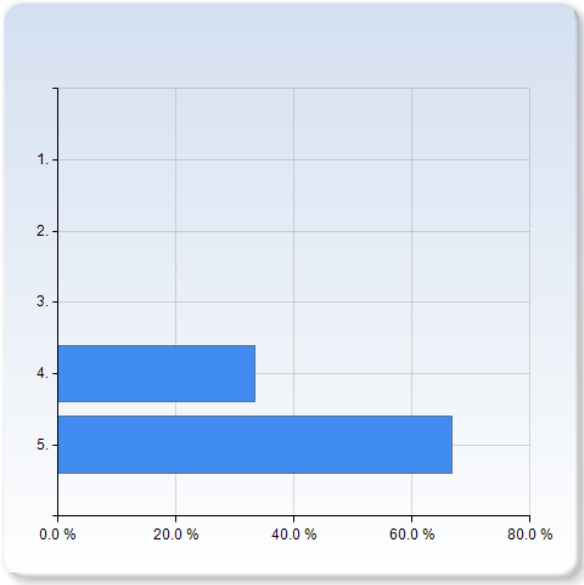


	Mean	Standard Deviation
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	5.0	0.0

Comment:
I didnot experience a moment during the course, at which the course-leaders could not/did not have an answer.
Both of them, Cecilia and Katja are very skillful and experts in the topic they taught. They were always opened to questions and were very patience to make the students understand the objectives of every day work.

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	0 (0.0%)
4.	2 (33.3%)
5.	4 (66.7%)
Total	6 (100.0%)

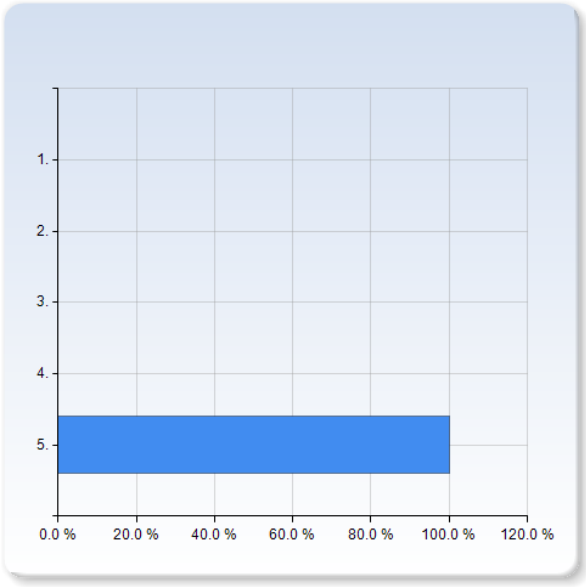


	Mean	Standard Deviation
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4.7	0.5

Comment:
Perhaps a bit cruded with assignments, especially the first days.
The schedules and the plans for every day of course were very well organized and one as a student had the freedom to reach every single objective in his own time. They also were really flexible with the ending day times, allowing the students to continue working if they wanted to after the oficial course ending time.

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	0 (0.0%)
4.	0 (0.0%)
5.	6 (100.0%)
Total	6 (100.0%)



	Mean	Standard Deviation
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	5.0	0.0

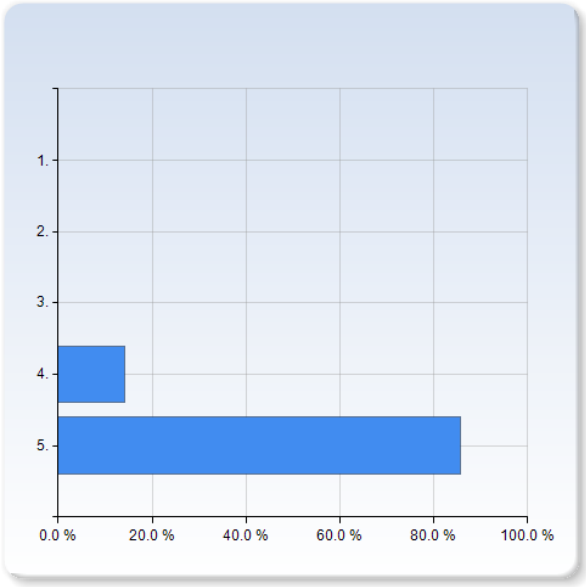
Comment:
Excellent
Very well organized and easy to follow.

Life Science PhD course Bioanalytical HPLC, week 38 2017

Answer Count: 7

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

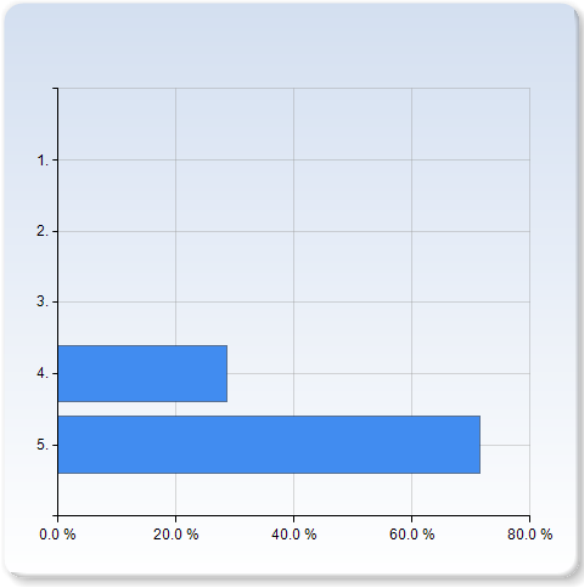
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	0 (0.0%)
4.	1 (14.3%)
5.	6 (85.7%)
Total	7 (100.0%)



	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4.9	0.4

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

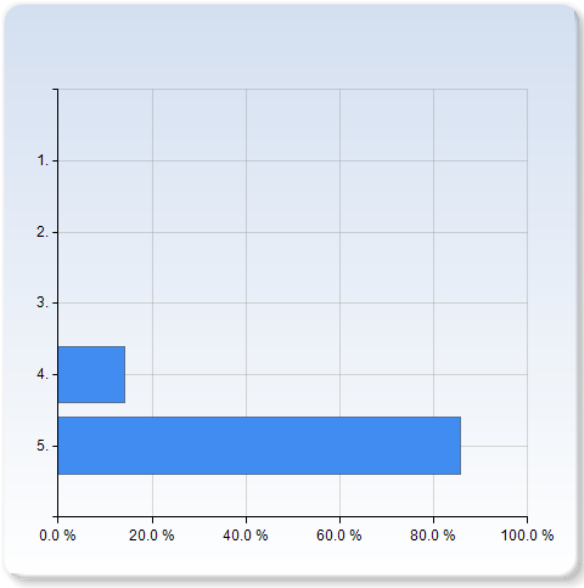
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	0 (0.0%)
4.	2 (28.6%)
5.	5 (71.4%)
Total	7 (100.0%)



	Mean	Standard Deviation
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4.7	0.5

3. Your impression of the course leaders knowledge of the topic of this course?
(Answers 1-5, where 5 = very good, 1 = not sufficient at all)

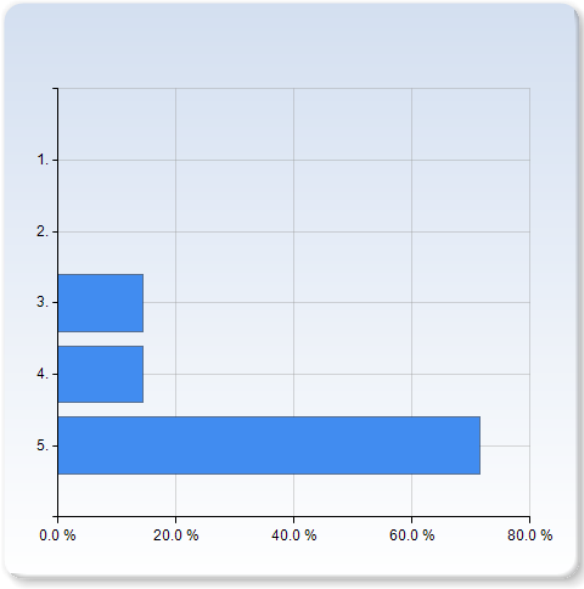
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	0 (0.0%)
4.	1 (14.3%)
5.	6 (85.7%)
Total	7 (100.0%)



	Mean	Standard Deviation
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	4.9	0.4

4. Your impression of the course leaders planning and performance in this course?
(Answers 1-5, where 5 = very good, 1 = not good at all)

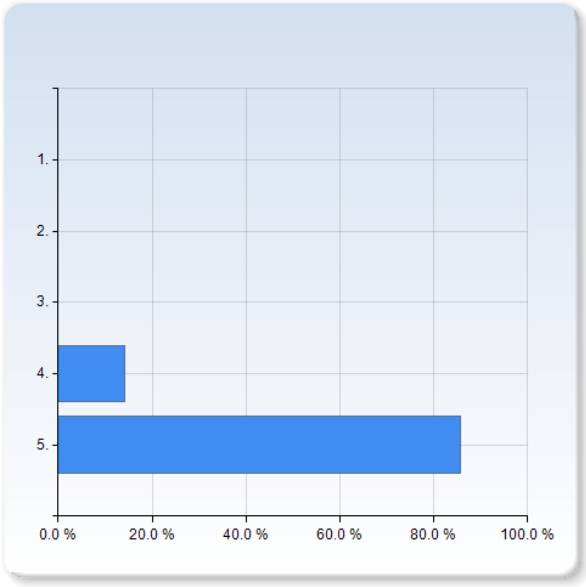
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	1 (14.3%)
4.	1 (14.3%)
5.	5 (71.4%)
Total	7 (100.0%)



	Mean	Standard Deviation
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4.6	0.8

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	0 (0.0%)
4.	1 (14.3%)
5.	6 (85.7%)
Total	7 (100.0%)



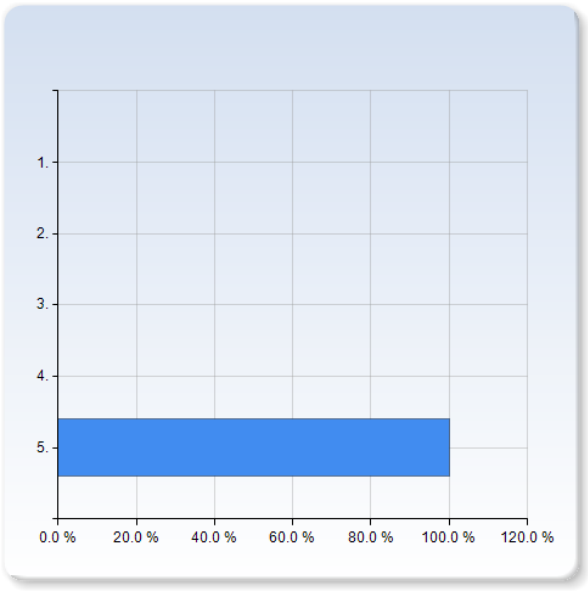
	Mean	Standard Deviation
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	4.9	0.4

Life Science PhD course DNA amplification, week 43 2017

Answer Count: 8

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	0 (0.0%)
4.	0 (0.0%)
5.	8 (100.0%)
Total	8 (100.0%)

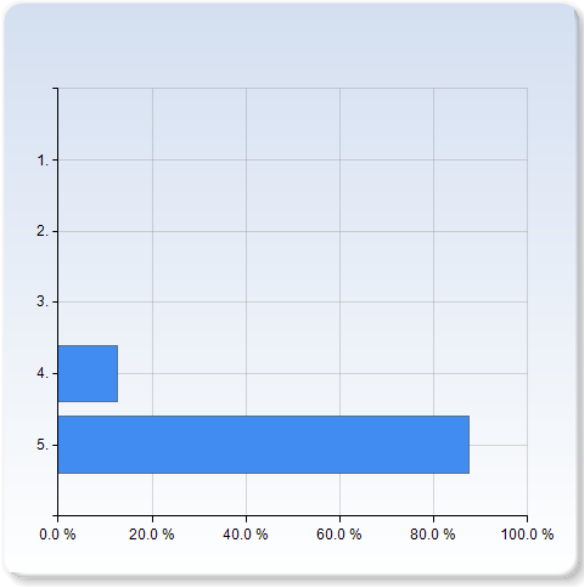


	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	5.0	0.0

Comment:
It is well organized with the right methodology for active learning. The teachers and the lab technician are knowledgeable personells.
I think the course will help me a lot in my research!
Fantastic course! Now I feel more confident to go into the lab and do PCR experiments and to review other people's work.
It is a good combination between lecture and practical. It is good to discuss the result together and understand more.
Yes! Very good mix of lectures and labs.
Very good level and time for questions and reflections. Appreciated to mix theory and practical work.

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	0 (0.0%)
4.	1 (12.5%)
5.	7 (87.5%)
Total	8 (100.0%)

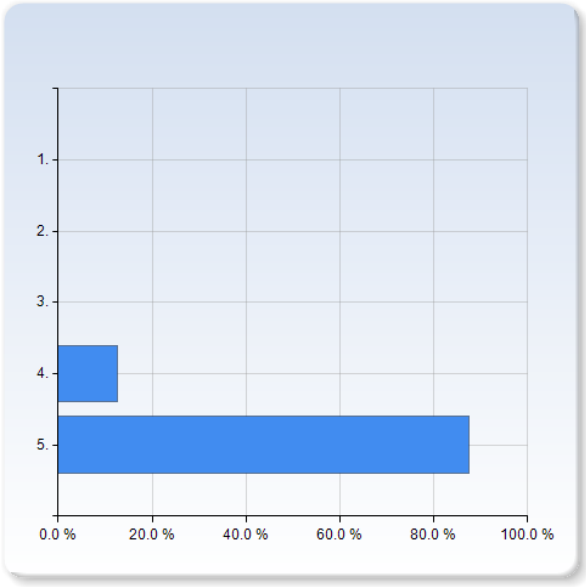


	Mean	Standard Deviation
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4.9	0.4

Comment:
It was interesting that the course includes practical,lecture, workshops and discussions.
Both practically and theoretically. Now I have some hands on experience
I knew very little about the technique but have learned very much.
I learned a lot about pcr. As I do not have background in this area, I am appreciate the time in the course and teach me a lot
Even though I had prior knowledge of qPCR/PCR the course got me thinking in other ways regarding controls/replicates/amplification efficiency /and so on...
Very intensive and fruitful course!

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	0 (0.0%)
4.	1 (12.5%)
5.	7 (87.5%)
Total	8 (100.0%)

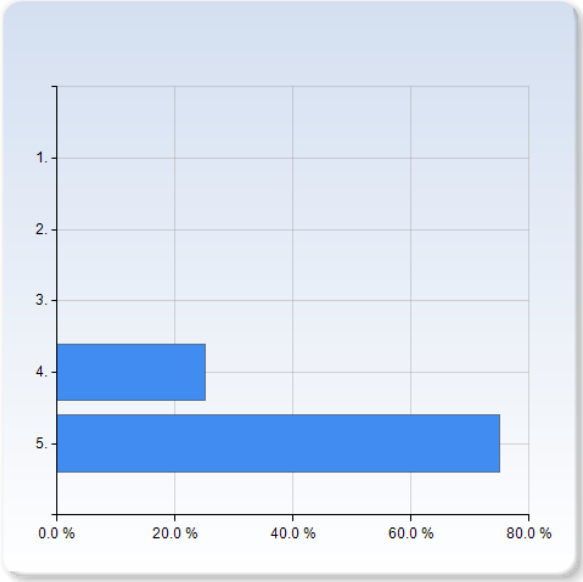


	Mean	Standard Deviation
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	4.9	0.4

Comment:
They are pretty much knowledgeable from theoretical nd practical point of view.
Great! They had answers and good explanations to all questions we came ut with. They were also very open to answering questions during the whole course which felt very nice.
In both theory and practical part, the leaders cover all the important parts of the field.

4. Your impression of the course leaders planning and performance in this course?
(Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	0 (0.0%)
4.	2 (25.0%)
5.	6 (75.0%)
Total	8 (100.0%)

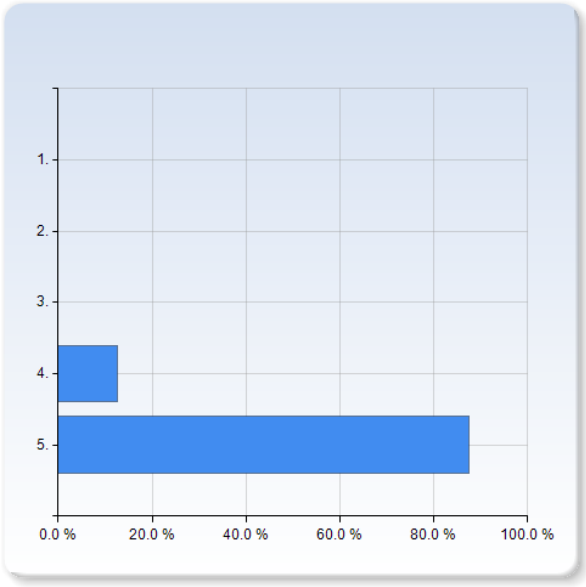


	Mean	Standard Deviation
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4.8	0.5

Comment:
well organized.
Very good. The mix of lectures, lab, discussions and workshops was very good. Super good to sit down and discuss problems and the lab results, first in pairs and the with the teachers - I think this was a superb way of doing it.
In the afternoons and lunches running late, otherwise ok.
I think the RT-qPCR lecture could be added before the actual lab to get more knowledge of what you are doing on the lab later.
The encouragement to ask questions!!!
This course was the most organized course that I have taken! I was impressive of how we could manage to performed many experiments and analyzes during this course.

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	0 (0.0%)
4.	1 (12.5%)
5.	7 (87.5%)
Total	8 (100.0%)



	Mean	Standard Deviation
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	4.9	0.4

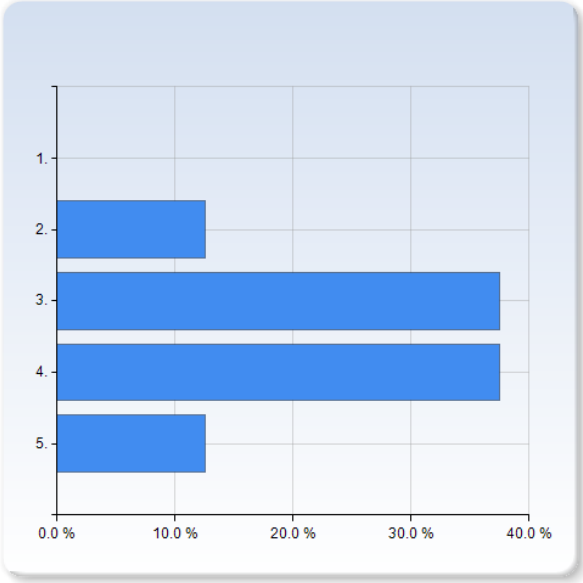
Comment:
All the materials for the course are provide.
Great that we got all the material printed and more articles and interesting reading if we want to dig deeper.
really good. They put everything in order and explain everything clearly.
Lab manuals sometimes a bit unclear.

Life Science PhD course Confocal laser scanning microscopy, week 44 2017

Answer Count: 8

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0.0%)
2.	1 (12.5%)
3.	3 (37.5%)
4.	3 (37.5%)
5.	1 (12.5%)
Total	8 (100.0%)

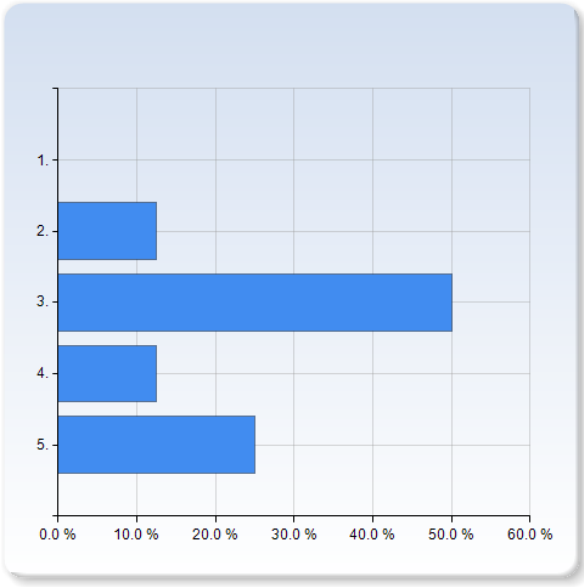


	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	3.5	0.9

Comment:
I think a little more defined group tasks would be nice.

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Number of Responses
1.	0 (0.0%)
2.	1 (12.5%)
3.	4 (50.0%)
4.	1 (12.5%)
5.	2 (25.0%)
Total	8 (100.0%)

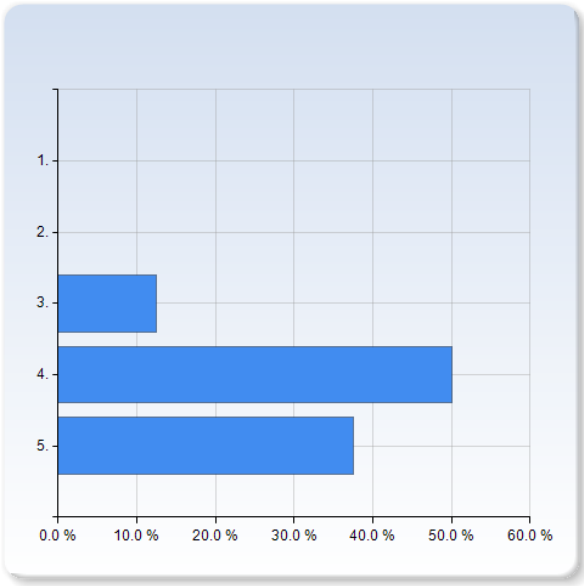


	Mean	Standard Deviation
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	3.5	1.1

Comment:
Image J workshop was basically self-learning! I was looking forward to learn alot more...
I hope we spent more time on the microscope , it was alot of theory and less practice :(

3. Your impression of the course leaders knowledge of the topic of this course?
(Answers 1-5, where 5 = very good, 1 = not sufficient at all)

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	1 (12.5%)
4.	4 (50.0%)
5.	3 (37.5%)
Total	8 (100.0%)



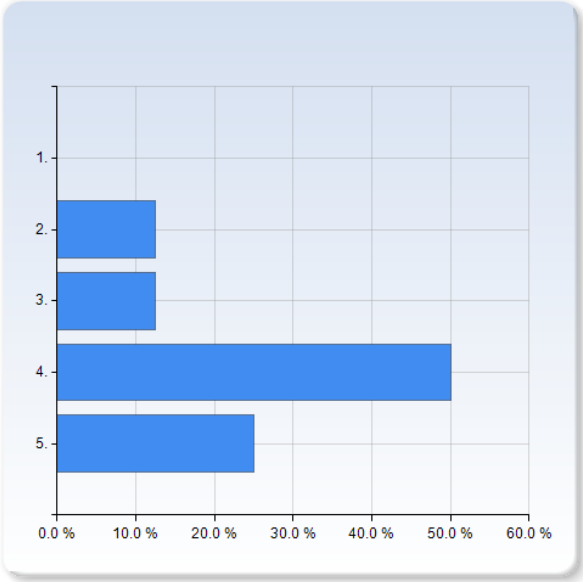
	Mean	Standard Deviation
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	4.3	0.7

Comment:

The lab supervisor did not know all the theory that the course leaders had lectures about.

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Number of Responses
1.	0 (0.0%)
2.	1 (12.5%)
3.	1 (12.5%)
4.	4 (50.0%)
5.	2 (25.0%)
Total	8 (100.0%)



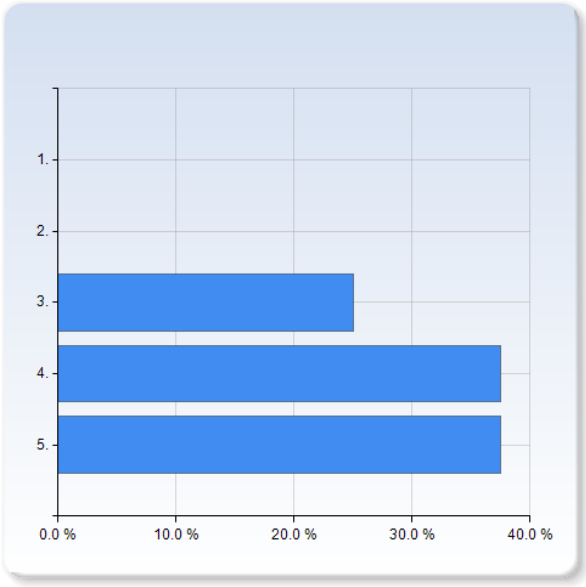
	Mean	Standard Deviation
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	3.9	1.0

Comment:

My suggestion for next year is to reduce the time for "working on project"-literature search, instead increase the time for practical microscopy training from 2 hours to 4 hours (at least). First two hours all students should work on fat cells-specimen defined by you, while next two hours students could work on their own specimen. I believe this way students would have learned more about their samples. In general, course was more theory based, than practical. It is just my personal opinion that 2 hours practical work with microscope (2 students at the same time) is not enough for PhD course.

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	2 (25.0%)
4.	3 (37.5%)
5.	3 (37.5%)
Total	8 (100.0%)



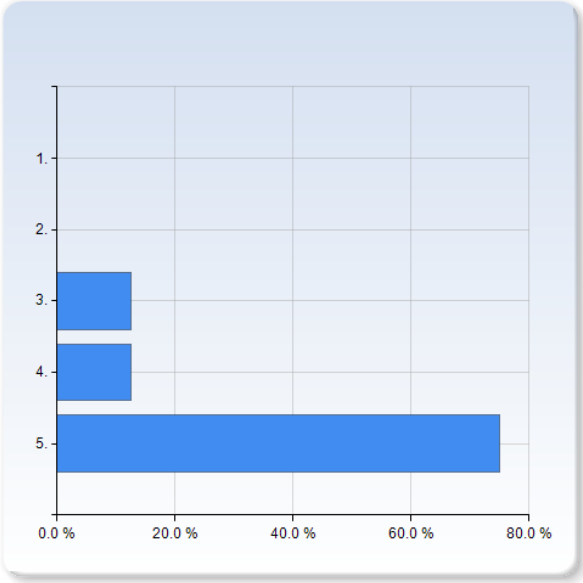
	Mean	Standard Deviation
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	4.1	0.8

Life Science PhD course PYTHON bioinformatics programming, week 45 2017

Answer Count: 8

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	1 (12.5%)
4.	1 (12.5%)
5.	6 (75.0%)
Total	8 (100.0%)

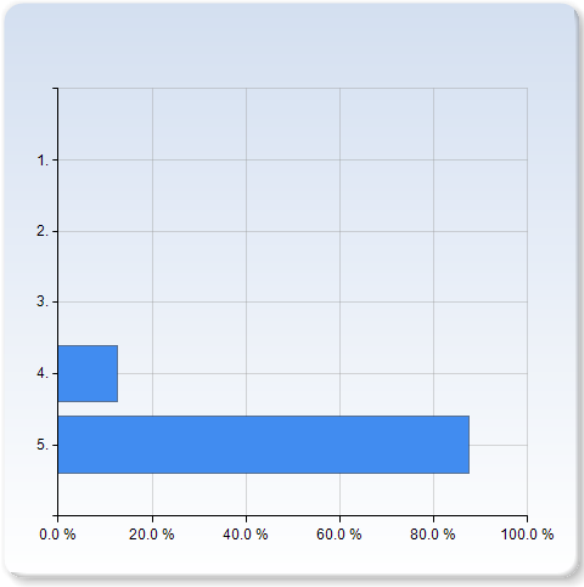


	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4.6	0.7

Comment:
really great course. it was well organised, Petr explained everything clearly and slowly (which was really great for me) and for the first time I didn't feel totally lost when someone talked about bioinformatics :)
I like the course a lot. Much of information for beginners, and if it would have been 50% pace (not 100%) over 2 weeks maybe we could digest to knowledge easier.

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	0 (0.0%)
4.	1 (12.5%)
5.	7 (87.5%)
Total	8 (100.0%)

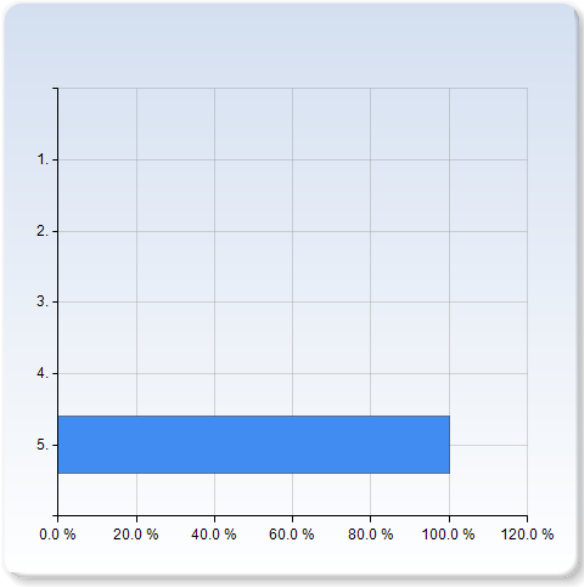


	Mean	Standard Deviation
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4.9	0.4

Comment:
Very good and helpful teachers.

3. Your impression of the course leaders knowledge of the topic of this course?
(Answers 1-5, where 5 = very good, 1 = not sufficient at all)

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	0 (0.0%)
4.	0 (0.0%)
5.	8 (100.0%)
Total	8 (100.0%)

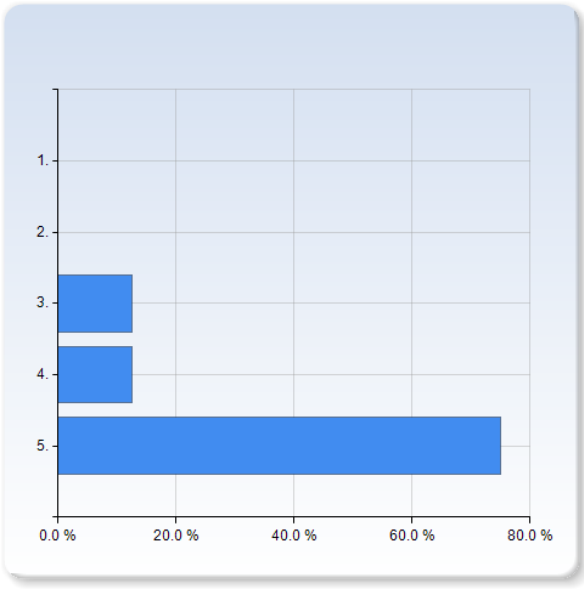


	Mean	Standard Deviation
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	5.0	0.0

Comment:
Petr and Adam were great. Victor is probably really smart too, but not great at explaining stuff
Could not be better.

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	1 (12.5%)
4.	1 (12.5%)
5.	6 (75.0%)
Total	8 (100.0%)

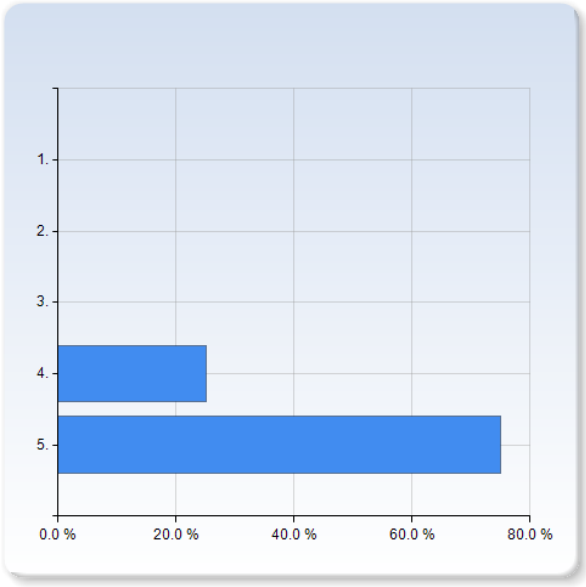


	Mean	Standard Deviation
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4.6	0.7

Comment:
Based on the circumstances very well.
Lectures were very basic but the exercises were too difficult, which led to the teacher having to go through the solution to the exercises in detail before we could do it, which takes away the point of exercises. So either expand the lectures to better fit the exercises or have simpler exercises. I thought it would be more applied to methods of data treatment of sequencing data, but it was more basic programming. That is of course also necessary but it should maybe be more specified in the course description. Otherwise I learned a lot!

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	0 (0.0%)
4.	2 (25.0%)
5.	6 (75.0%)
Total	8 (100.0%)



	Mean	Standard Deviation
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	4.8	0.5

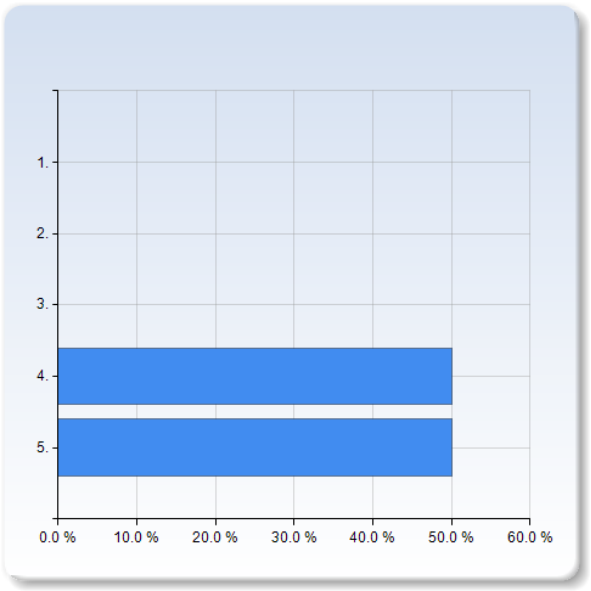
Comment:
It is generally very important course to start with python programming especially for non programmers. Thank you so much for organizing this course.
some of the explanations in the compendium a bit unclear, but overly ok
Good material, with exception of the solutions.pdf that was showing solutions to exercises we did not have. Or they were in wrong order some how.

Life Science PhD course Quantitative PCR, week 48 2017

Answer Count: 8

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	0 (0.0%)
4.	4 (50.0%)
5.	4 (50.0%)
Total	8 (100.0%)

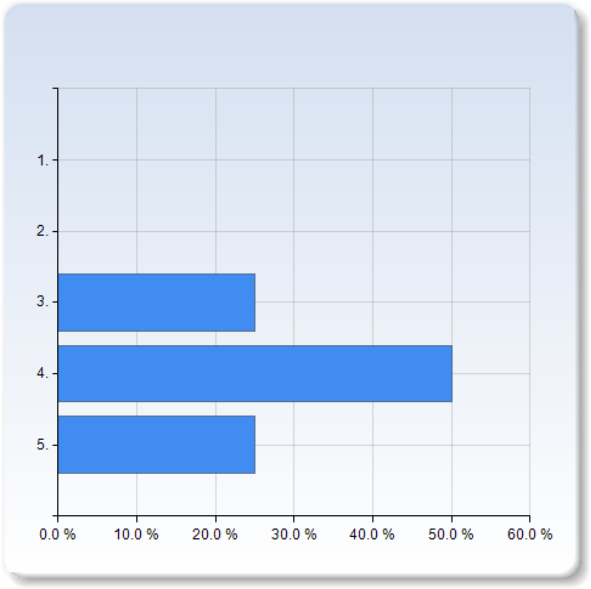


	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4.5	0.5

Comment:
I would recommend this course to others

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	2 (25.0%)
4.	4 (50.0%)
5.	2 (25.0%)
Total	8 (100.0%)



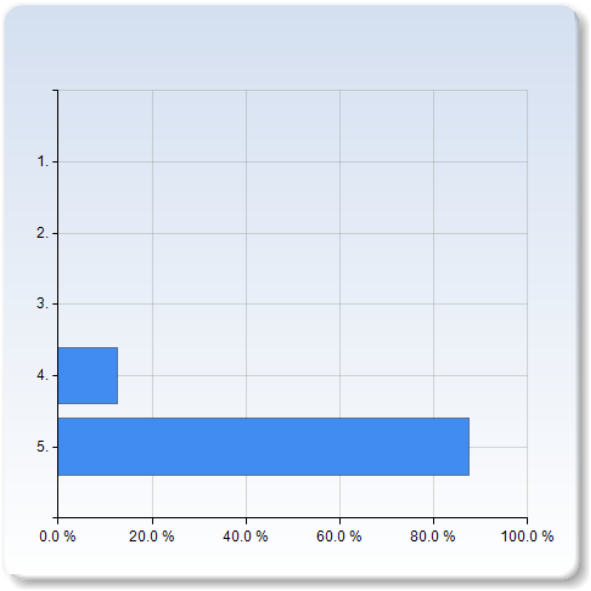
	Mean	Standard Deviation
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4.0	0.8

Comment:

My learning outcome was in accordance with my expectations and at a good level. But I would like to have a it more focus on how to normalize qPCR data.
And you should have a advanced qPCR course were more depth can be applied.

3. Your impression of the course leaders knowledge of the topic of this course?
(Answers 1-5, where 5 = very good, 1 = not sufficient at all)

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	0 (0.0%)
4.	1 (12.5%)
5.	7 (87.5%)
Total	8 (100.0%)

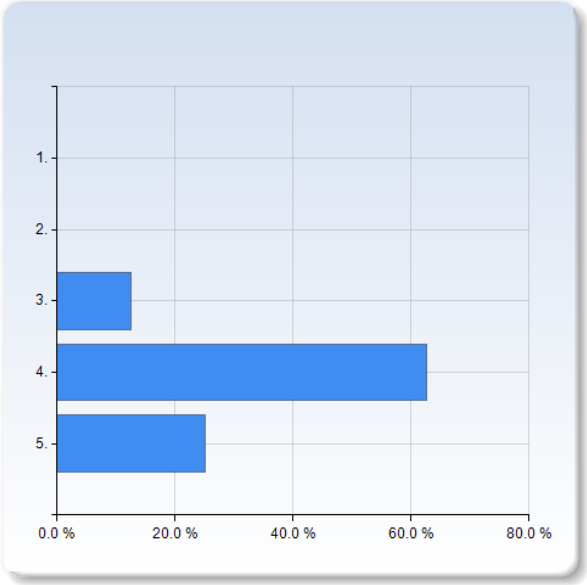


	Mean	Standard Deviation
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	4.9	0.4

Comment:
Labs might be better organized

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	1 (12.5%)
4.	5 (62.5%)
5.	2 (25.0%)
Total	8 (100.0%)



	Mean	Standard Deviation
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4.1	0.6

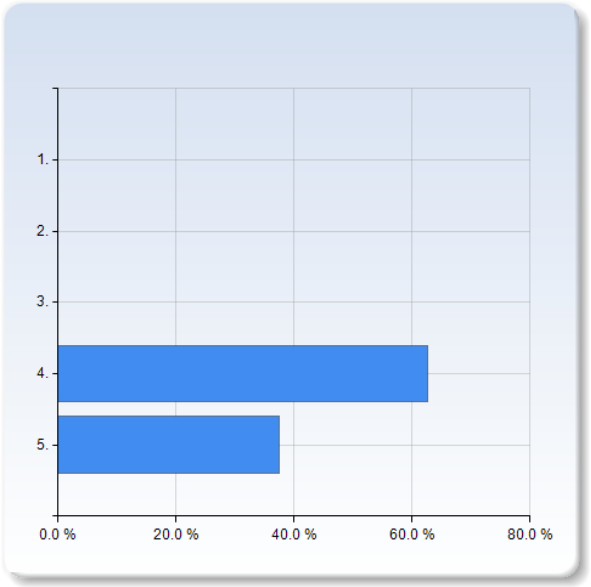
Comment:
Some confusions during tutorials. I guess that more clear instructions would help.

For the cDNA and qRTPCR lab the lab teacher should reflect upon his interaction with his students.

For example:
- Dividing gel preparation task between four groups is completely worthless and adds nothing but confusions.
- Changing markings on sample tubes and therefore forcing the students to deviate from their marking systems and increasing the risk of mistakes.
- Talking down to students creates inactive and reactionary students. Either you lead by commands (as I guess that you were trying to do here) and then you need to be extremely clear on what to do when and you need to guide every step or you give a task and let the students manage themselves. You need to be very experienced in leading groups to mix these leadership styles successfully.

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	0 (0.0%)
4.	5 (62.5%)
5.	3 (37.5%)
Total	8 (100.0%)



	Mean	Standard Deviation
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	4.4	0.5

Comment:

Handouts were ok but a bit confusing sometimes.

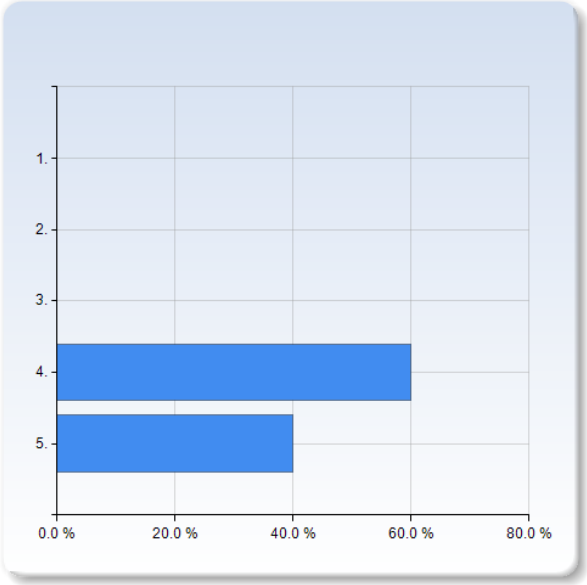
Extra materials such as articles and refrence literature were excellent!

Life Science PhD course Proteomic data analysis, week 49 2017

Answer Count: 5

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	0 (0.0%)
4.	3 (60.0%)
5.	2 (40.0%)
Total	5 (100.0%)



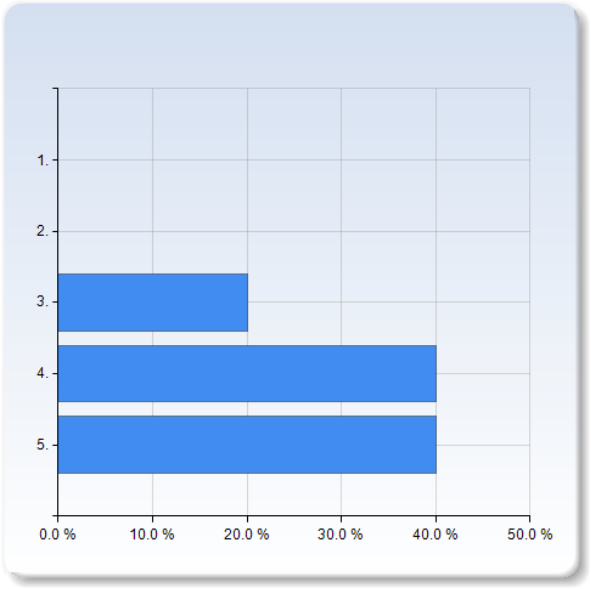
	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4.4	0.5

Comment:

I think this course is very useful if the students are going to work with proteomics in the near future.

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

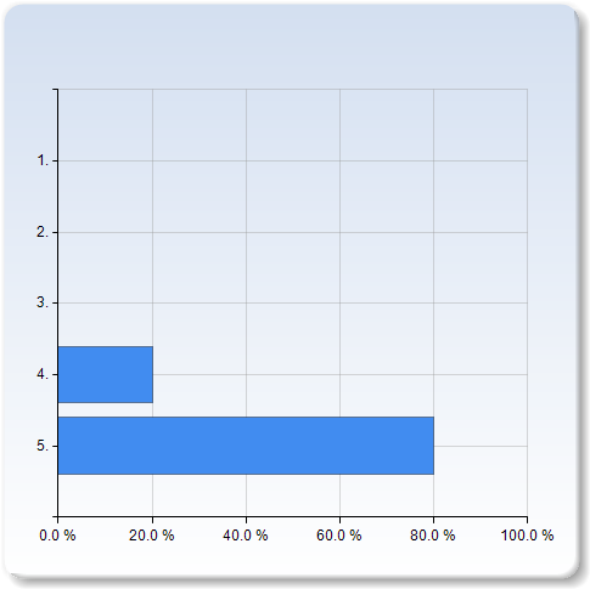
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	1 (20.0%)
4.	2 (40.0%)
5.	2 (40.0%)
Total	5 (100.0%)



	Mean	Standard Deviation
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4.2	0.8

3. Your impression of the course leaders knowledge of the topic of this course?
(Answers 1-5, where 5 = very good, 1 = not sufficient at all)

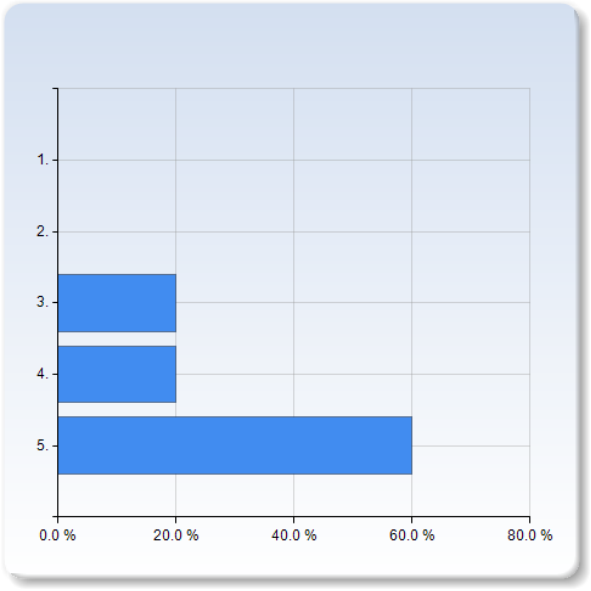
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	0 (0.0%)
4.	1 (20.0%)
5.	4 (80.0%)
Total	5 (100.0%)



	Mean	Standard Deviation
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	4.8	0.4

4. Your impression of the course leaders planning and performance in this course?
(Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	1 (20.0%)
4.	1 (20.0%)
5.	3 (60.0%)
Total	5 (100.0%)

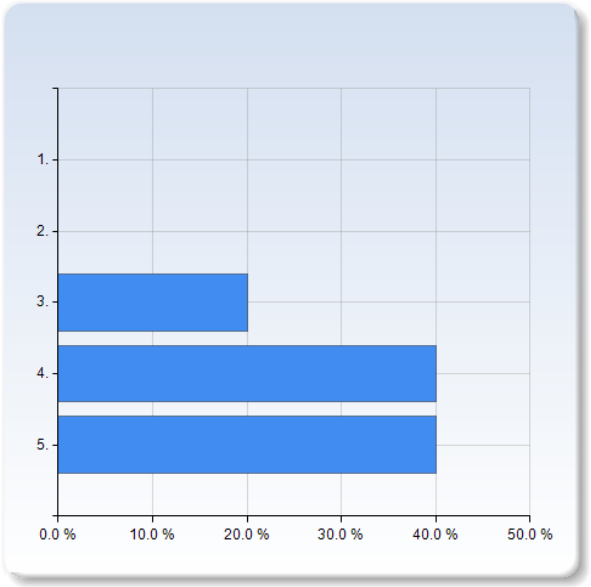


	Mean	Standard Deviation
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4.4	0.9

Comment:
it would be better to discuss the practical in the same day when we did it.

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	1 (20.0%)
4.	2 (40.0%)
5.	2 (40.0%)
Total	5 (100.0%)



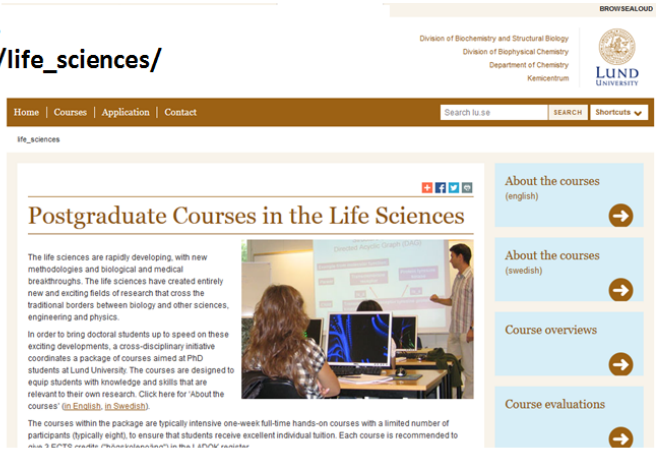
	Mean	Standard Deviation
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	4.2	0.8

Comment:

Some of the handouts for the excercises could probably be updated, and could be a bit more easy to follow.

2016

LifeScience PhD courses
http://www.cmps.lu.se/life_sciences/



✓Breddning i forskarutbildningen
✓Intensiva, korta kurser; ges regelbundet och återkommande, lätta planera in i doktorandprojektet
✓Få deltagare per kurs (max 8, 15 om datorbaserad), högkvalitativ undervisning forskningslabb
✓Kursledare kan fokusera på kurs, enkel administration, utannonsering + antagning rationaliserat

✓Nya metoder sprids mellan forskargrupperna
✓Både doktorander och kursledare stimuleras, kontakter och samarbeten uppstår
✓Ökad kontaktyta mellan ämnesgränser och institutioner
✓Kurser avgiftsfria, finansiering av N, M, T-fakultet och forskarskolor; investering i framtida forskning

FU-kurser i LifeSciences 2016

	Course name:	Course leader:	Week:
1	Protein mass spectrometry	Katja Bernfur	37
2	Bioanalytical HPLC	Margareta Sandahl	38
3	Live cell imaging	Bo Holmqvist/Anders Brinte	40
4	DNA amplification technology	Johannes Hedman	41
5	Protein microarray techniques	Christer Wingren	42
6	Microbial flow cytometry	Magnus Carlquist/Rosa I. Figueroa	43
7	Confocal laser scanning microscopy	Lina Gefors	44
8	Biobanking	Eva Ortega-Paino	46
9	Quantitative PCR	Allan Rasmusson/Staffan Bensch	48
10	PHYTON Bioinformatics programming	Björn Canbäck	49
11	Proteomic data analysis	Fredrik Levander	49
12	Protein factories	Claes von Wachenfeldt	50

Innehåll:

Sökande doktorander 2016, översikt

106 applicants (32, 31, 29, 10, 4 % from faculty M, N, T, SLU, other).

PhD courses in LifeSciences 2016 Lund University
http://www.cmps.lu.se/life_sciences/
106 applicants, distribution: 32, 31, 29, 10, 4% from M, N, T, SLU and other

32	M	30%
31	N	29%
29	T	27%
10	SLU	9%
4	Others	4%

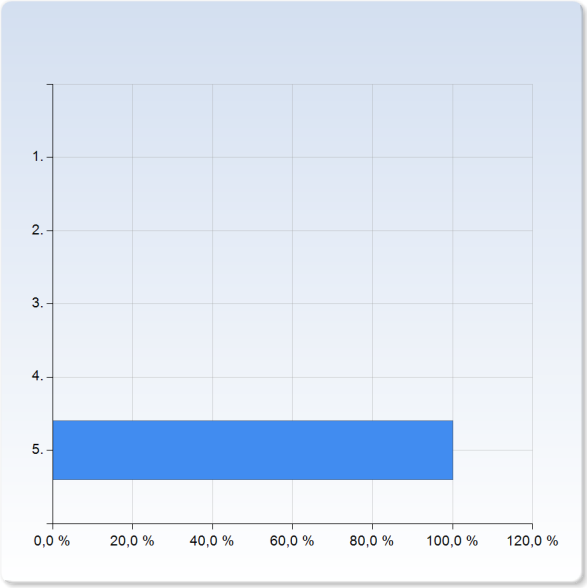
first_name	surname	email	faculty	first_course	second_course	third_course
Abrar	Ahmad	abrar.ahmad@med.lu.se	M	Bioanalytical HPLC	Bioanalytical HPLC	Bioanalytical HPLC
Arash	Hamidian	arash.hamidian@med.lu.se	M	Bioanalytical HPLC	Protein mass spectrometry	Proteomic data analysis
xiaowen	cheng	xiaowen.cheng@med.lu.se	M	Bioanalytical HPLC	Bioanalytical HPLC	Bioanalytical HPLC
Malik	Sallam	malik.sallam@med.lu.se	M	Biobanking	Protein and DNA microarray technique	Proteomic data analysis
Nikica	Tomasic	Nikica.Tomasic@med.lu.se	M	Biobanking	Proteomic data analysis	Bioanalytical HPLC
Alissa	Marhall	alissa.marhall@med.lu.se	M	Confocal laser scanning microsc	Confocal laser scanning microscopy	Confocal laser scanning microscopy
Anas	Abu-Humaidan	anas_haider.abu-humaidan@med.lu.se	M	Confocal laser scanning microsc	Confocal laser scanning microscopy	Protein mass spectrometry
Erik	Tenland	erik.tenland@med.lu.se	M	Confocal laser scanning microsc	Live cell imaging	Microbial flow cytometry
Kerstin	Wendland	kerstin.wendland@med.lu.se	M	Confocal laser scanning microsc	Quantitative PCR	Immunocell flow cytometry
Kerstin	Wendland	kerstin.wendland@med.lu.se	M	Confocal laser scanning microsc	Confocal laser scanning microscopy	Confocal laser scanning microscopy
Dora	Hancz	dora.hancz@med.lu.se	M	Confocal laser scanning microsc	Confocal laser scanning microscopy	Live cell imaging
Rainde Naiara	Rezende de Jesus	rainde.rezende@mah.se	M	Confocal laser scanning microsc	Immunocell flow cytometry	Protein mass spectrometry
Zahra	Masoumi	zahra.masoumi@med.lu.se	M	Confocal laser scanning microsc	Confocal laser scanning microscopy	Confocal laser scanning microscopy
Abrar	Ahmad	abrar.ahmad@med.lu.se	M	DNA amplification technology	Protein and DNA microarray technique	Quantitative PCR
Jennifer	Ricci Hagman	jennifer.ricci_hagman@med.lu.se	M	DNA amplification technology	DNA amplification technology	DNA amplification technology
Israa	Mohammed	israa.mohammed@med.lu.se	M	DNA amplification technology	DNA amplification technology	DNA amplification technology
Sinead	Hurley	sinhurley@hotmail.com	M	Immunocell flow cytometry	Microbial flow cytometry	Confocal laser scanning microscopy
Mandy	Menzel	mandy.menzel@med.lu.se	M	Immunocell flow cytometry	Immunocell flow cytometry	Immunocell flow cytometry
Nader	Alaridah	nader.alaridah@med.lu.se	M	Immunocell flow cytometry	PHYTON Bioinformatics programming	Confocal laser scanning microscopy
Xiaoli	Cai	xiaoli.cai@med.lu.se	M	Live cell imaging	Protein spectroscopy PCLS	Protein factories
Vignesh	Murugesan	vignesh.murugesan@med.lu.se	M	Live cell imaging	Immunocell flow cytometry	Protein and DNA microarray techniques
Samar	Hunaiti	samar.hunaiti@med.lu.se	M	Live cell imaging	Quantitative PCR	Confocal laser scanning microscopy
Johannes	Westman	johannes.westman@med.lu.se	M	Live cell imaging	Confocal laser scanning microscopy	Microbial flow cytometry
feiruz	alamiri	feiruz.alamiri@med.lu.se	M	Microbial flow cytometry	Protein and DNA microarray technique	Live cell imaging
Lukas	Tomas	lukas.tomas@med.lu.se	M	PHYTON Bioinformatics program	Confocal laser scanning microscopy	Quantitative PCR
Andre	Erdling	andre.erdling@med.lu.se	M	PHYTON Bioinformatics program	PHYTON Bioinformatics programming	PHYTON Bioinformatics programming
Ievgen	Dzhygyr	ievgen.dzhygyr@umu.se	M	PHYTON Bioinformatics program	PHYTON Bioinformatics programming	PHYTON Bioinformatics programming
qimin	zhou	qimin.zhou@med.lu.se	M	Protein mass spectrometry	Proteomic data analysis	Protein and DNA microarray techniques
Paulina	Bryl-Gorecka	paulina.bryl-gorecka@med.lu.se	M	Protein mass spectrometry	Bioanalytical HPLC	Protein and DNA microarray techniques
Yashuan	Chao	yashuan.chao@med.lu.se	M	Quantitative PCR	Microbial flow cytometry	16s rRNA Gene Amplicons
Sara	Sjögren	sara.sjogren@med.lu.se	M	Quantitative PCR	Quantitative PCR	Quantitative PCR
Katarzyna	Krawczyk	katarzyna.krawczyk@med.lu.se	M	Quantitative PCR	Quantitative PCR	DNA amplification technology
Sepideh	Lamei	sepideh.lamei@med.lu.se	N	Bioanalytical HPLC	Bioanalytical HPLC	Bioanalytical HPLC
Abdelrazek	Mousa	abdelrazek.mousa@chem.lu.se	N	Bioanalytical HPLC	Bioanalytical HPLC	Bioanalytical HPLC
Katarina	Koruza	katarina.koruza@biol.lu.se	N	Bioanalytical HPLC	Bioanalytical HPLC	Bioanalytical HPLC
Johan	Morrill	johan.morrill@biochemistry.lu.se	N	Bioanalytical HPLC	Quantitative PCR	Protein spectroscopy PCLS
Viktoria	Bågenholm	viktoria.bagenholm@biochemistry.lu.se	N	Bioanalytical HPLC	Protein mass spectrometry	Protein factories
Kuo	Guo	kuo.guo@biochemistry.lu.se	N	Confocal laser scanning microsc	Confocal laser scanning microscopy	Confocal laser scanning microscopy
Antonio Jesus	Boza Serrano	antonio.boza_serrano@med.lu.se	N	Confocal laser scanning microsc	Live cell imaging	PHYTON Bioinformatics programming
Victoria	Junghans	victoria.junghans@fkem1.lu.se	N	Live cell imaging	Confocal laser scanning microscopy	Immunocell flow cytometry
Wendy Alizon	Soria Sotillo	wendy.soria_sotillo@biol.lu.se	N	Live cell imaging	Confocal laser scanning microscopy	Immunocell flow cytometry
Atena	Malakpour	atena.malakpoor@gmail.com	N	Live cell imaging	Immunocell flow cytometry	Confocal laser scanning microscopy
Bengt	Hansson	bengt.hansson@biol.lu.se	N	PHYTON Bioinformatics program	PHYTON Bioinformatics programming	PHYTON Bioinformatics programming
Jennifer	Roche	jennifer.roche@biochemistry.lu.se	N	PHYTON Bioinformatics program	PHYTON Bioinformatics programming	PHYTON Bioinformatics programming
Eric	Manderstedt	eric.manderstedt@hkr.se	N	PHYTON Bioinformatics program	DNA amplification technology	Quantitative PCR
Sarker Moham	Shakil	shahriar.shakil@biol.lu.se	N	PHYTON Bioinformatics program	Protein mass spectrometry	Proteomic data analysis
Emelie	Nilsson	emelie.nilsson@lnu.se	N	PHYTON Bioinformatics program	PHYTON Bioinformatics programming	PHYTON Bioinformatics programming
Håkan	Johansson	hakan.p.johansson@lnu.se	N	PHYTON Bioinformatics program	PHYTON Bioinformatics programming	PHYTON Bioinformatics programming
Carina	Bunse	carina.bunse@lnu.se	N	PHYTON Bioinformatics program	Microbial flow cytometry	PHYTON Bioinformatics programming
Lili	Cao	lili.cao@teokem.lu.se	N	PHYTON Bioinformatics program	PHYTON Bioinformatics programming	PHYTON Bioinformatics programming
Daniela	Figueroa	dani.ale.figueroa@gmail.com	N	PHYTON Bioinformatics program	PHYTON Bioinformatics programming	Microbial flow cytometry
Christofer	Karlsson	Christofer.Karlsson@lnu.se	N	PHYTON Bioinformatics program	PHYTON Bioinformatics programming	PHYTON Bioinformatics programming
Stefan	Gunnarsson	stefan.gunnarsson@biochemistry.lu.se	N	Protein and DNA microarray tech	Protein mass spectrometry	Protein and DNA microarray techniques
BEER	SEN	beer.sen@biol.lu.se	N	Protein factories	Protein factories	Protein factories
Yihan	Xia	yihan.xia@biol.lu.se	N	Protein factories	Protein factories	Protein factories
Markus	Fröjd	markus.frojd@biol.lu.se	N	Protein factories	Protein factories	Protein factories
Sepideh	Lamei	sepideh.lamei@med.lu.se	N	Protein mass spectrometry	Bioanalytical HPLC	16s rRNA Gene Amplicons
Vinardas	Kelpsas	vinardas.kelpsas@biol.lu.se	N	Protein mass spectrometry	PHYTON Bioinformatics programming	Protein factories
Tinna	Palmadottir	tinna.palmadottir@biochemistry.lu.se	N	Protein mass spectrometry	Protein mass spectrometry	Protein mass spectrometry
Veronika	Nesverova	veronika.nesverova@biochemistry.lu.se	N	Protein spectroscopy PCLS	Confocal laser scanning microscopy	PHYTON Bioinformatics programming
Zhaomo	Tian	zhaomo.tian@biol.lu.se	N	Protein spectroscopy PCLS	Protein mass spectrometry	Quantitative PCR
Gudrun	Rutsdottir	gudrun.rutsdottir@biochemistry.lu.se	N	Proteomic data analysis	Proteomic data analysis	Proteomic data analysis
eva	sörenson	eva.sorenson@lnu.se	N	Quantitative PCR	Quantitative PCR	DNA amplification technology
Nittaya	Marungruang	nittaya.marungruang@food-health-science	T	16s rRNA Gene Amplicons	Microbial flow cytometry	Live cell imaging
Federica	Ruggieri	ruggieri@kth.se	T	Bioanalytical HPLC	Bioanalytical HPLC	Bioanalytical HPLC
Krithika	Ravi	krithika.ravi@chemeng.lth.se	T	Bioanalytical HPLC	Bioanalytical HPLC	Bioanalytical HPLC
ka	zhang	ka.zhang@tbiokem.lth.se	T	Bioanalytical HPLC	Protein spectroscopy PCLS	Protein mass spectrometry
Petter	Skoog	petter.skoog@immun.lth.se	T	Bioanalytical HPLC	PHYTON Bioinformatics programming	Immunocell flow cytometry
Krithika	Ravi	krithika.ravi@chemeng.lth.se	T	Bioanalytical HPLC	Bioanalytical HPLC	Bioanalytical HPLC
Pamela	Canaviri Paz	pamela_rosario.canaviri_paz@lth.lu.se	T	Bioanalytical HPLC	Bioanalytical HPLC	Bioanalytical HPLC
Luis Alejandro	Romero Soto	luis.romero@biotek.lu.se	T	Bioanalytical HPLC	Bioanalytical HPLC	Bioanalytical HPLC
Elena	Goltseva	elena.goltseva@immun.lth.se	T	Biobanking	Protein and DNA microarray technique	Biobanking
Lu	Chen	lu.chen@biotek.lu.se	T	DNA amplification technology	Protein and DNA microarray technique	Proteomic data analysis
Eoin	Byrne	eoin.byrne@tmb.lth.se	T	DNA amplification technology	Bioanalytical HPLC	Protein mass spectrometry
magdalena	godzwon	Magdalena.Godzwon@immun.lth.se	T	DNA amplification technology	Quantitative PCR	PHYTON Bioinformatics programming
Stina	Burri	stina.burri@food.lth.se	T	DNA amplification technology	Quantitative PCR	Protein and DNA microarray techniqu
Inga	von Ahnen	inga.von_ahnen@ftf.lth.se	T	Live cell imaging	Confocal laser scanning microscopy	PHYTON Bioinformatics programming
Henrik	Almqvist	henrik.almqvist@chemeng.lth.se	T	Microbial flow cytometry	Microbial flow cytometry	Microbial flow cytometry
Sebastian	Jankowski	sebastian.jankowski@tmb.lth.se	T	Microbial flow cytometry	DNA amplification technology	Quantitative PCR
Adel	Abouhmad	adel.attia@biotek.lu.se	T	Microbial flow cytometry	Protein and DNA microarray technique	Bioanalytical HPLC
Malin	Alsved	malin.alsved@design.lth.se	T	Microbial flow cytometry	Quantitative PCR	Microbial flow cytometry
Diogo	Portugal Nunes	diogo_jp.nunes@tmb.lth.se	T	Microbial flow cytometry	Microbial flow cytometry	Microbial flow cytometry
Kristjan	Pullerits	kristjan.pullerits@tmb.lth.se	T	Microbial flow cytometry	16s rRNA Gene Amplicons	Microbial flow cytometry
Mahmoud	Sayed Ali Sayed	Mahmoud.Sayed@biotek.lu.se	T	PHYTON Bioinformatics program	Protein mass spectrometry	16s rRNA Gene Amplicons
Kishore Kumar	Jagadeesan	kishore.jagadeesan@bme.lth.se	T	Protein and DNA microarray tech	Bioanalytical HPLC	Protein and DNA microarray techniqu
Reza	Faryar	Reza.Faryar@biotek.lu.se	T	Protein factories	DNA amplification technology	Protein mass spectrometry
Mattias	Brofelth	mattias.brofelth@immun.lth.se	T	Protein factories	Protein factories	Bioanalytical HPLC
Kazi Zubaida G	Ara	Zubaida.Gulshan_Kazi@biotek.lu.se	T	Protein spectroscopy PCLS	DNA amplification technology	Microbial flow cytometry
Emanuel	Ron	emanuel.ron@biotek.lu.se	T	Proteomic data analysis	Microbial flow cytometry	Live cell imaging
Bashar	Shuoker	sami.bashar@yahoo.com	T	Proteomic data analysis	Protein mass spectrometry	PHYTON Bioinformatics programming
Roxana	Quiroga Flores	roxana.quiroga_flores@biotek.lu.se	T	Quantitative PCR	Microbial flow cytometry	Bioanalytical HPLC
Chao	Li	chao_h.li@biotek.lu.se	T	Quantitative PCR	PHYTON Bioinformatics programming	16s rRNA Gene Amplicons
Bing	Liu	bing.liu@slu.se	SLU	Bioanalytical HPLC	Protein mass spectrometry	Protein factories
Emelie	Ivarson	emelie.ivarson@slu.se	SLU	Bioanalytical HPLC	Bioanalytical HPLC	PHYTON Bioinformatics programming
Cecilia	Gustafsson	cecilia.gustafsson@slu.se	SLU	PHYTON Bioinformatics program	PHYTON Bioinformatics programming	PHYTON Bioinformatics programming
Simon	Jeppson	simon.jeppson@slu.se	SLU	PHYTON Bioinformatics program	Quantitative PCR	Bioanalytical HPLC
Per	Snell	per.snell@slu.se	SLU	PHYTON Bioinformatics program	Quantitative PCR	Bioanalytical HPLC
Joel	Markgren	joel.markgren@slu.se	SLU	PHYTON Bioinformatics program	PHYTON Bioinformatics programming	PHYTON Bioinformatics programming
Zeratsion Aber	Desta	zeratsion.abera@slu.se	SLU	PHYTON Bioinformatics program	Quantitative PCR	Confocal laser scanning microscopy
Faiza	Rasheed	Faiza.Rasheed@slu.se	SLU	Protein factories	Bioanalytical HPLC	Confocal laser scanning microscopy
Thao Duy	Nguyen	thao.nguyen@food-health-science.lu.se	SLU	Quantitative PCR	16s rRNA Gene Amplicons	PHYTON Bioinformatics programming
Magnus	Carlsson	magnus.l.carlsson@slu.se	SLU	Quantitative PCR	Protein spectroscopy PCLS	Protein factories
Benjamin	Pontiller	benjamin.pontiller@lnu.se	Other	16s rRNA Gene Amplicons	PHYTON Bioinformatics programming	Proteomic data analysis
Berhane Asfaw	Idosa	berhane.asfaw@oru.se	Other	Immunocell flow cytometry	Live cell imaging	DNA amplification technology
Armen	Ovsepian	arov@sund.ku.dk	Other	Microbial flow cytometry	Microbial flow cytometry	Microbial flow cytometry
Maria	Hellmar	mahel@food.dtu.dk	Other	PHYTON Bioinformatics program	PHYTON Bioinformatics programming	Quantitative PCR

Life Science PhD course Protein mass spectrometry, week 37 2016

Answer Count: 8

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	0 (0,0%)
5.	8 (100,0%)
Total	8 (100,0%)

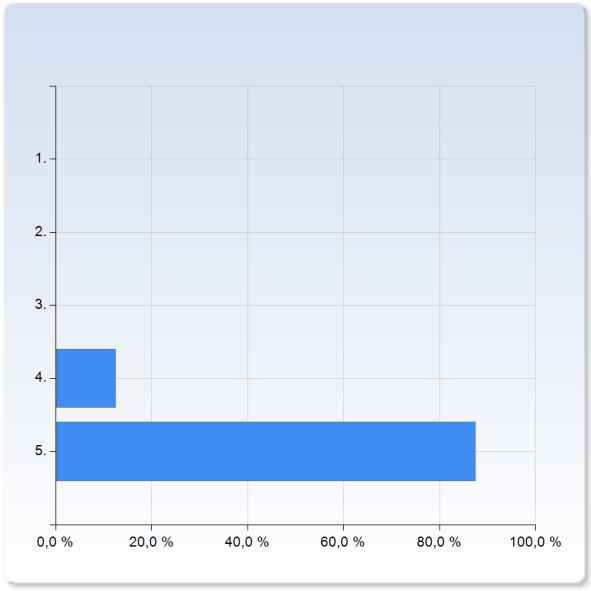


	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	5,0	0,0

Comment:
I strongly recommend this curse, even to beginner :)
The teachers are really really nice and give us super good lecture.We aslo did a lot of lab work and analyse also our own sample.After the course we all know how to use the ms equipment and analyse the data.It is really good.
It was a great course. Although I do not work with such topic currently, I think it was very informative for me and gave me a broad overview. I think practical exercices were adjusted and planned very well so that it allowed me to see how the MS and MS/MS experiments look like and what is important.

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	1 (12,5%)
5.	7 (87,5%)
Total	8 (100,0%)



	Mean	Standard Deviation
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4,9	0,4

Comment:
Within 5days I have learned more than I expected
I think I really learnt a lot. As I mentioned, I did not have any previous experience so the fact that I was able to follow and understand the lectures and practical exercices background was very important for me. It is great that without such experience from my own lab work now I can read and understand, at least more than previously, papers containg MS results. I also think this knowledge may be useful in my future, in my current lab or in the other places I will work at.

3. Your impression of the course leaders knowledge of the topic of this course?
(Answers 1-5, where 5 = very good, 1 = not sufficient at all)

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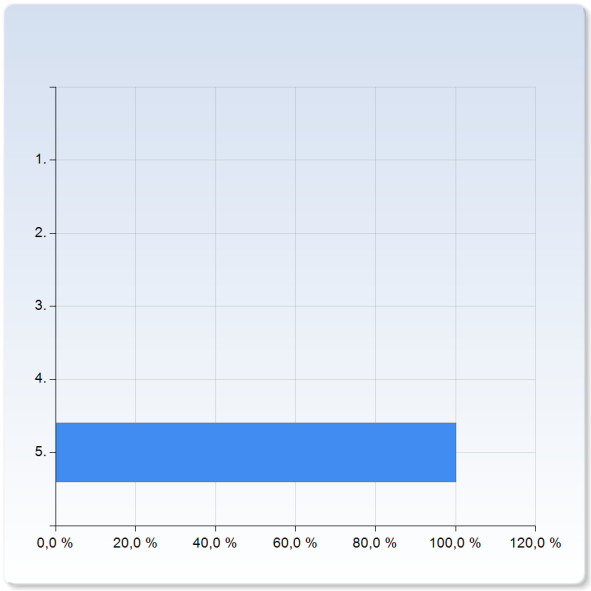
2.	0 (0,0%)
3.	0 (0,0%)
4.	0 (0,0%)
5.	8 (100,0%)
Total	8 (100,0%)



	Mean	Standard Deviation
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	5,0	0,0

Comment:
Outstanding!
Super satisfied
The course leaders knowledge was huge, so I think they really are right people on the right place. They were very helpful and also patient, although they actually had to respond questions from 8 people the whole day. Respect... :)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)

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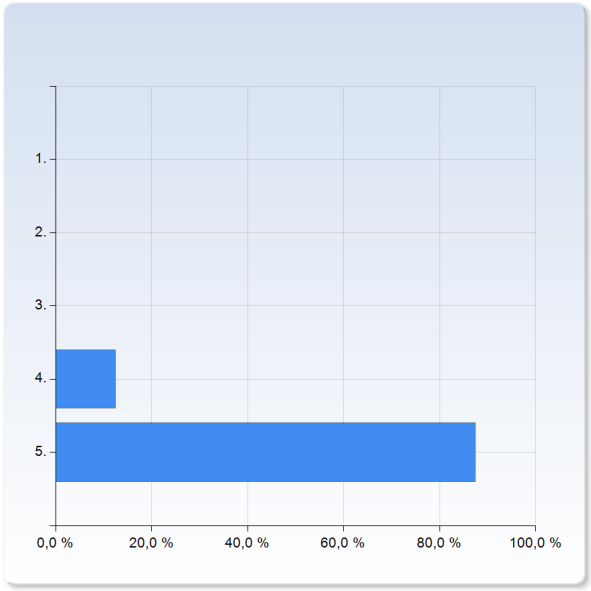
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	1 (12,5%)
5.	7 (87,5%)
Total	8 (100,0%)



	Mean	Standard Deviation
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4,9	0,4

Comment:
Big thanks from me for very well planned and organized course
The course was very well organised. I do not have any reservations to any part of the course.

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

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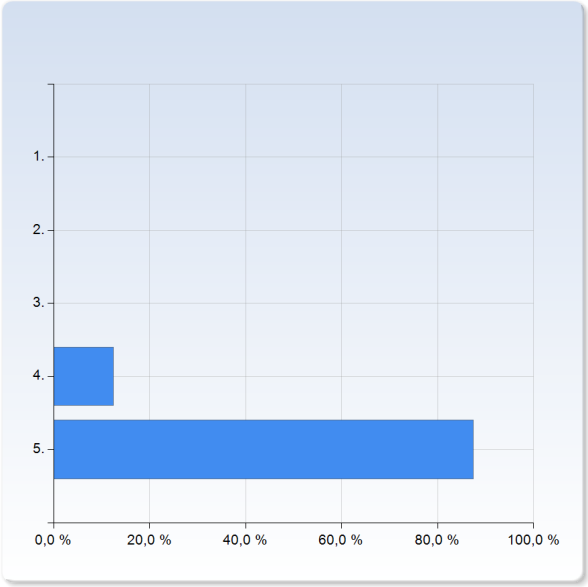
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	1 (12,5%)
5.	7 (87,5%)
Total	8 (100,0%)



	Mean	Standard Deviation
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	4,9	0,4

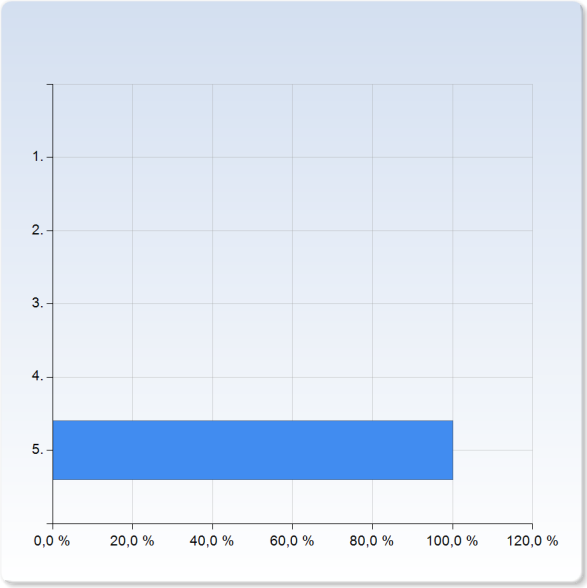
Comment:
I was positively surprised that we got printed handouts in nice binders with printed schedules etc. The handouts were very well-consedered with print-screens which was super useful. To be honest, these handouts were one of the best I have ever seen during my studies. They will be useful for me in the future if I have to do some MS work or just to remind some information to better understand the technique.
But I missed some clearly defined summary of what lab work was intended for the week. It said in the schedule, but one summarising page of what samples are available and what is intended to do with each of them would have helped to get an overview.

Life Science PhD course Bio HPLC, week 38 2016

Answer Count: 7

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	0 (0,0%)
5.	7 (100,0%)
Total	7 (100,0%)

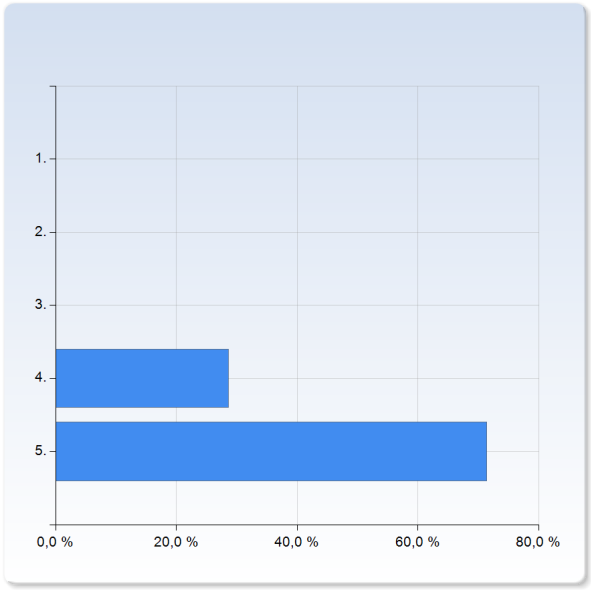


	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	5,0	0,0

Comment:
The teacher is really knowledgeable and we learned a lot from the lecture. Every time she answered our questions, she always talked a lot and told us everything in detail. I will definitely recommend this course to others.
Very good lectures. Corse leader has a very broad knowledge of the topic and can pass it in an interesting way. Although thete was a lot of theory I did not fall asleep.
Very useful and well-structured

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	2 (28,6%)
5.	5 (71,4%)
Total	7 (100,0%)

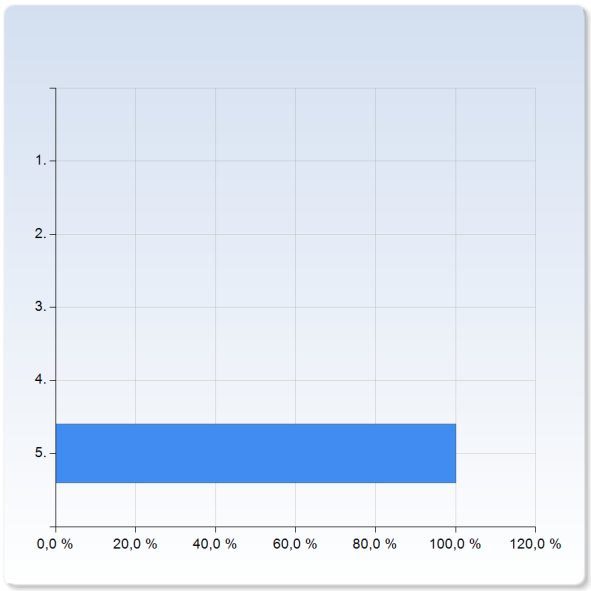


	Mean	Standard Deviation
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4,7	0,5

Comment:
I think I learned a lot, I was new to this field and I think it was a very nice introduction to the topic with different practical aspects.
A lot of information but too compressed in time (as expected), I would like to suggest that a course for only HPLC troubleshooting would be very helpful and demanded

3. Your impression of the course leaders knowledge of the topic of this course?
(Answers 1-5, where 5 = very good, 1 = not sufficient at all)

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	0 (0,0%)
5.	7 (100,0%)
Total	7 (100,0%)

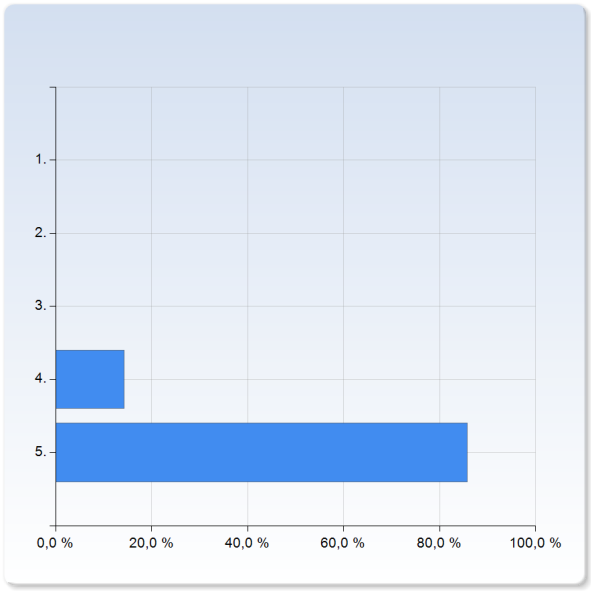


	Mean	Standard Deviation
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	5,0	0,0

Comment:
Really big knowledge of the HPLC.
It should be and option for qualify the leaders with more than very good. For me the way that they manage how to communicate the information is more than clear and useful. So the option for me is Excelent.
Very knowledgeable

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	1 (14,3%)
5.	6 (85,7%)
Total	7 (100,0%)

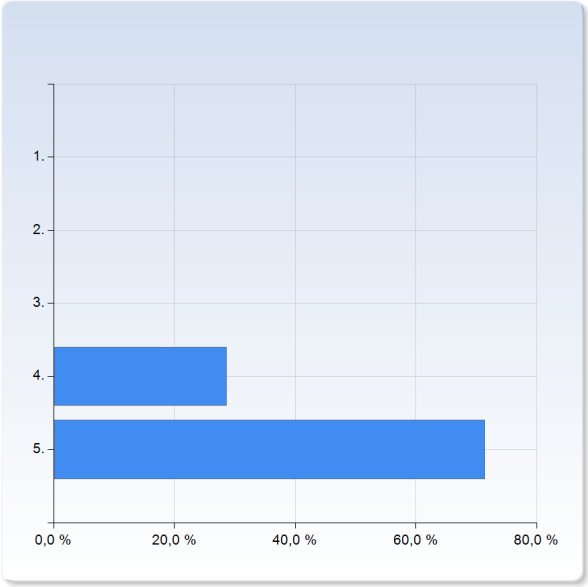


	Mean	Standard Deviation
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4,9	0,4

Comment:
Everithing properly planned and adjusted to the students' needs.

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	2 (28,6%)
5.	5 (71,4%)
Total	7 (100,0%)



	Mean	Standard Deviation
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	4,7	0,5

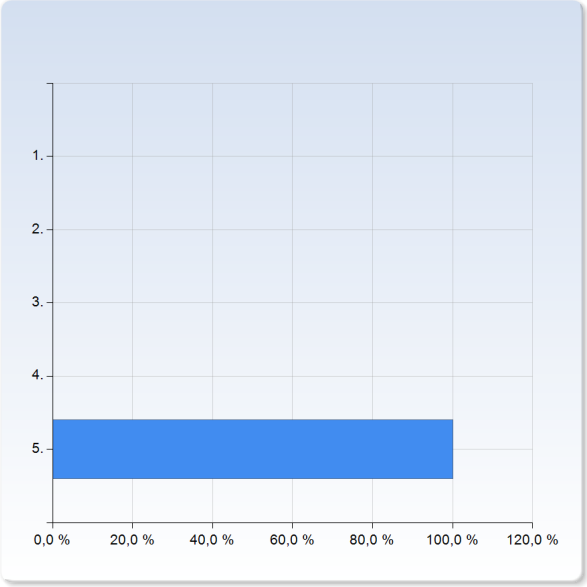
Comment:
Perhaps a little more info was needed, especially regarding equipment use itself

Life Science PhD course Live cell imaging, week 40 2016

Answer Count: 9

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	0 (0,0%)
5.	9 (100,0%)
Total	9 (100,0%)

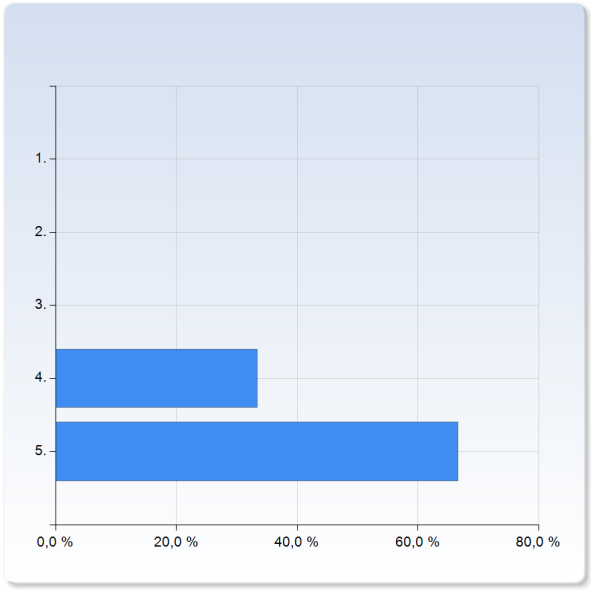


	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	5,0	0,0

Comment:
was surprised by how much this course was of great help
I'll definitely recommend the course, all the information was useful

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	3 (33,3%)
5.	6 (66,7%)
Total	9 (100,0%)

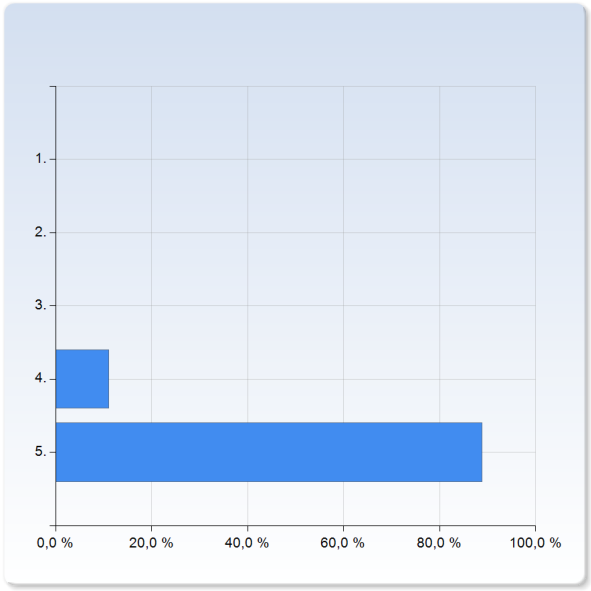


	Mean	Standard Deviation
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4,7	0,5

Comment:
learned more than I expected
Very well balanced course with a lot of hands-on work, which I thought was great.
It was good to set up some basic aspects that sometimes we forgot

3. Your impression of the course leaders knowledge of the topic of this course?
(Answers 1-5, where 5 = very good, 1 = not sufficient at all)

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	1 (11,1%)
5.	8 (88,9%)
Total	9 (100,0%)

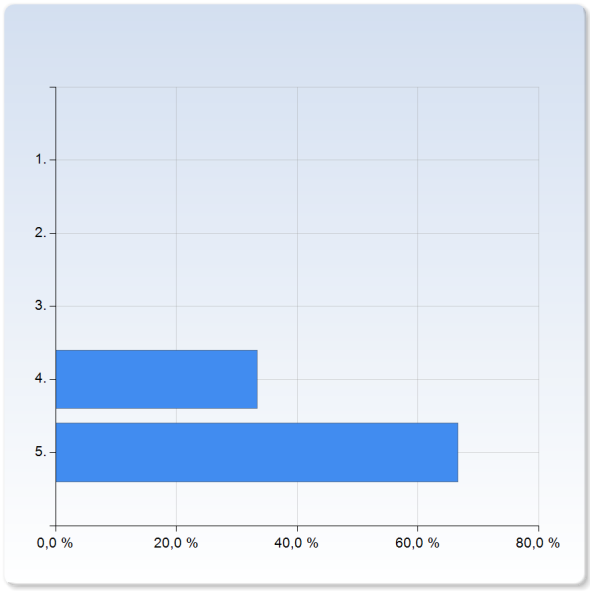


	Mean	Standard Deviation
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	4,9	0,3

Comment:
really impressed by the great knowledge they have and how pedagogical they are in explaining things
They were always open to questions and willing to help

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	3 (33,3%)
5.	6 (66,7%)
Total	9 (100,0%)

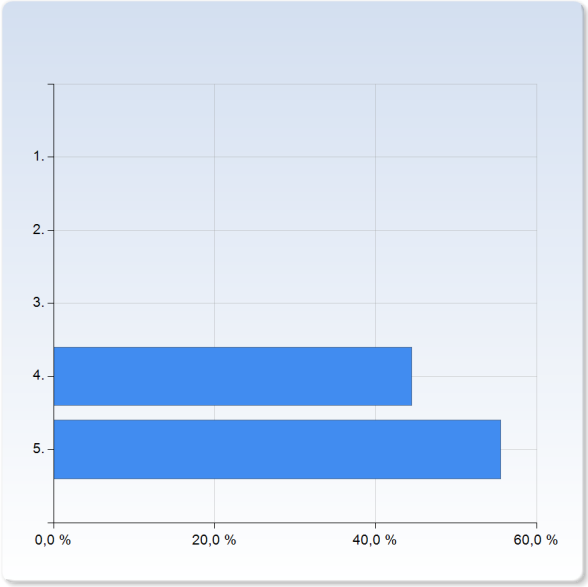


	Mean	Standard Deviation
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4,7	0,5

Comment:
simply they were more than great
good correlation of techniques and times

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	4 (44,4%)
5.	5 (55,6%)
Total	9 (100,0%)



	Mean	Standard Deviation
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	4,6	0,5

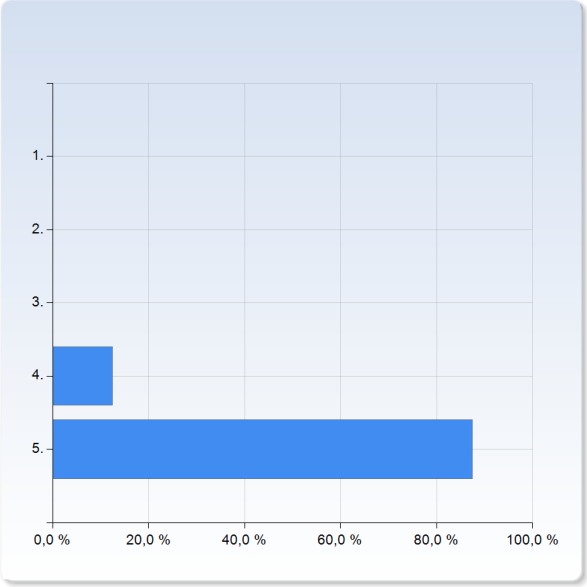
Comment:
the handouts are really of great help that can be used as leading information
Tusen tack för allat
Would be great to include last versions of the handouts

Life Science PhD course DNA amplification technology, week 41 2016

Answer Count: 8

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	1 (12,5%)
5.	7 (87,5%)
Total	8 (100,0%)

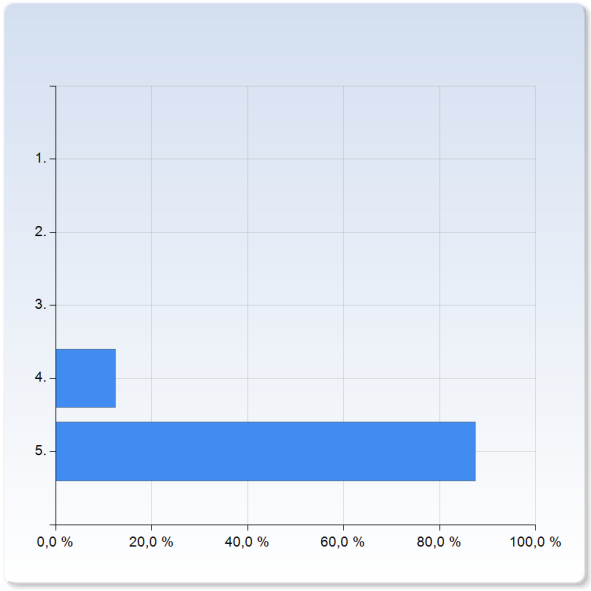


	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,9	0,4

Comment:
Thanks for the nice course!
Good mixture of practical lab work and theory

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	1 (12,5%)
5.	7 (87,5%)
Total	8 (100,0%)

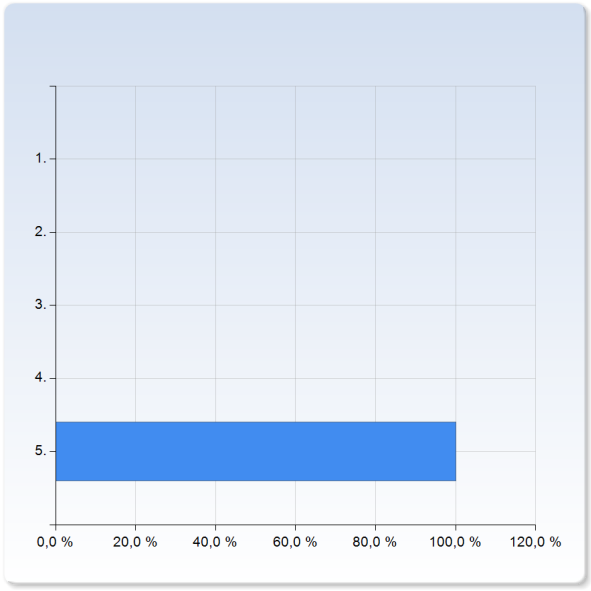


	Mean	Standard Deviation
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4,9	0,4

Comment:
give new way of thinking

3. Your impression of the course leaders knowledge of the topic of this course?
(Answers 1-5, where 5 = very good, 1 = not sufficient at all)

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	0 (0,0%)
5.	8 (100,0%)
Total	8 (100,0%)

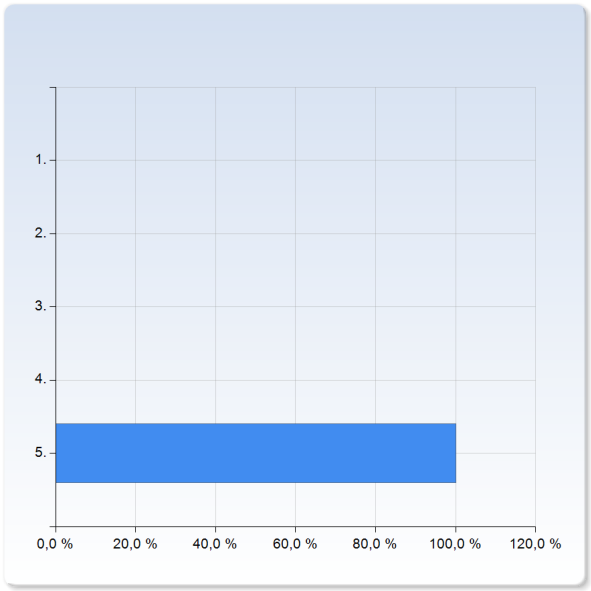


	Mean	Standard Deviation
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	5,0	0,0

Comment:
They have very in-depth knowledge

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	0 (0,0%)
5.	8 (100,0%)
Total	8 (100,0%)

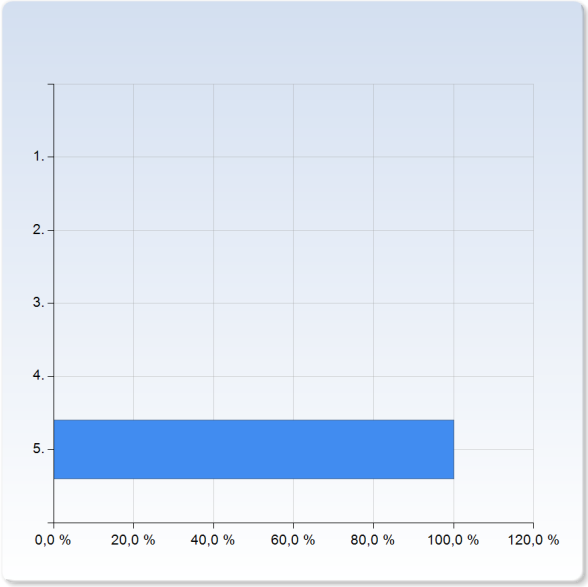


	Mean	Standard Deviation
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	5,0	0,0

Comment:
Very well planned course.
well uesed time

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	0 (0,0%)
5.	8 (100,0%)
Total	8 (100,0%)



	Mean	Standard Deviation
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	5,0	0,0

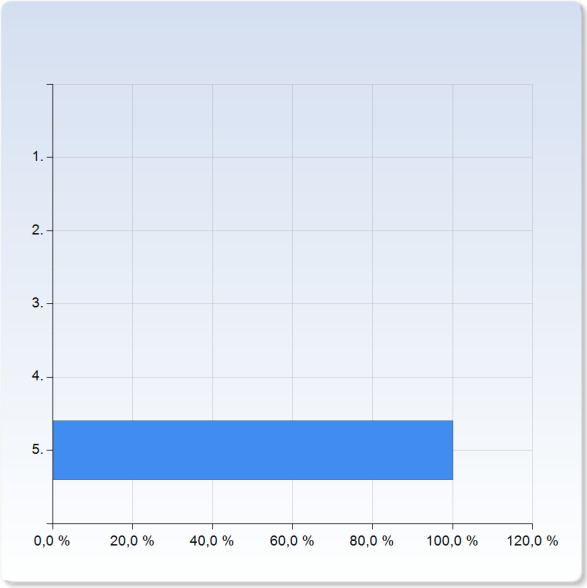
Comment:
The handouts sumerizing the discussion in relation to the experiments were great.
There should be option for "excellent". To be honest "Very good" is not enough for all questions.

Life Science PhD course Protein microarray techniques, week 42 2016

Answer Count: 8

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	0 (0,0%)
5.	8 (100,0%)
Total	8 (100,0%)



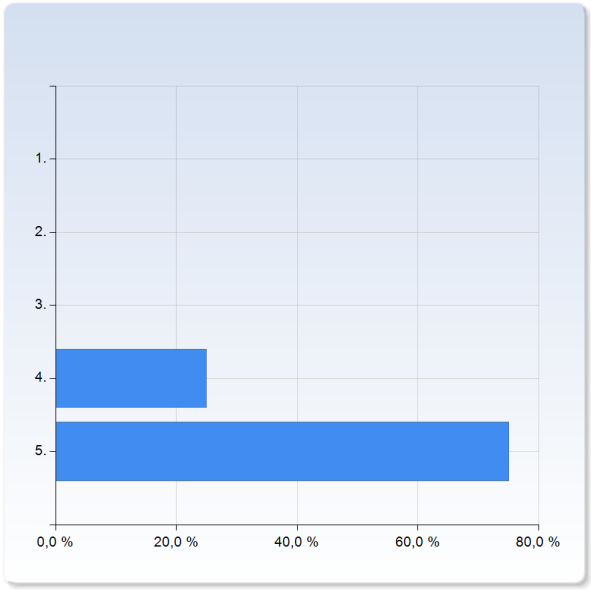
	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	5,0	0,0

Comment:

Great course, the knowldege of the course leaders is really huge, it was a pure pleasure to take part in this course

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	2 (25,0%)
5.	6 (75,0%)
Total	8 (100,0%)

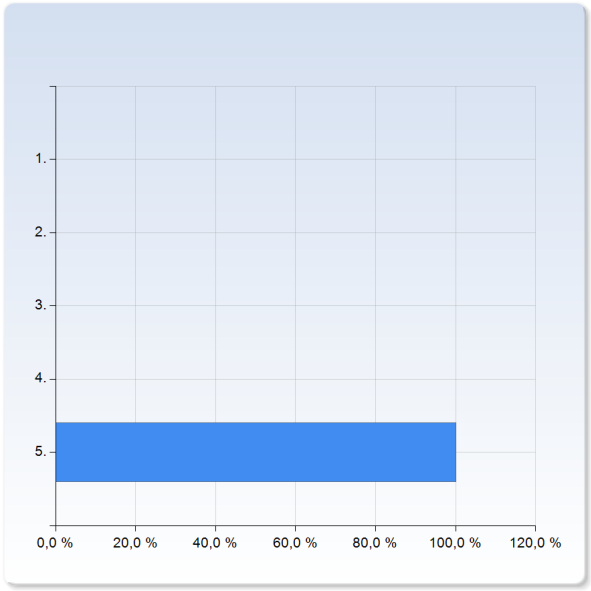


	Mean	Standard Deviation
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4,8	0,5

Comment:
I would like to learn even more statistics, but maybe it needs a whole course...
I am very happy that I learned more about statistical analysis of the data. It will be very useful for me.

3. Your impression of the course leaders knowledge of the topic of this course?
(Answers 1-5, where 5 = very good, 1 = not sufficient at all)

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	0 (0,0%)
5.	8 (100,0%)
Total	8 (100,0%)

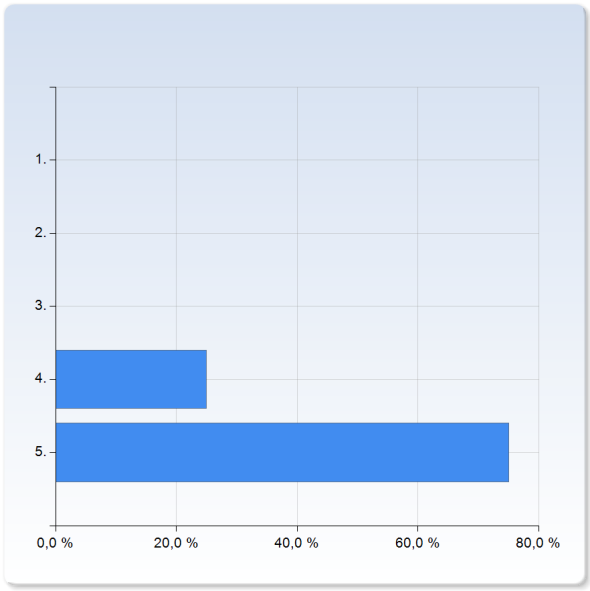


	Mean	Standard Deviation
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	5,0	0,0

Comment:
Excellent antibody impressions.
The course leaders can explain nearly everything, they are very focused during the whole day. I really appreciate the atmosphere they created.

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)

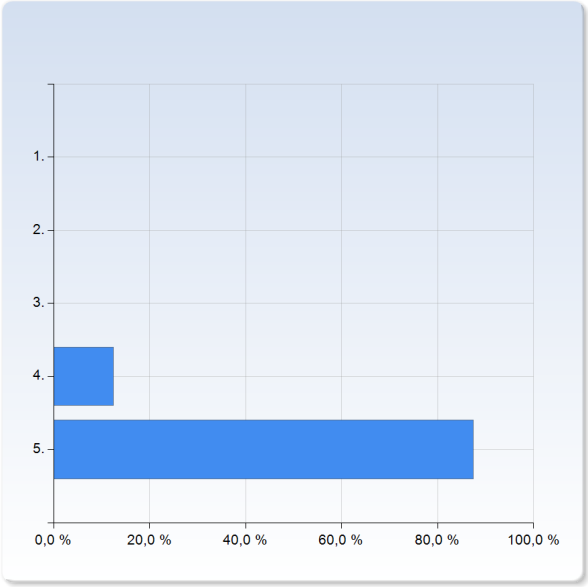
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	2 (25,0%)
5.	6 (75,0%)
Total	8 (100,0%)



	Mean	Standard Deviation
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4,8	0,5

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	1 (12,5%)
5.	7 (87,5%)
Total	8 (100,0%)



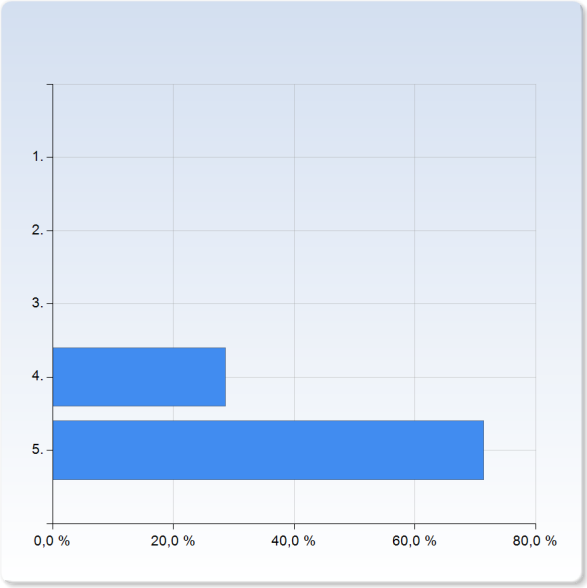
	Mean	Standard Deviation
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	4,9	0,4

Life Science PhD course Microbial flow cytometry, week 43 2016

Answer Count: 7

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	2 (28,6%)
5.	5 (71,4%)
Total	7 (100,0%)

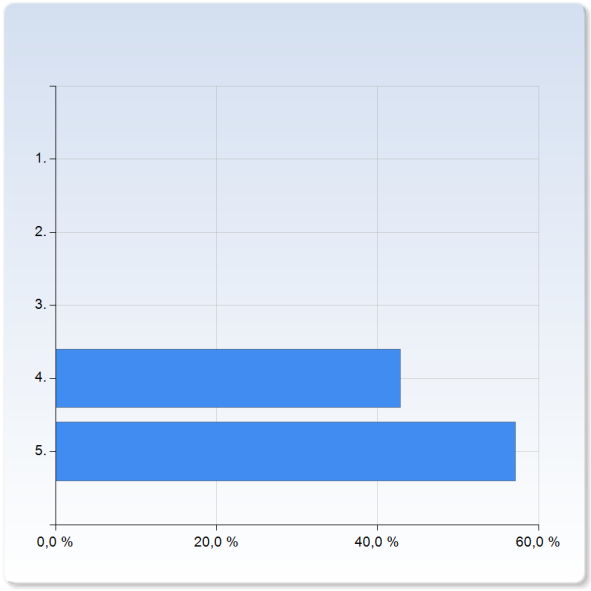


	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,7	0,5

Comment:
Very nice introduction to flow citometry and its applications. I think it could be useful for many students to understand better the tecnique and to be more critical when checking flow citometry data in articles.
Very nice course! Good balance between lectures and practical parts.
Really good course! Maybe a bit unstructured about the data analysis, what to do and how and when.

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	3 (42,9%)
5.	4 (57,1%)
Total	7 (100,0%)

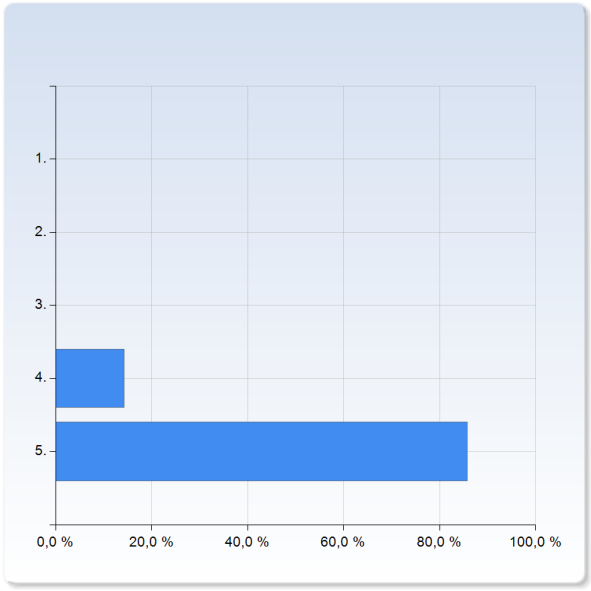


	Mean	Standard Deviation
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4,6	0,5

Comment:
I have learned a lot. I did not have a lot of knowledge about flow cytometry or use of flourescent tags from before so almost all the contents of the course was new to me.
I knew some before but I found it good to hear everything and the course leaders' comments on what happened with the samples and why. I have more confidence now in my own skills on the instrument.

3. Your impression of the course leaders knowledge of the topic of this course?
(Answers 1-5, where 5 = very good, 1 = not sufficient at all)

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	1 (14,3%)
5.	6 (85,7%)
Total	7 (100,0%)

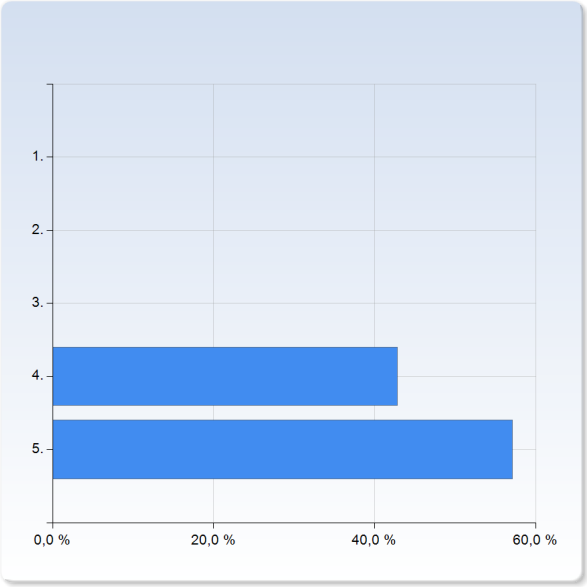


	Mean	Standard Deviation
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	4,9	0,4

Comment:
Since the coirse leaders have different backgrounds and work in different fields I think that they complement each other quite well.
The course leaders both seemed very knowledgable. Both have many years of experience with flow cytometry. I liked the "Mistakes" lecture. Mistakes are not often shared even though that is sometimes what you learn most from.
There is extremely much that could be known in this field, but the course leaders knew many techniques and had a good jugement of different methods and analyses and that is the most important. Also the insight that there are so many ways of doing flow cytometry that you need to do a lot of trial n' error and calibrations and controls so that we ourselves are in charge of the results that we get.

4. Your impression of the course leaders planning and performance in this course?
(Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	3 (42,9%)
5.	4 (57,1%)
Total	7 (100,0%)

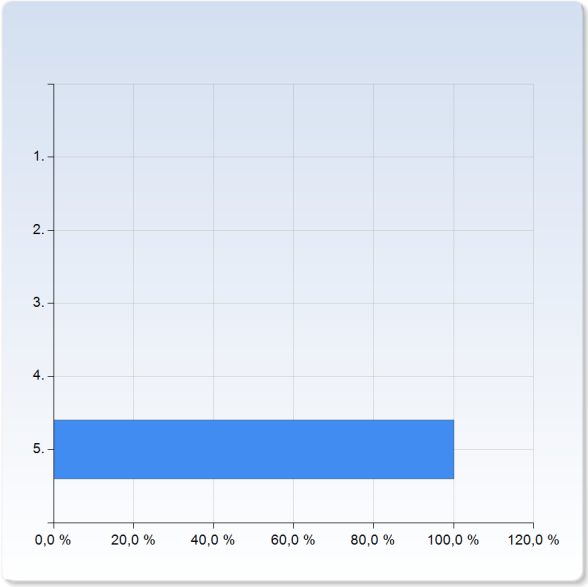


	Mean	Standard Deviation
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4,6	0,5

Comment:
Most of the times very good planning. The leaders were always very open to all the questions, trying to help all the students so that was quite good.
The course was well planned. Both lectures and lab exercises went smooth. There were some minor things that were not 100% correct in the lab protocols but you informed about these changes during the lab so everything was fine. I especially liked that you managed to time the Beckman-Coulter demo with the course.
Good! I liked that there was some unexpected results from the labs, since that is more likely to get when doing research than perfect results with nicely clustered populations. It was a bit tight on time with the presentation-project. And the lecture about biotechnology went way too fast, at least for me who is not in that field.
The labs could have gone a little bit more smooth, but this is difficult since there were two different instruments. Maybe it could have been interesting to vary the staining protocol(s) as well. Now we assumed that the protocol worked but we could have tried different amounts of PI /other dyes/differing cell concentrations to see how that affected the signal.

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	0 (0,0%)
5.	7 (100,0%)
Total	7 (100,0%)



	Mean	Standard Deviation
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	5,0	0,0

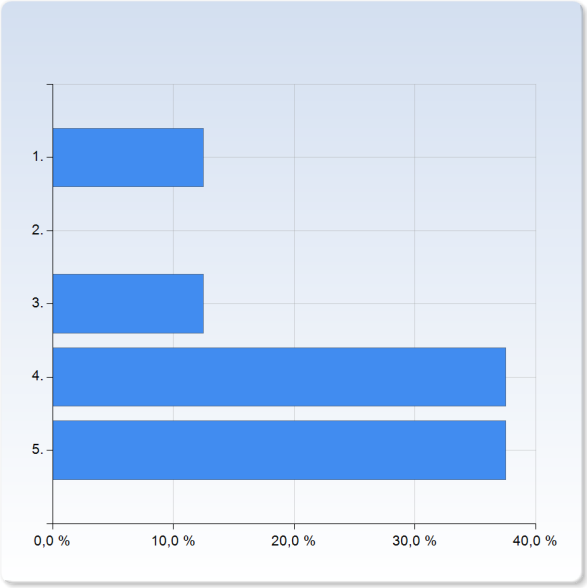
Comment:
Nice compilation of material
Good that we got all slides printed before the lectures.

Life Science PhD course Confocal laser scanning microscopy, week 44 2016

Answer Count: 8

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	1 (12,5%)
2.	0 (0,0%)
3.	1 (12,5%)
4.	3 (37,5%)
5.	3 (37,5%)
Total	8 (100,0%)

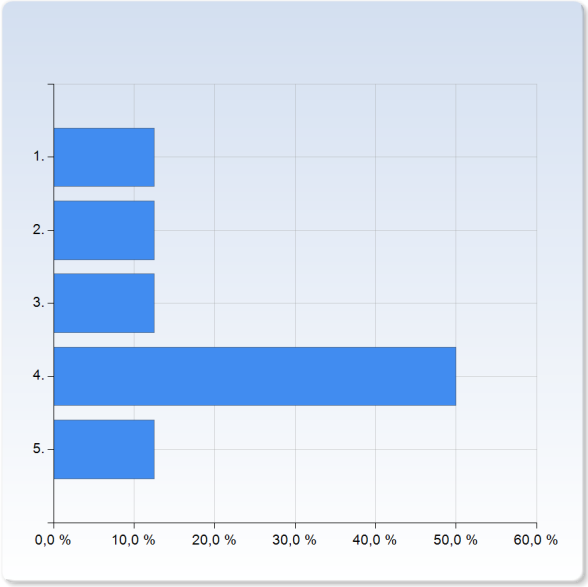


	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	3,9	1,4

Comment:
When I applied for "Confocal Microscopy", I thought the purpose of the course would be to specifically teach us this technique in depth, both in theory and in practice. The first day was okay, and I think Peters lectures on basics where a good start. On Tuesday, Peter started his lecture by saying: "I will try to give you the theory behind confocal in one hour, which I believe is very short but I'll do my best". I ask myself what could be more important during a Confocal course than the theory behind confocal? The online lecture by KI was very bad in my opinion. The slides had a lot of text in to small size, which made it extremely hard to follow. She didn't know what Peter had already covered (or not covered) before and it made it really hard to follow. In addition, the format made the lecture a one-way dialogue, where it felt that we were just watching an instructional film on the Internet. When she began her showing of the software, it was even more extreme. The text and button sizes were impossible to see, and I felt she went through it very quickly and not in a very teaching manner. When the afternoon lectures started I wondered, why would we want to spend 2 full lectures on other techniques than Confocal? I understand that other techniques exist and that it is good to know what is available. But to me this felt like LBIC was trying to sell us what they had to offer. I felt tricked into spending two full hours of my time to listen through the LBIC catalogue. If I wanted to know about STORM, TIRF and EM, I would not chose to take a course in "confocal microscopy" to fulfill that purpose. It goes for the first lecture on Thursday morning as well. It didn't feel like the goal of this course was to enable us to independently start working with confocal microscopes in our vicinity. Rather, it felt like the goal was to get us to buy LBIC services, now that we know what you have to offer. It didn't make matters bettar that all external lectures was given by people from or coupled to Nikon. I think lessons could be learned from how the “Live Cell Imaging”-course is given, as I felt I learned much more confocal from that course, even though that was supposed to be the more general one of the two. The preparation part of the lab was in my opinion very poorly planned, confusing and lacked risk assessment. First of all, the "tasks" that we got were very unclear. Not even the course leaders seemed to understand some parts of them fully, so how are we as student supposed to understand? They need to be rewritten in a much clearer way. I was very disappointed that there were no risk assessments before we started. We only got lab coats after I asked to have them, and there was not even a mentioning of safety goggles (I brought my own). We were pipetting formaldehyde and several stains that, as far as I know (although no one informed us about risks), is not healthy to get into your eyes. Even after bringing the coats, there was no demand to use them, and some of them had dirty sleeves. I believe that risk assessment is very important and shouldn't be taken so lightly when giving a course. I got a very unserious impression where I felt the course organizers were not respecting the safety of the student. I was also disappointed when the VectaShield and Hoechst staining didn't work. This can of course happen, but I believe it could have been avoided if the teachers had just run the experiment once the same week or the week before to confirm that everything was working. In my opinion, this part of the lab can be skipped altogether, and instead give us more hands-on time in front of the microscope. The microscopy part of the Lab was better, although it was much more of a demonstration than an actual hands-on experience. If we had been encouraged to click around on our own and test different settings and seen how they affected the image, it would have been much better. Pontus lecture was excellent and highly relevant. He had a clear idea what he wanted to show and he gave us some basic tools to start experimenting on our own. This was the best part of the whole course in my opinion. The final presentations were ok and gave some nice discussions. However, because of the unclear instructions of the tasks, I felt they became a bit confusing to both present and discuss. For me it was clear that many of us still had basic concepts of confocal that we didn't understand, but would probably had understood if given more time in the lectures. All in all, I feel you have a lot to improve with this and I hope you can see this as serious attempt to give you constructive criticism. My advise would be to sit down and discuss what the goals of the course actually is, and in what way the different parts relate to these goals also in regard to how much time they should be allowed to take up.
The course was great. I would have enjoyed it even more if it had been a bit more hands on (taking, processing and analysing images). The tasks were well designed and useful in order to understand the subject.
I would recommend it because it's a good method to learn and use, but the course can use a lot of improvement.

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Number of Responses
1.	1 (12,5%)
2.	1 (12,5%)
3.	1 (12,5%)
4.	4 (50,0%)
5.	1 (12,5%)
Total	8 (100,0%)

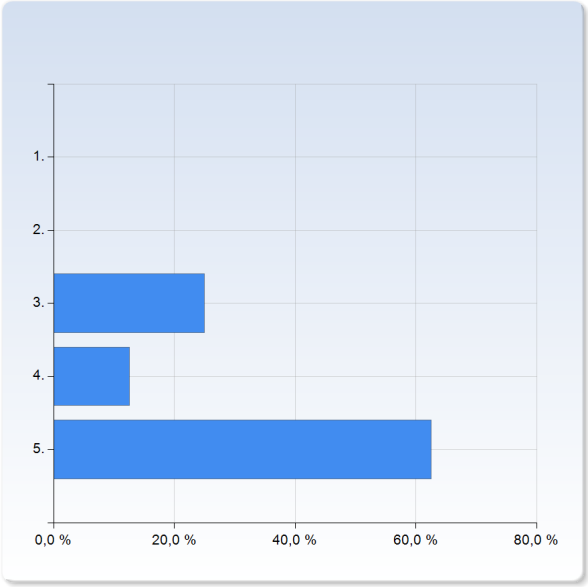


	Mean	Standard Deviation
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	3,4	1,3

Comment:
I didn't learn what I hoped to learn. Here and there I picked up new and relevant information, but I don't feel I got the in depths knowledge of confocal microscopy that I was hoping to get.
The lectures about "Advanced Techniques" was a waste of time. Most of the systems are not present at LBIC/Lund and the technology a bit too complex for this short amount of time. In addition, the person presenting couldn't answer simple questions about the presented techniques. Better invest in eg more hands-on time on the microscope, more about image analysis, more about basics (Peter). The techniques available in Lund could briefly be presented within 30 minutes with some keywords (applications, advantages, disadvantages).
I learnt a lot during the course but I found it a bit challenging to understand the software used with the microscope and follow the process. Despite the fact that it would for sure take practical experience to completely get used to it, I think it would still be a great help to have a general explanation regarding the different options in the software.
Lots of theory and very little practice. Actual microscopy time was around an hour, and very little time to analyze your own samples. Also you're giving almost a whole day out of 4 for other techniques. All of this should be stated in the course description at least!

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	2 (25,0%)
4.	1 (12,5%)
5.	5 (62,5%)
Total	8 (100,0%)

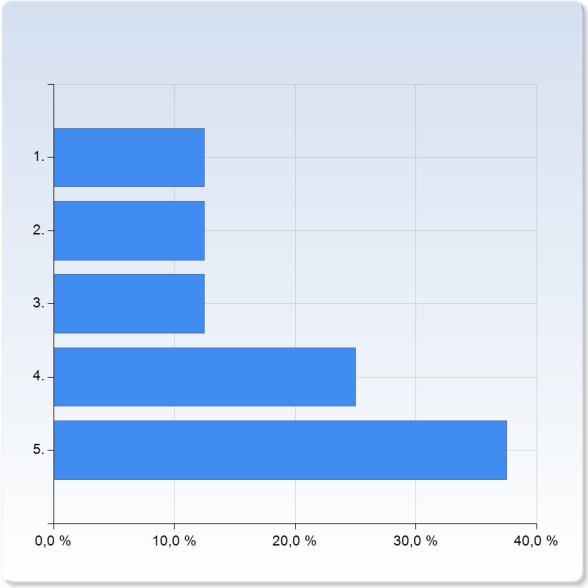


	Mean	Standard Deviation
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	4,4	0,9

Comment:
The knowledge was probably excellent, but there needs to be more focus on how to get the knowledge to the students. Both during the online lecture and during the microscopy part of the lab, I felt the teachers worked more based on their own experience, rather than taking the time and effort to explain what was happening.
The lecturers were very enthusiastic about the presented topics, therefore very interesting to listen to.

4. Your impression of the course leaders planning and performance in this course?
(Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Number of Responses
1.	1 (12,5%)
2.	1 (12,5%)
3.	1 (12,5%)
4.	2 (25,0%)
5.	3 (37,5%)
Total	8 (100,0%)

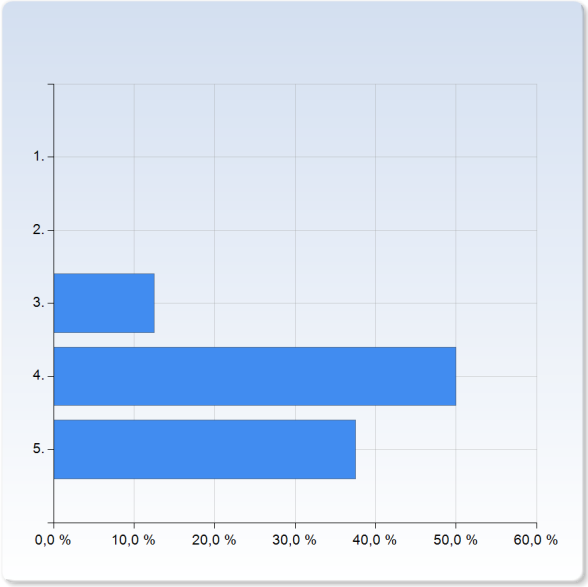


	Mean	Standard Deviation
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	3,6	1,5

Comment:
Very poorly planned in terms of what we should spend time on.
The sample preparation/staining was not organized at all. It would better be omitted if it's always like this. If there is no tips/guidelines on how to stain best/troubleshoot, save that time for eg more hands-on microscopy time, etc (see above). Samples could be prepared before-hands by course leader?
Great timing and performance and also very good flexibility in regards with using the extra time we sometimes happened to have and also with allowing different samples to be included along with the material from the course
The practical part felt a bit hectic and not so well organized.
equipment for the practical part was very few compared to what I saw in other courses.

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	1 (12,5%)
4.	4 (50,0%)
5.	3 (37,5%)
Total	8 (100,0%)



	Mean	Standard Deviation
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	4,3	0,7

Comment:

It would be nice if we could have the handouts prior to the course so that in case required we could print them and have them to include notes.

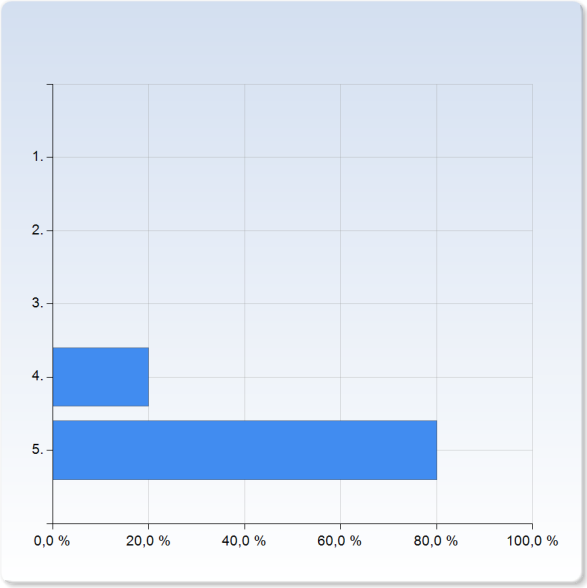
In total, it was a really nice course, thank you for all the great work.

Life Science PhD course Biobanking, week 46 2016

Answer Count: 5

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	1 (20,0%)
5.	4 (80,0%)
Total	5 (100,0%)

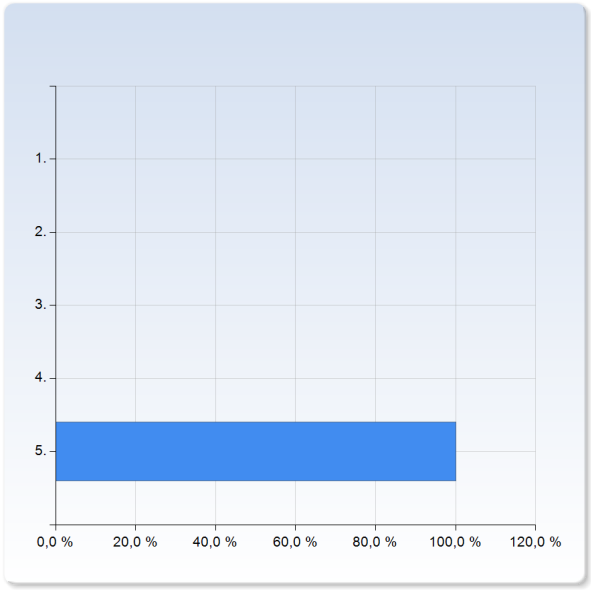


	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,8	0,4

Comment:
Very interesting course and interesting group work task!
Excellent organization of the course and symposium
I would definently recommend this to other students working in biobanking. However, I would also prepare them for the "difficulties" of combining students from both biomedicine and social sciences. In the beginning, I had some difficulties in understanding the other group, and how we were to coorporate. However these were put to shame during the course. Also I would like the speakers on day one to maybe do some perspectives as to how their presentations on the Swedish biobank systems were similar or different to other practices.
The course and the seminar were both an extremely useful opportunity to learn about what is biobanking today, in an increasingly international context. The chosen topic made a good opportunity to discuss what is it about the contemporary interconnections between private and public actors around biobanking and biomolecular medicine.

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	0 (0,0%)
5.	5 (100,0%)
Total	5 (100,0%)



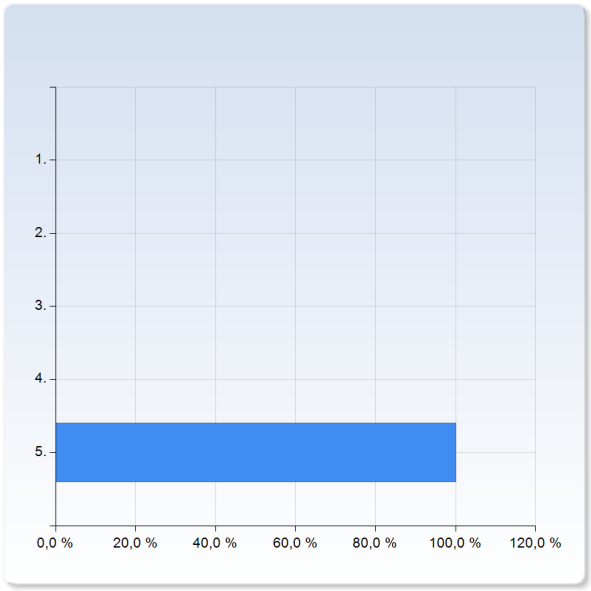
	Mean	Standard Deviation
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	5,0	0,0

Comment:

I learned very much. It would have been even better if I had an overall preparation to understand and appreciate the more straightforward technical communications presented either the the public policy or natural sciences and biomedical domains.

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	0 (0,0%)
5.	5 (100,0%)
Total	5 (100,0%)

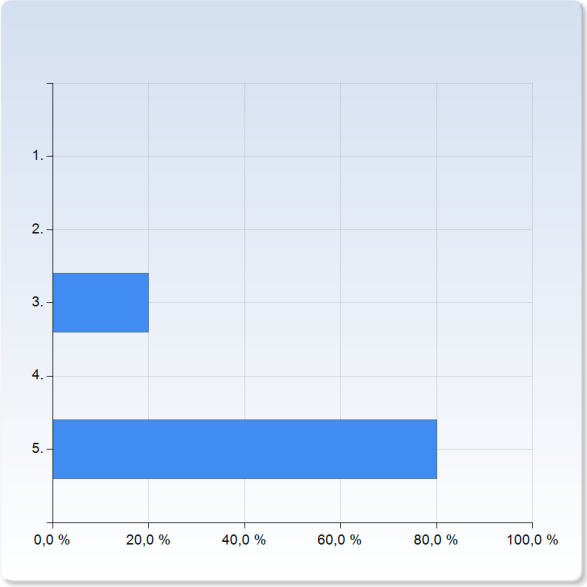


	Mean	Standard Deviation
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	5,0	0,0

Comment:
No comments.

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	1 (20,0%)
4.	0 (0,0%)
5.	4 (80,0%)
Total	5 (100,0%)

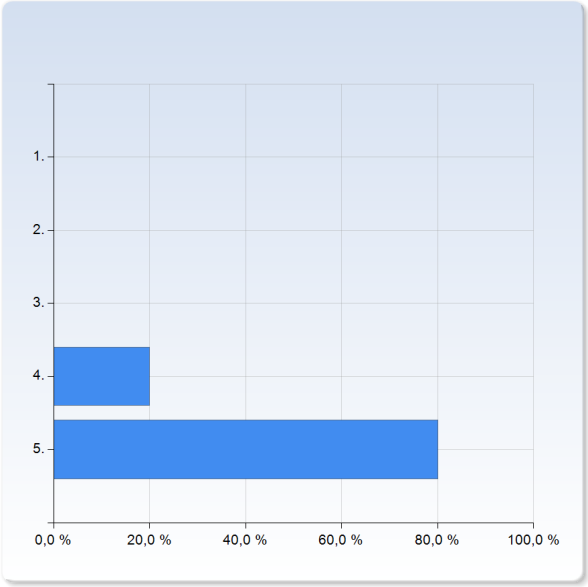


	Mean	Standard Deviation
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4,6	0,9

Comment:
I would have liked more information on the fieldtrip earlier. Both as to the locations and a timeplan for the visits. If possible also a list of the speakers, like the one printed for us at Lundbeck.
Excellent!

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	1 (20,0%)
5.	4 (80,0%)
Total	5 (100,0%)



	Mean	Standard Deviation
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	4,8	0,4

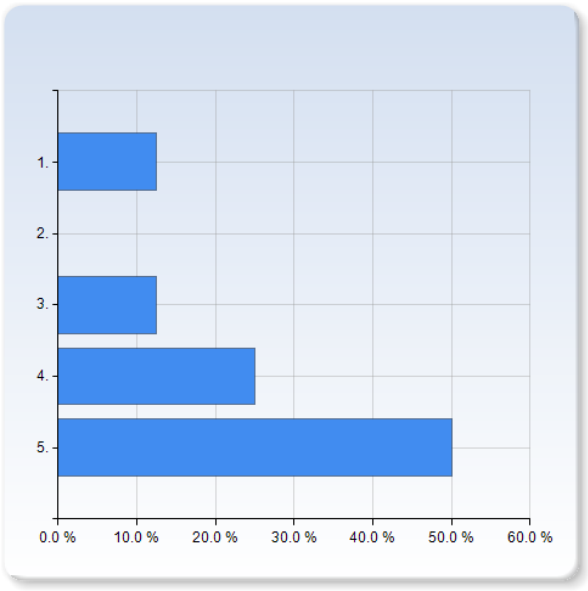
Comment:
I understand this as the papers in the dropbox. These were good for giving a basic understanding prior to the course. I would have liked, if we had talked more about them during the course.
Complete and pertinent literature, considering the overall discussion topic and the seminar communications presented.

Kopia av Life Science PhD course Quantitative PCR, week 48 2016

Answer Count: 8

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	1 (12.5%)
2.	0 (0.0%)
3.	1 (12.5%)
4.	2 (25.0%)
5.	4 (50.0%)
Total	8 (100.0%)

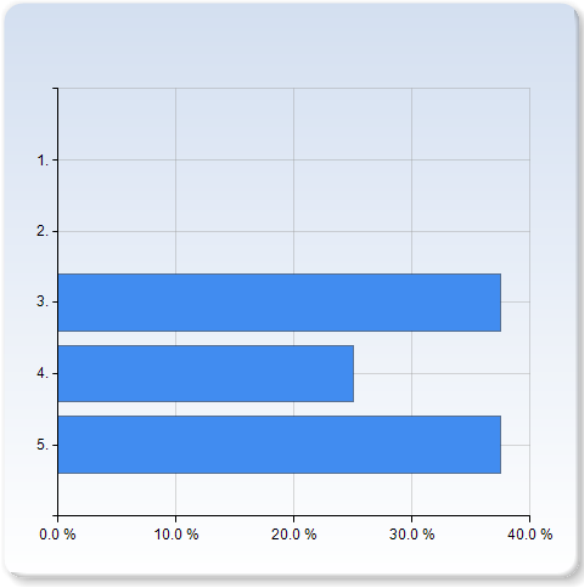


	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4.0	1.4

Comment:
This was a comprehensive course about PCR, qPCR, RNA quality, qRT-PCR, and primer design. The small size (8-10 students) was very accommodating for specific questions.
I think the course was very good and informative.
I would recommend the course to the beginners

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	3 (37.5%)
4.	2 (25.0%)
5.	3 (37.5%)
Total	8 (100.0%)

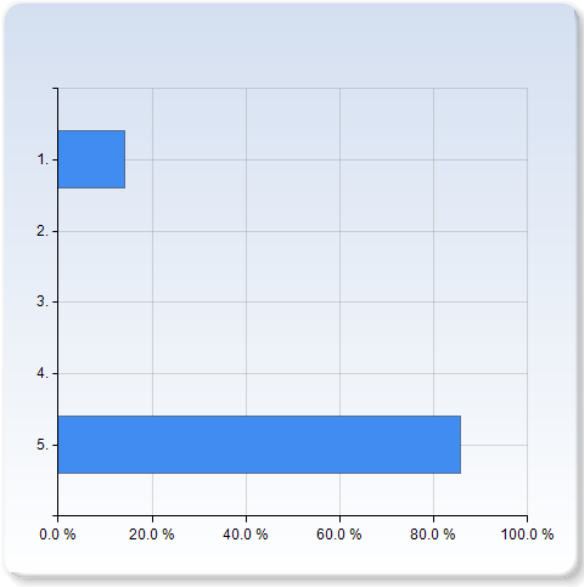


	Mean	Standard Deviation
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4.0	0.9

Comment:
This course need fundamental knowledge about DNA amplification and quite practical.
Much of the material was a review for me, but I did learn some new tips and tricks. The tutorials with the primer tools and the qPCR/qRT-PCR analysis software was the most beneficial for me. As many of the students work with prokaryotes, it would have been nice to have the introduction and overview more about prokaryotes rather than eukaryotes. Perhaps the course leaders can survey the students before the course week in order to cater to the students (since we are a small group).
I think I learned a lot, but sometimes felt that I couldn't keep up with the pace. I usually need time to read and reflect on my own between lectures, this is unfortunately hard to combine with a short, intensive course like this. On the other hand there are also many practical advantages to having an intensive course.
I learnt a lot of things which will be helpful for my future work

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Number of Responses
1.	1 (14.3%)
2.	0 (0.0%)
3.	0 (0.0%)
4.	0 (0.0%)
5.	6 (85.7%)
Total	7 (100.0%)

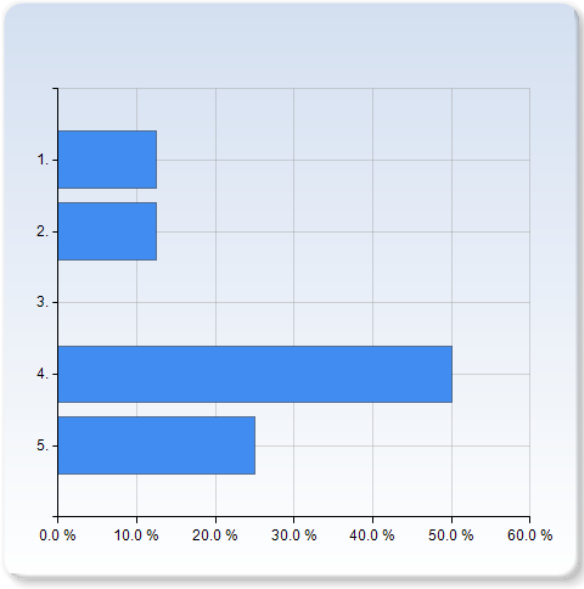


	Mean	Standard Deviation
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	4.4	1.5

Comment:
The course leaders were very knowledgeable in the course topics, and could advise in areas outside of their field of study.
They seemed very knowledgeable about the subject, regarding both theoretical and practical aspects.
Both the course leaders are awesome and highly efficient

4. Your impression of the course leaders planning and performance in this course?
(Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Number of Responses
1.	1 (12.5%)
2.	1 (12.5%)
3.	0 (0.0%)
4.	4 (50.0%)
5.	2 (25.0%)
Total	8 (100.0%)

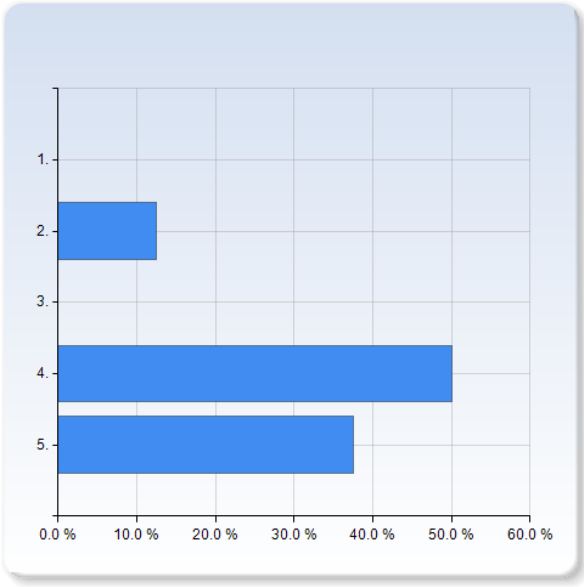


	Mean	Standard Deviation
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	3.6	1.4

Comment:
it wasn't obvious for me what is the purpose of the assignments, how to start with them. During practical parts also we didn't know what should we do, how to do and what are the expectations from the course leaders. I also think it should be better explanations the assignments instructions. Maybe firstly leaders should show us an example of making the assignment and then give us assignment to do by ourselves. For me was difficult to follow instructions in assignments, I got sucked from the beggining and I had problem to make the assignments and then I missed some explanations...
the labs and practicals were at times a bit hard to get into, but after a while after all confusion was passed - they were well organised. Maybe a more dedicated instruction at the beginning would have been good.
Overall, the course was presented in an organized way. However, there were some aspects that could have been prepared better. For the qPCR DNA quantification practical, it would have been nice to receive the protocol ahead of time to look over before the day of the practical. Also, the practical would have gone more smoothly if the lab space was prepared beforehand, eg. plasticware and pipettes. For analysis of the qPCR DNA quantification results, it would have been nice to know to bring computers ahead of time (or if there was a computer lab that could have been booked for us), especially since the software was only compatible with Windows and not MacOS. If the goal was to get a feel for the software, then it was sufficient enough to have the student course leader show an example using the projector. For the qRT-PCR practical, it was very helpful to have the lab manual beforehand to read through before the day of the practical. Also, the lab space was well-prepared before the students arrived. The student course leader began with giving an overview of the plans for the practical, which was a good way to have time for questions and clarifications before we began setting up the experiments. For me, the qRT-PCR analysis was straightforward because I was able to remember the course leader's brief instructions and quick demo before we headed into the computer lab. The paper instructions were sufficient for me, but I think the analysis would have been clearer if the course leader went through one example for how to do the comparative quantification (eg. one primer set in triplicates and -RT). It was nice to have the computer lab booked with computers that have the analysis software installed already. For the primer tutorial, it would be much better to have clearer instructions (eg. exons/introns in sequence, how to use the programs). One way to solve this would be to walk through an example primer using the different programs, perhaps in parallel to the lecture. Again, it was nice to have the computer lab available for this part as well.
I think it was good. I could have used a bit more clear outlines for some of the lectures though, it was sometimes possible to get lost in all the information.

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Number of Responses
1.	0 (0.0%)
2.	1 (12.5%)
3.	0 (0.0%)
4.	4 (50.0%)
5.	3 (37.5%)
Total	8 (100.0%)



	Mean	Standard Deviation
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	4.1	1.0

Comment:

For future groups, it would be helpful to let students know that they should make a copy of the Dropbox folder rather than work directly from the online folder.

See other comments in part 4.

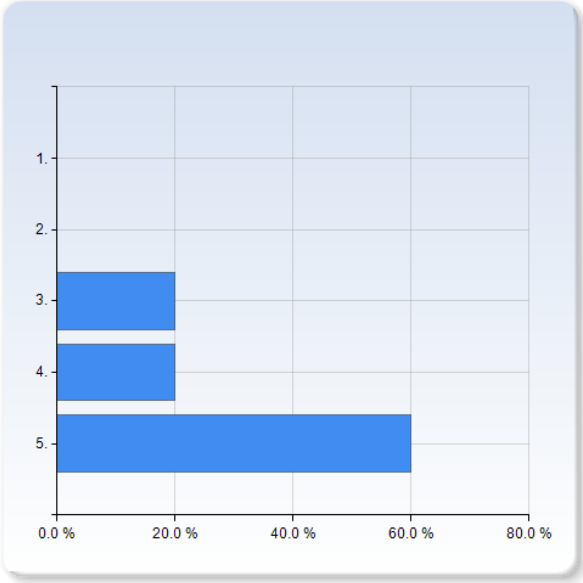
The group discussion was a good way to critically discuss the papers. That we got to work with results on the computers and then discuss it together was very helpful.

Life Science PhD course Proteomic data analysis, week 49 2016

Answer Count: 5

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	1 (20.0%)
4.	1 (20.0%)
5.	3 (60.0%)
Total	5 (100.0%)

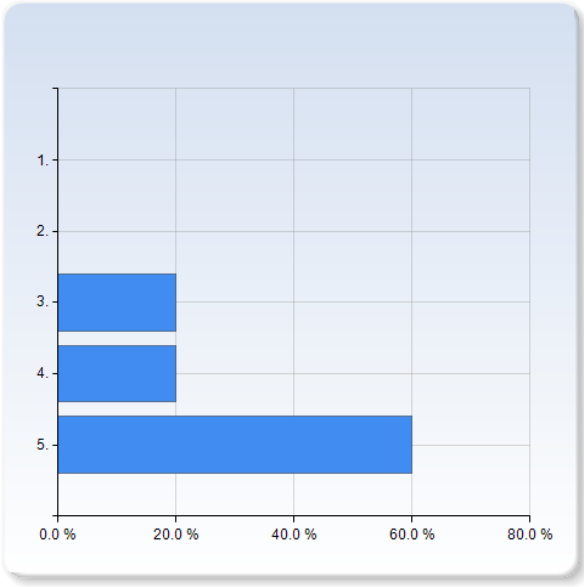


	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4.4	0.9

Comment:
Yes, I will recommend the course.
I think that the course overall provided a good mid-level insight into a number of central techniques, concepts and available software and databases. Very useful, and I would definitely recommend it to anyone in need of deeper mass spectrometry understanding.

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	1 (20.0%)
4.	1 (20.0%)
5.	3 (60.0%)
Total	5 (100.0%)

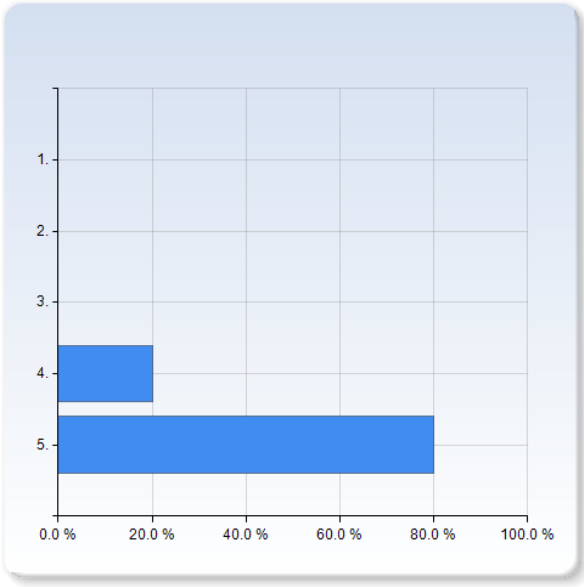


	Mean	Standard Deviation
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4.4	0.9

Comment:
Yes!

3. Your impression of the course leaders knowledge of the topic of this course?
(Answers 1-5, where 5 = very good, 1 = not sufficient at all)

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	0 (0.0%)
4.	1 (20.0%)
5.	4 (80.0%)
Total	5 (100.0%)



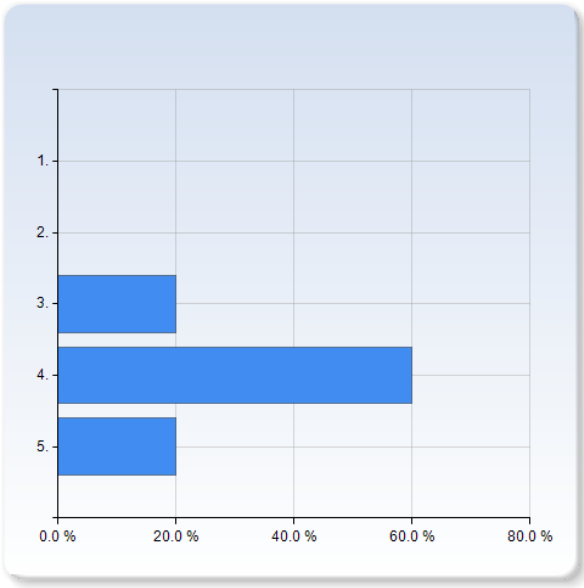
	Mean	Standard Deviation
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	4.8	0.4

Comment:

Fredrik of course had a very solid understanding of the course. For the statistics/normalization exercise the course leader had a good understanding and explained well, but could benefit from running through the exercise in advance.

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	1 (20.0%)
4.	3 (60.0%)
5.	1 (20.0%)
Total	5 (100.0%)



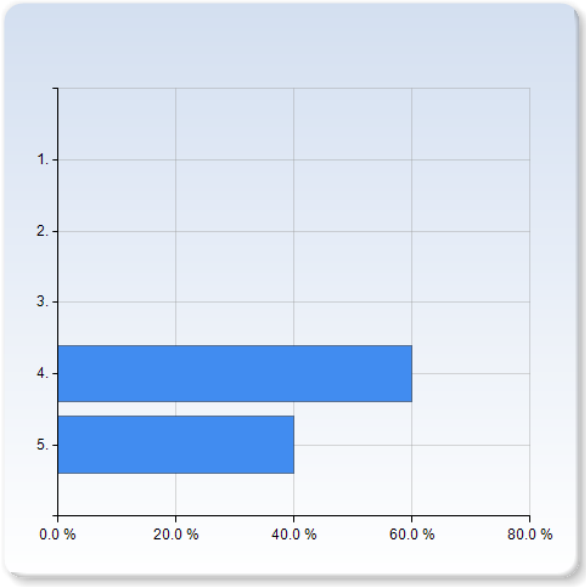
	Mean	Standard Deviation
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4.0	0.7

Comment:

It felt like a well-thought-through course, and I think the material overall worked very well. There were some rough corners in the practicals, but this were mostly managed without problems with the help of exercise assistants.

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	0 (0.0%)
4.	3 (60.0%)
5.	2 (40.0%)
Total	5 (100.0%)



	Mean	Standard Deviation
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	4.4	0.5

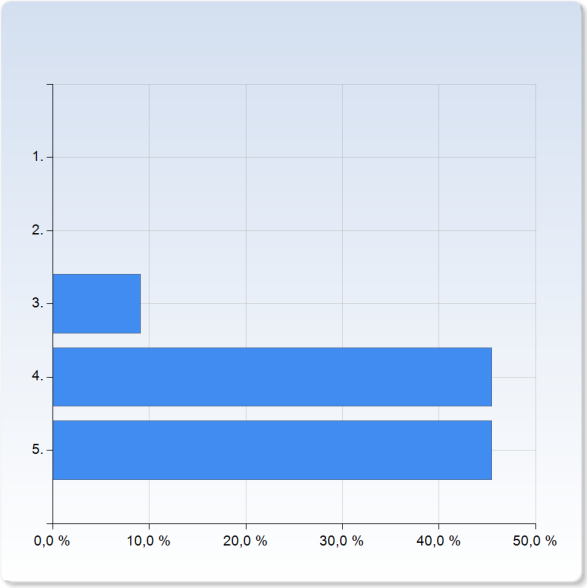
Comment:
Same as previous answer. It overall worked very well with assistance, but some parts could probably be further extended and/or improved.

Life Science PhD course PYTHON Bioinformatics programming, week 49 2016

Answer Count: 11

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	1 (9,1%)
4.	5 (45,5%)
5.	5 (45,5%)
Total	11 (100,0%)

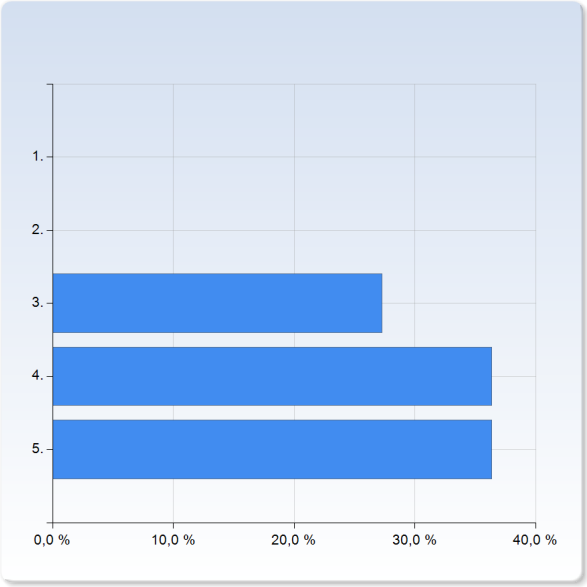


	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,4	0,7

Comment:
Very nice! Thanks to both of you!
Yes, I would recommend though to skip some of the first questions and start with the later ones (Level 1) earlier. They seem more relevant for NGS data.
Yes, without a doubt
well I am not a bio informatic person. Therefore I do not top score it, but I still find it potential usefull. Either way I belive programing, you will have use of it the rest of the life.
Programming needs hands-on, so really good concept of letting the people program and not have "lectures" all the time. I missed the practical examples, conversion of functions/python knowledge to when is this important (comes late in the exercises, which many of us don't reach - time-& knowledge-wise)
Yes! I would recommend the course to others
Skip the BASH-day. The course is to short to focus 20% of the time on BASH. Instead; send out bash compendium in advance together with some mandatory excercises so that we can jump straight into python!
Biologists, especially the programming variety, require larger coffee supplies!
I think that for beginners as me the course was very good to take.

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	3 (27,3%)
4.	4 (36,4%)
5.	4 (36,4%)
Total	11 (100,0%)

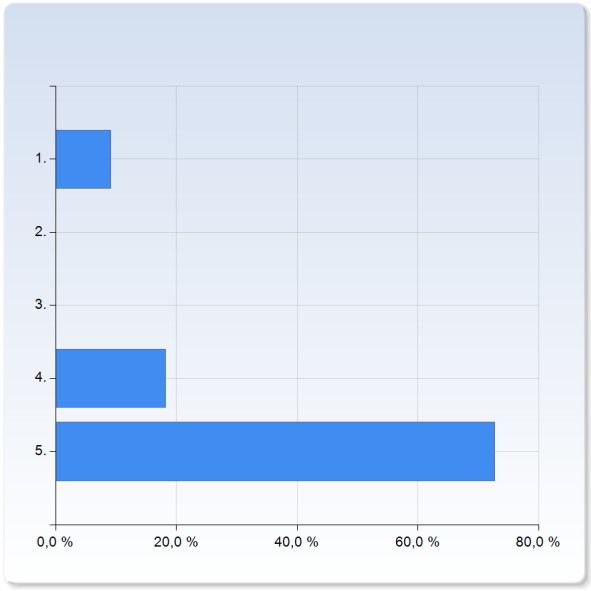


	Mean	Standard Deviation
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4,1	0,8

Comment:
Yes but didn't fully understand why 1 day was spent on bash, funy but not nesscary for the rest of the course
Somehow I have already encounter most of it in courses both in bash and R. But it is always good with the exercises.
provides a good basis for further digging deeper into the topic oneself
I see this course as a good introduction but need to spend a lot more time to be able to apply it.
I had some prior experience.
Yes, but of course you can not learn Python in a week. The important thing here I think is to learn how to think when you encounter a problem that you want to solve using python. Which you get some kind of when you get to the exercise.

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Number of Responses
1.	1 (9,1%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	2 (18,2%)
5.	8 (72,7%)
Total	11 (100,0%)

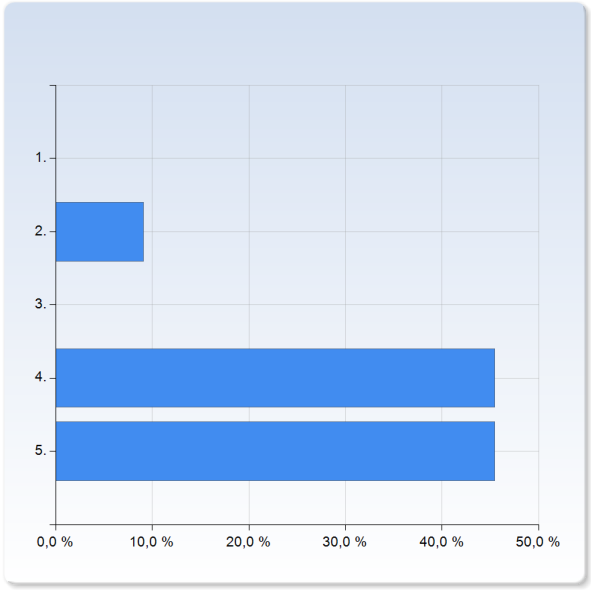


	Mean	Standard Deviation
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	4,5	1,2

Comment:
Martin seems like a very good student! You are good as well Björn!

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Number of Responses
1.	0 (0,0%)
2.	1 (9,1%)
3.	0 (0,0%)
4.	5 (45,5%)
5.	5 (45,5%)
Total	11 (100,0%)

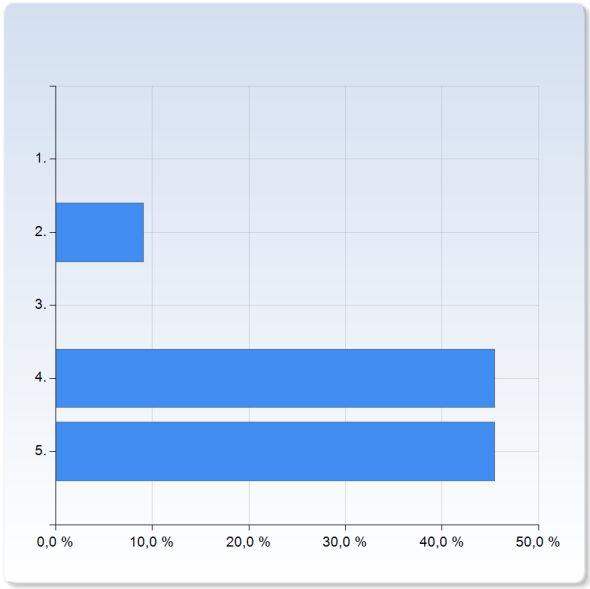


	Mean	Standard Deviation
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4,3	0,9

Comment:
It could have been good to have the Bash part as something you need to at least try to go through before you start the course so we could have gotten one more day with Python. Or at least start with Python during the afternoon on the first day.
The outline of the course was not as straight forward as it could have been, see next answer.
Really appreciate the handouts, sometimes a bit mor excessive description could be useful.
Tight schedule, but an efficient use of the given time.

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Number of Responses
1.	0 (0,0%)
2.	1 (9,1%)
3.	0 (0,0%)
4.	5 (45,5%)
5.	5 (45,5%)
Total	11 (100,0%)



	Mean	Standard Deviation
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	4,3	0,9

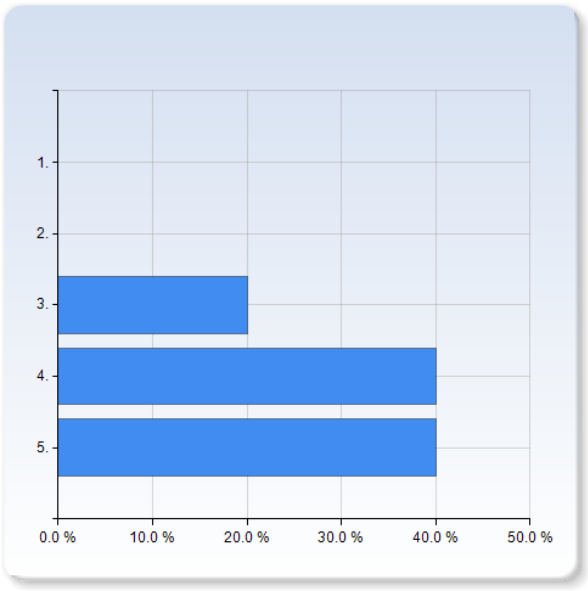
Comment:
I really liked the compendia but there should have been some recommendation on which study questions/exercises to start with. It would also have been good if the correct solutions were on the web.
I will use it afterwards. Thanx for a good course. (=
More 'real world' examples about regular expressions might be useful.
I would have liked to have small excercises after each chapter deling with the topics of the chapter.
For me it was good to get the compendia and then go through it step by step. In this case it was a good speed also because I actually made the exercises before going through it!

Life Science PhD course Protein factories, week 50 2016

Answer Count: 5

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

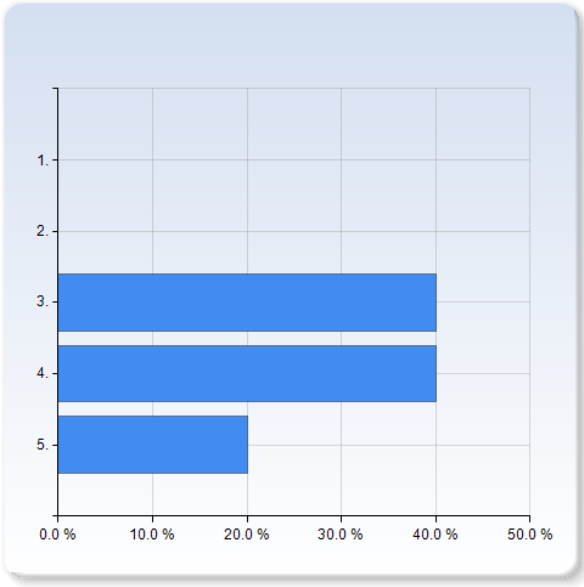
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	1 (20.0%)
4.	2 (40.0%)
5.	2 (40.0%)
Total	5 (100.0%)



	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4.2	0.8

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

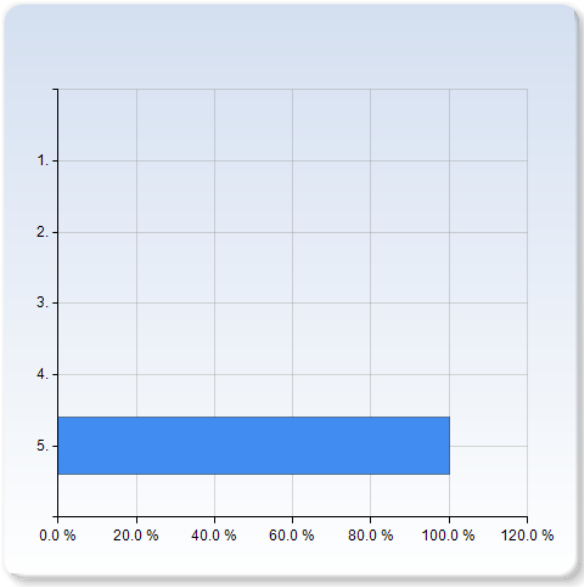
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	2 (40.0%)
4.	2 (40.0%)
5.	1 (20.0%)
Total	5 (100.0%)



	Mean	Standard Deviation
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	3.8	0.8

3. Your impression of the course leaders knowledge of the topic of this course?
(Answers 1-5, where 5 = very good, 1 = not sufficient at all)

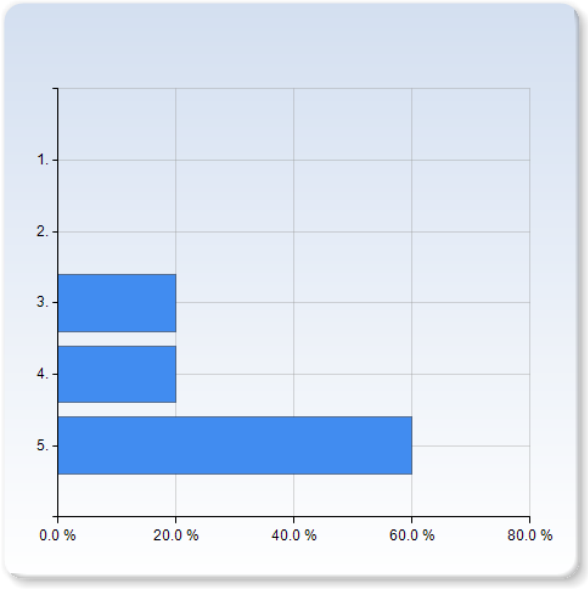
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	0 (0.0%)
4.	0 (0.0%)
5.	5 (100.0%)
Total	5 (100.0%)



	Mean	Standard Deviation
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	5.0	0.0

4. Your impression of the course leaders planning and performance in this course?
(Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	1 (20.0%)
4.	1 (20.0%)
5.	3 (60.0%)
Total	5 (100.0%)

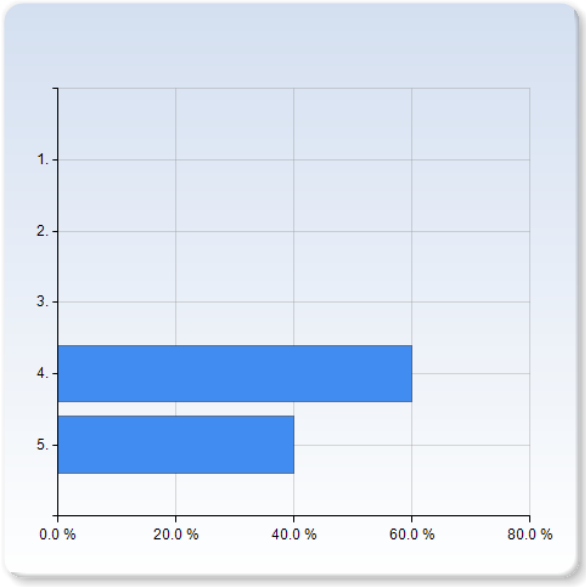


	Mean	Standard Deviation
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4.4	0.9

Comment:
To get a better start to the labs had been appreciated at a little longer introduction at the beginning of the week and not as now almost jump right into the labs without knowing what you actually are doing. It would also be helpful to in advance get an overview of labs with a description of the purpose and methods.
The course was very intensive and probably would have been very good with extended time and/or credits.

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

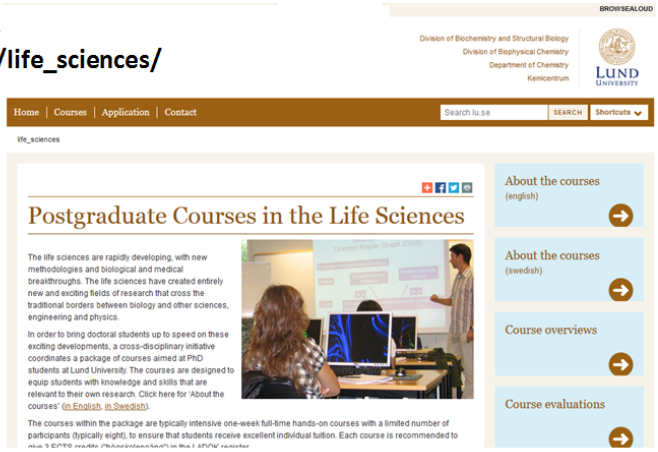
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Number of Responses
1.	0 (0.0%)
2.	0 (0.0%)
3.	0 (0.0%)
4.	3 (60.0%)
5.	2 (40.0%)
Total	5 (100.0%)



	Mean	Standard Deviation
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	4.4	0.5

2015

LifeScience PhD courses
http://www.cmps.lu.se/life_sciences/



✓Breddning i forskarutbildningen
✓Intensiva, korta kurser; ges regelbundet och återkommande, lätta planera in i doktorandprojektet
✓Få deltagare per kurs (max 8, 15 om datorbaserad), högkvalitativ undervisning forskningslabb
✓Kursledare kan fokusera på kurs, enkel administration, utannonsering + antagning rationaliserat

✓Nya metoder sprids mellan forskargrupperna
✓Både doktorander och kursledare stimuleras, kontakter och samarbeten uppstår
✓Ökad kontaktyta mellan ämnesgränser och institutioner
✓Kurser avgiftsfria, finansiering av N, M, T-fakultet och forskarskolor; investering i framtida forskning

FU-kurser i LifeSciences 2015

	Course name:	Course leader	week
1	Protein spectroscopy PCLS	Cedric Dicko	36
2	Bioanalytical HPLC	Margaretha Sandahl	38
3	PHYTON Bioinformatics programming	Björn Canbäck	39
4	Live cell imaging	Peter Ekström	40
5	Microbial flow cytometry	Magnus Carlquist	41
6	DNA amplification technology	Johannes Hedman	43
7	Confocal laser scanning microscopy	Lina Gefors	44
8	Protein microarray techniques	Christer Wingren	45
9	Biobanking	Eva Ortega-Paino	45
10	Immunocell flow cytometry	Kristina Lundberg	46
11	Transcriptome analysis	Björn Canbäck	47
12	Quantitative PCR	A Rasmusson, S Bensch	48
13	Proteomic data analysis	Fredrik Levander	49
14	Protein factories	Claes v Wachenfeldt	50

Innehåll:

Sökande doktorander 2015, översikt

103 applicants (23, 31, 26, 6, 14 % from faculty M, N, T, SLU, other).

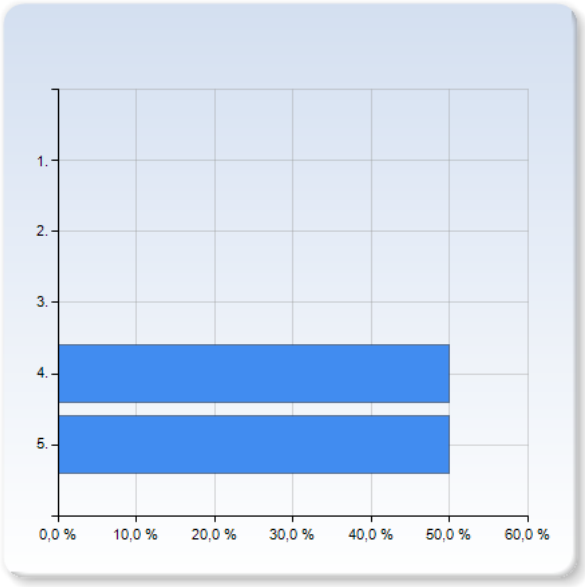
PhD courses in Life Sciences Lund University 2015						
http://www.cmps.lu.se/life_sciences						
150624s: 103 applicants sorted on faculty (including late applicants per 150624)				Distribution: 23, 31, 26, 6, 14% from M, N, T, SLU, other		
first_name	surname	email	faculty	first_course	second_course	third_course
Alex	Agyemang	alex_adusei.agyemang@med.lu.se	M	Bioanalytical HPLC	Protein and DNA microarray technique	Immunocell flow cytometry
Erik	Malmberg	erik.malmberg@clinchem.gu.se	M	Biobanking	Biobanking	Biobanking
Mariana	Reza	mariana.reza@med.lu.se	M	Biobanking	Biobanking	Biobanking
Cheng	Luan	cheng.luan@med.lu.se	M	Confocal laser scanning microscopy	Protein and DNA microarray technique	Live cell imaging
Israa	Mohammed	israa.mohammed@med.lu.se	M	Confocal laser scanning microscopy	Confocal laser scanning microscopy	Quantitative PCR
Jenny	Wickham	jenny.wickham@med.lu.se	M	Confocal laser scanning microscopy	Confocal laser scanning microscopy	Confocal laser scanning microscop
Abrar	Ahmad	abrar.ahmad@med.lu.se	M	DNA amplification technology	DNA amplification technology	Quantitative PCR
Jonas	Broms	jonas.broms@med.lu.se	M	DNA amplification technology	Quantitative PCR	Protein and DNA microarray techni
Anas	Abu-Humaidan	anas_haider.abu-humaidan@med.lu.se	M	Immunocell flow cytometry	Immunocell flow cytometry	Immunocell flow cytometry
xiaoli	cai	xiaoli.cai@med.lu.se	M	Immunocell flow cytometry	Live cell imaging	Protein spectroscopy PCLS
Malik	Sallam	malik.sallam@med.lu.se	M	Immunocell flow cytometry	Microbial flow cytometry	Quantitative PCR
Ingrid	Yao Mattisson	ingrid.yao_mattisson@med.lu.se	M	Immunocell flow cytometry	Confocal laser scanning microscopy	Biobanking
Tove	Ullmark	Tove.Ullmark@med.lu.se	M	PHYTON Bioinformatics programming	PHYTON Bioinformatics programming	PHYTON Bioinformatics programmi
Eile	Butler	eile.butler@med.lu.se	M	Protein spectroscopy PCLS	Protein spectroscopy PCLS	PHYTON Bioinformatics programmi
Sepideh	Seghatoleslami Lam	sepideh.lamei@med.lu.se	M	Proteomic data analysis	Bioanalytical HPLC	Quantitative PCR
Isabelle	Leefa Chong San	isabelle.leefa@med.lu.se	M	Quantitative PCR	Biobanking	Live cell imaging
Irma	Mahmutovic Persson	irma.mahmutovic_persson@med.lu.se	M	Quantitative PCR	DNA amplification technology	Immunocell flow cytometry
Lukas	Tomas	lukas.tomas@med.lu.se	M	Quantitative PCR	Quantitative PCR	Quantitative PCR
Anna	Lessmark	anna.lessmark@med.lu.se	M	Transcriptome analysis	Transcriptome analysis	Transcriptome analysis
Sahar	Tahvili	sahar.tahvili@med.lu.se	M	Confocal laser scanning microscopy	Confocal laser scanning microscopy	Confocal laser scanning microscop
Anson	Ku	anson.ku@med.lu.se	M	Transcriptome analysis	PHYTON Bioinformatics programming	Protein and DNA microarray techni
Rebeqa	Gunnarsson	rebeqa.gunnarsson@med.lu.se	M	Biobanking	Biobanking	Biobanking
Zandra	Körner	zandra.korner@med.lu.se	M	Quantitative PCR	Protein and DNA microarray technique	DNA amplification technology
Julius	Semenas	julius.semenas@med.lu.se	M	Biobanking	Biobanking	Biobanking
Kuo	Guo	kuo.guo@biochemistry.lu.se	N	Bioanalytical HPLC	Quantitative PCR	Immunocell flow cytometry
Juliao Arma	Monjane	juliao.monjane@chem.lu.se	N	Bioanalytical HPLC	Biobanking	Bioanalytical HPLC
Zhaomo	Tian	tian.zhaomo@biol.lu.se	N	Bioanalytical HPLC	Confocal laser scanning microscopy	Bioanalytical HPLC
Tao	Wang	tao.wang@biol.lu.se	N	Bioanalytical HPLC	Protein spectroscopy PCLS	Quantitative PCR
Atticus	Pinzon-Rodriguez	atticus.pinzon_rodriguez@biol.lu.se	N	Confocal laser scanning microscopy	Confocal laser scanning microscopy	Confocal laser scanning microscop
Sofia	Kamlund	sofia.kamlund@biol.lu.se	N	Live cell imaging	Confocal laser scanning microscopy	Immunocell flow cytometry
Veronika	Nesverova	veronika.nesverova@biochemistry.lu.se	N	Live cell imaging	Protein spectroscopy PCLS	DNA amplification technology
Fan	Yang	fan.yang@biol.lu.se	N	Live cell imaging	Confocal laser scanning microscopy	Immunocell flow cytometry
Vinardas	Kelpsas	vinardas.kelpsas@biol.lu.se	N	Microbial flow cytometry	Transcriptome analysis	PHYTON Bioinformatics programmi
Johannes	Rousk	johannes.rousk@biol.lu.se	N	Microbial flow cytometry	Microbial flow cytometry	Microbial flow cytometry
ana margari	soares	margarida.soares@biol.lu.se	N	Microbial flow cytometry	Microbial flow cytometry	Microbial flow cytometry
Tanja	Weiffert	tanja.weiffert@biochemistry.lu.se	N	Microbial flow cytometry	Bioanalytical HPLC	PHYTON Bioinformatics programmi
Pablo	Salmon	Pablo.Salmon@biol.lu.se	N	PHYTON Bioinformatics programming	Transcriptome analysis	Bioanalytical HPLC
XIAOFEN	WU	xiaofen.wu@lnu.se	N	PHYTON Bioinformatics programming	PHYTON Bioinformatics programming	PHYTON Bioinformatics programmi
Alak	Alshiekh	Alak.Alshiekh@biochemistry.lu.se	N	Protein and DNA microarray technique	Biobanking	Immunocell flow cytometry
Kalyani	Sanagavarapu	kalyani.sanagavarapu@biochemistry.lu.s	N	Protein and DNA microarray technique	Confocal laser scanning microscopy	Protein and DNA microarray techni
Oscar Migue	Rollano Peñaloza	oscar_miguel.rollano_penaloza@biol.lu	N	Protein factories	Protein factories	Bioanalytical HPLC
Johan	Svantesson Sjöberg	johan.svantesson_sjoberg@biochemistry	N	Protein factories	Quantitative PCR	Proteomic data analysis
Mostafa	Abdalkhalik	Mostafa.Abdalkhalik@biochemistry.lu.se	N	Protein spectroscopy PCLS	Protein spectroscopy PCLS	Protein spectroscopy PCLS
Henry	Ampah-Korsah	Henry.Ampah-Korsah@biochemistry.lu.se	N	Protein spectroscopy PCLS	PHYTON Bioinformatics programming	Bioanalytical HPLC
Katarina	Koruza	katarina.koruza@biol.lu.se	N	Protein spectroscopy PCLS	Live cell imaging	Quantitative PCR
Stefan	Kreida	stefan.kreida@biochemistry.lu.se	N	Protein spectroscopy PCLS	Protein spectroscopy PCLS	Protein spectroscopy PCLS
Rohit	kumar	rohit.kumar@biochemistry.lu.se	N	Protein spectroscopy PCLS	PHYTON Bioinformatics programming	Confocal laser scanning microscop
Jennifer Virg	Roche	jennifer.roche@biochemistry.lu.se	N	Protein spectroscopy PCLS	Protein factories	Confocal laser scanning microscop
Eva	Sperling	eva.sperling@biochemistry.lu.se	N	Protein spectroscopy PCLS	Protein spectroscopy PCLS	Protein spectroscopy PCLS
Maria	Valldeperas Badell	maria.valldeperas@fkem1.lu.se	N	Protein spectroscopy PCLS	Protein spectroscopy PCLS	Protein spectroscopy PCLS
Anna	Nordén	anna.norden@biol.lu.se	N	Transcriptome analysis	Transcriptome analysis	Transcriptome analysis
Stefan	Gunnarsson	stefan.gunnarsson@biochemistry.lu.se	N	Protein and DNA microarray technique	Protein and DNA microarray technique	Protein and DNA microarray techni
Stephan	Christel	stephan.christel@lnu.se	N	Transcriptome analysis	Transcriptome analysis	PHYTON Bioinformatics programmi
Sarker Moha	Shakil	shahriar.shakil@biol.lu.se	N	Proteomic data analysis	Transcriptome analysis	PHYTON Bioinformatics programmi
Gudrun	Rutsdottir	gudrun.rutsdottir@biochemistry.lu.se	N	Proteomic data analysis	Proteomic data analysis	Proteomic data analysis
Erik	Hallin	erik.hallin@biochemistry.lu.se	N	Proteomic data analysis	Proteomic data analysis	Proteomic data analysis
Tannaz	Ghaffarzadegan	tannaz.ghaffarzadegan@food-health-sci	T	Bioanalytical HPLC	Bioanalytical HPLC	Bioanalytical HPLC
Thao Duy	Nguyen	thao.nguyen@food-health-science.lu.se	T	Bioanalytical HPLC	Protein and DNA microarray technique	Proteomic data analysis
Daniel Edu	Osorio Macias	daniel.osorio@food.lth.se	T	Bioanalytical HPLC	Bioanalytical HPLC	Bioanalytical HPLC
ROXANA	QUIROGA FLORES	roxana.quiroga_flores@biotek.lu.se	T	Bioanalytical HPLC	Microbial flow cytometry	DNA amplification technology
Emanuel	Ron	emanuel.ron@biotek.lu.se	T	Bioanalytical HPLC	Microbial flow cytometry	Live cell imaging
Mahmoud	Sayed Ali Sayed	Mahmoud.Sayed@biotek.lu.se	T	Bioanalytical HPLC	DNA amplification technology	PHYTON Bioinformatics programmi
Daniel	Brink	daniel.brink@tmb.lth.se	T	DNA amplification technology	PHYTON Bioinformatics programming	DNA amplification technology
Sandy	Chan	sandy.chan@tmb.lth.se	T	DNA amplification technology	Microbial flow cytometry	Microbial flow cytometry
Chao	Li	chao_h.li@biotek.lu.se	T	DNA amplification technology	PHYTON Bioinformatics programming	Quantitative PCR
Anke	Urbansky	anke.urbansky@bme.lth.se	T	DNA amplification technology	PHYTON Bioinformatics programming	DNA amplification technology
Eoin	Byrne	eoin.byrne@tmb.lth.se	T	Microbial flow cytometry	Bioanalytical HPLC	Quantitative PCR
Elisabeth	Eriksson	elisabeth.eriksson@food.lth.se	T	Microbial flow cytometry	Live cell imaging	DNA amplification technology
Alejandro	Muñoz de las Heras	alejandro.munoz_de_las_heras@tmb.lth	T	Microbial flow cytometry	Microbial flow cytometry	Microbial flow cytometry
Marisa	Punzi	marisa.punzi@biotek.lu.se	T	Microbial flow cytometry	Microbial flow cytometry	Microbial flow cytometry
Nittaya	Marungruang	nittaya.marungruang@food-health-scien	T	PHYTON Bioinformatics programming	Transcriptome analysis	Protein and DNA microarray techni
Mattias	Brofelth	mattias.brofelth@immun.lth.se	T	Protein and DNA microarray technique	Protein factories	Bioanalytical HPLC
Sandeep	Chakane	sandeep.chakane@tbiokem.lth.se	T	Protein and DNA microarray technique	Bioanalytical HPLC	Transcriptome analysis
Tim	Lindberg	tim.lindberg@immun.lth.se	T	Protein and DNA microarray technique	DNA amplification technology	Biobanking
Daniel Mart	Salas-Veizaga	daniel_m.v_salas@biotek.lu.se	T	Protein and DNA microarray technique	DNA amplification technology	Protein spectroscopy PCLS
Lu	Chen	lu.chen@biotek.lu.se	T	Protein factories	PHYTON Bioinformatics programming	Proteomic data analysis
BING	WANG	bing.wang@biotek.lu.se	T	Protein factories	Proteomic data analysis	Biobanking
Kazi Zubaid	Ara	Zubaida.Gulshan_Kazi@biotek.lu.se	T	Protein spectroscopy PCLS	Protein factories	Protein factories
ka	zhang	ka.zhang@tbiokem.lth.se	T	Protein spectroscopy PCLS	Bioanalytical HPLC	Protein factories
Kishore Kum	Jagadeesan	kishore.jagadeesan@bme.lth.se	T	Proteomic data analysis	Protein and DNA microarray technique	PHYTON Bioinformatics programmi
Adel	Abouhmad	adel.attia@biotek.lu.se	T	Transcriptome analysis	Protein and DNA microarray technique	Microbial flow cytometry
Yoghatama	Zanzer	yoghatama.cindya_zanzer@food-health-	T	Transcriptome analysis	DNA amplification technology	Biobanking
Petter	Skoog	petter.skoog@immun.lth.se	T	PHYTON Bioinformatics programming	PHYTON Bioinformatics programming	Transcriptome analysis
Armen	Ovsepian	arov@sund.ku.dk	Other	Microbial flow cytometry	Microbial flow cytometry	Microbial flow cytometry
Alexandra	Bergman	aleber@chalmers.se	Other	Bioanalytical HPLC	Bioanalytical HPLC	Bioanalytical HPLC
Michael	Gossing	gossing@chalmers.se	Other	Bioanalytical HPLC	Bioanalytical HPLC	Bioanalytical HPLC
David	Jullesson	david.jullesson@chalmers.se	Other	Bioanalytical HPLC	Bioanalytical HPLC	Bioanalytical HPLC
Julia	Karlsson	julia.karlsson@chalmers.se	Other	Bioanalytical HPLC	Bioanalytical HPLC	Bioanalytical HPLC
Lidia	Morelli	lmor@nanotech.dtu.dk	Other	Bioanalytical HPLC	Confocal laser scanning microscopy	Live cell imaging
Berhane	Idosa	berhane.asfaw@oru.se	Other	Confocal laser scanning microscopy	Immunocell flow cytometry	Confocal laser scanning microscop
Julia	Christensen	juch@food.dtu.dk	Other	DNA amplification technology	DNA amplification technology	DNA amplification technology
Rainde Nala	Rezende de Jesus	rainde.rezende@mah.se	Other	Microbial flow cytometry	Confocal laser scanning microscopy	DNA amplification technology
Maria	Hellmér	mahel@food.dtu.dk	Other	PHYTON Bioinformatics programming	PHYTON Bioinformatics programming	PHYTON Bioinformatics programmi
Johan	Pelck Olsen	jool@ruc.dk	Other	PHYTON Bioinformatics programming	PHYTON Bioinformatics programming	PHYTON Bioinformatics programmi
Zahra	El-Schich	zahra.el-schich@mah.se	Other	Protein and DNA microarray technique	Confocal laser scanning microscopy	Live cell imaging
Nasibeh	Mohammadi	nasibeh.mohammadi@umu.se	Other	Protein factories	Confocal laser scanning microscopy	Protein and DNA microarray techni
Carolina	Suarez	carolina.suarez@cmb.gu.se	Other	Quantitative PCR	DNA amplification technology	PHYTON Bioinformatics programmi
Bing	Liu	bing.liu@slu.se	SLU	Bioanalytical HPLC	Protein spectroscopy PCLS	Protein factories
Kibrom Berh	Abreha	kibrom.abreha@slu.se	SLU	DNA amplification technology	DNA amplification technology	Protein and DNA microarray techni
Ramesh	Vetukuri	ramesh.vetukuri@slu.se	SLU	PHYTON Bioinformatics programming	Transcriptome analysis	Transcriptome analysis
Amit	Roy	amit.roy@slu.se	SLU	Proteomic data analysis	Quantitative PCR	Transcriptome analysis
Amrita	Chakraborty	amrita.chakraborty@slu.se	SLU	Quantitative PCR	Transcriptome analysis	Transcriptome analysis
Emelie	Ivarson	emelie.ivarson@slu.se	SLU	Transcriptome analysis	Transcriptome analysis	DNA amplification technology

Life Science PhD course Protein spectroscopy, week 36 2015

Answer Count: 8

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	4 (50,0%)
5.	4 (50,0%)
Total	8 (100,0%)

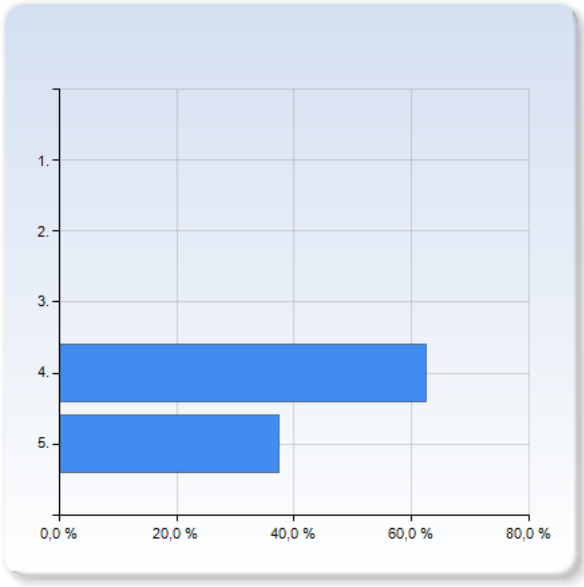


	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,5	0,5

Comment:
Maybe remove some technique, e.g FTIR and focus that time on the others.
Very useful course
I think is a very useful and practical course, specially regarding data analysis, as sometimes it is not easy to find how to deal with data.
Useful and I important course which I recommend it for anyone who is working on proteins.
I will definitely recommend the course!
Absolutely.
It was a really good course covering all important aspects of the important spectroscopy techniques. The only thing I want is more lab work with the techniques preferably with different samples.

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	5 (62,5%)
5.	3 (37,5%)
Total	8 (100,0%)

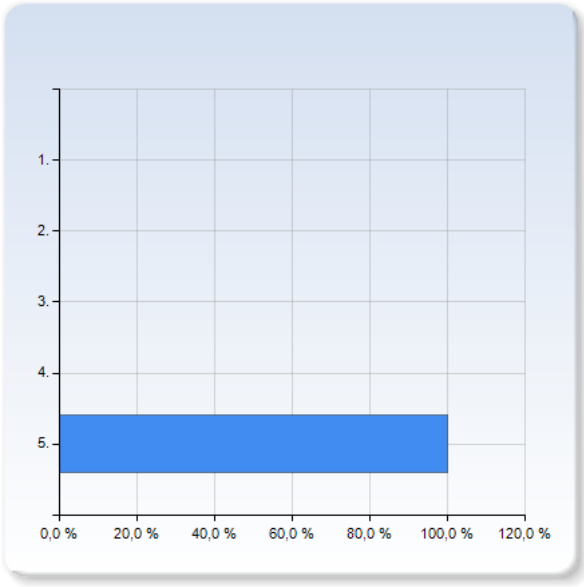


	Mean	Standard Deviation
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4,4	0,5

Comment:
Would be good with some more mathematical background behind the tecniques.
Even if I have learnt a lot, a little bit more of time to go deeper in some of the data analysis tools will be good.
Sometimes i had an impression that this course is to advanced for me and for my research but i like the fact that we dig into the data and (tried to) explain the spectroscopy from its basics...
Yes I did learn a lot. The subject was quit complex as I did not have a lot of prior knowledge on spectrscopy
The teaching methodology was nice which made it simpler to understand lot of stuffs.

3. Your impression of the course leaders knowledge of the topic of this course?
(Answers 1-5, where 5 = very good, 1 = not sufficient at all)

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	0 (0,0%)
5.	8 (100,0%)
Total	8 (100,0%)

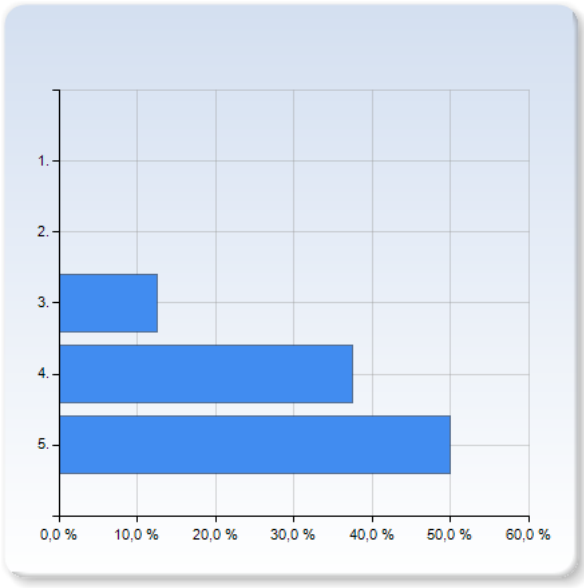


	Mean	Standard Deviation
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	5,0	0,0

Comment:
thanks for your patience cedric!
The course leader demonstrated superior knowledge of the topics in this course
Thank you Cedric for the nice and large effort you did during the course, I really had a nice time attending this course with you.
expert!! I appreciate the effort and willingness to help!
Very impressive
He was just great. I was impressed with his knowledge of the topics and he was very patient with us as most of us were not good with data analysis. He gave time to everybody individually too if somebody was having problems.

4. Your impression of the course leaders planning and performance in this course?
(Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	1 (12,5%)
4.	3 (37,5%)
5.	4 (50,0%)
Total	8 (100,0%)

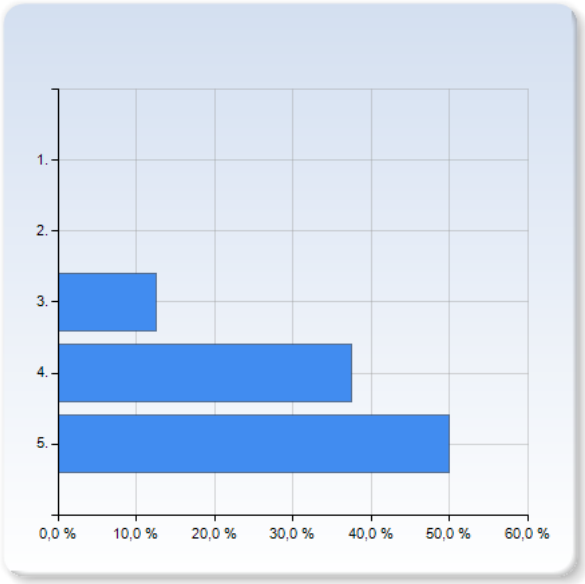


	Mean	Standard Deviation
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4,4	0,7

Comment:
In my opinion we had too little time for the data analysis (one day for all four techniques is just too little to understand it fully). It would have been better, if the advanced data analysis session would have been exchanged for more time on data analysis of the practical part.
I think the 4th day of the course the 4th day of the course (Practical data analysis) would be better to be continued in the 5th day as it was alot of information in that day and i couldn't follow up at the end of the day.
Very good. I specially like the combination of tutorials and data analysis after the lab....
The course was very well planned and structured. Would be helpful if we got more information before starting the tutorials. Each one would be at different stages of the tutorial and trying to concentrate in between was a little difficult as not everyone was at the same point of the tutorial. Would be better if we got a brief introduction before we started the tutorial. A brief introduction at each of the lab instruments (basic principle and the way the instrument worked) by the course leader would be lot helpful before we split into individual groups to perform the experiments. This was especially noticeable when we got a fantastic explanation for CD while compared to the rest. Overall was a very good course.
The planning of the course was very good. All the topics were given equal time. He seemed to be really enthusiastic teacher motivating us to learn more.

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	1 (12,5%)
4.	3 (37,5%)
5.	4 (50,0%)
Total	8 (100,0%)



	Mean	Standard Deviation
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	4,4	0,7

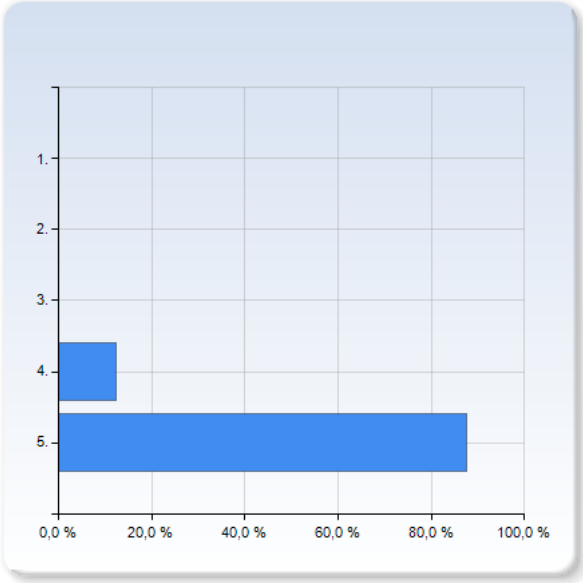
Comment:
Great with all the articles!
It is great that you included relevant articles, to read up on the different techniques!
I think handouts should be improved some how and be more detailed. However I liked the attached useful literature as a supporting material with the course.
We got links and loads of good literature assembled together. I am sure it will be helpful for my future work.
Good
Very good selection of literature and all the study material were made available.

Life Science PhD course Bio HPLC, week 38 2015

Answer Count: 8

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

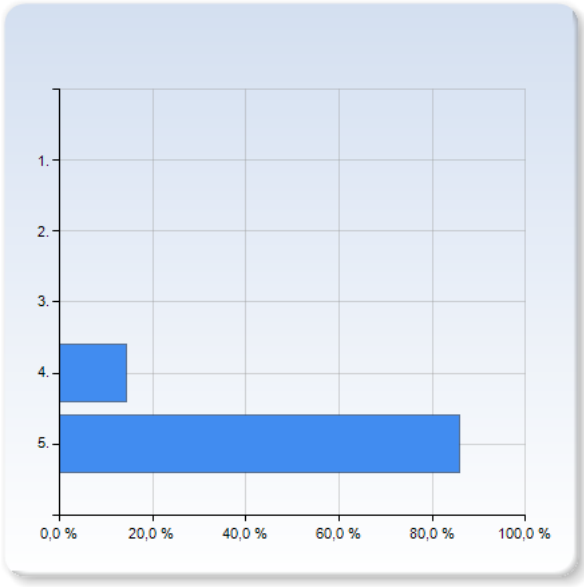
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	1 (12,5%)
5.	7 (87,5%)
Total	8 (100,0%)



	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,9	0,4

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

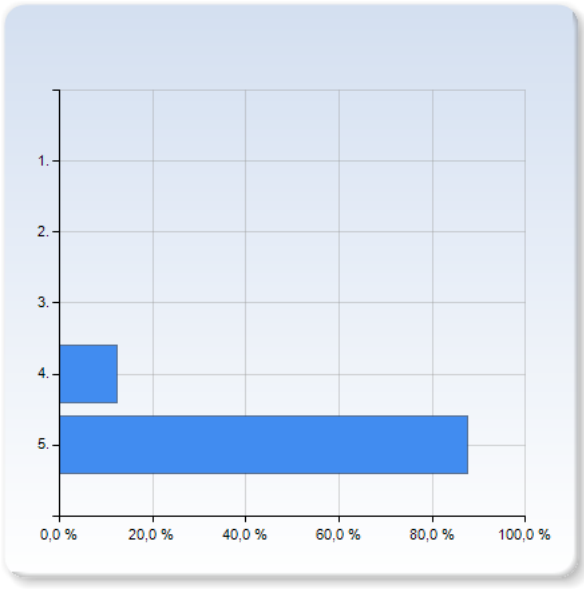
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	1 (14,3%)
5.	6 (85,7%)
Total	7 (100,0%)



	Mean	Standard Deviation
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4,9	0,4

3. Your impression of the course leaders knowledge of the topic of this course?
(Answers 1-5, where 5 = very good, 1 = not sufficient at all)

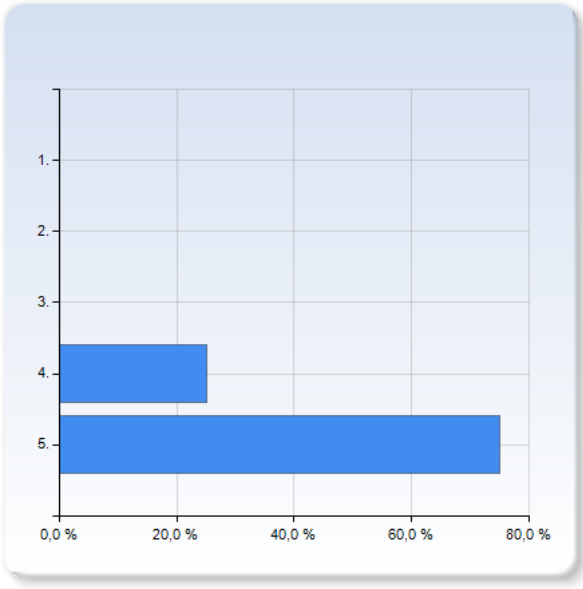
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	1 (12,5%)
5.	7 (87,5%)
Total	8 (100,0%)



	Mean	Standard Deviation
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	4,9	0,4

4. Your impression of the course leaders planning and performance in this course?
(Answers 1-5, where 5 = very good, 1 = not good at all)

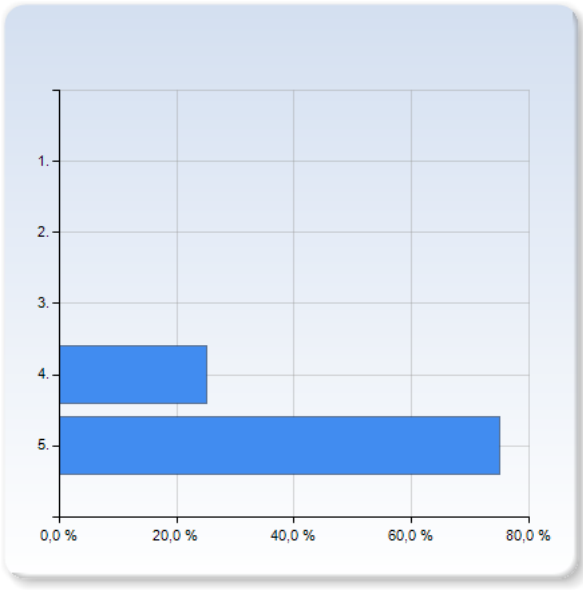
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	2 (25,0%)
5.	6 (75,0%)
Total	8 (100,0%)



	Mean	Standard Deviation
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4,8	0,5

5. Handouts and compendia received during course?
(Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	2 (25,0%)
5.	6 (75,0%)
Total	8 (100,0%)



	Mean	Standard Deviation
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	4,8	0,5

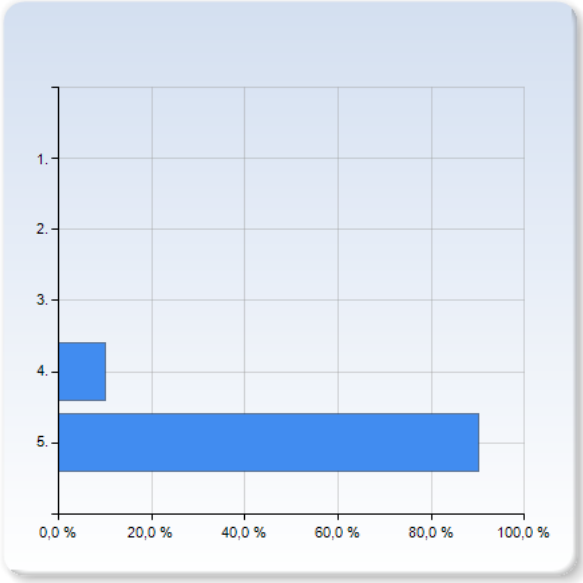
Comment:
Great course, great teachers.

Life Science PhD course PYTHON Bioinformatics programming, week 39 2015

Answer Count: 10

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	1 (10,0%)
5.	9 (90,0%)
Total	10 (100,0%)

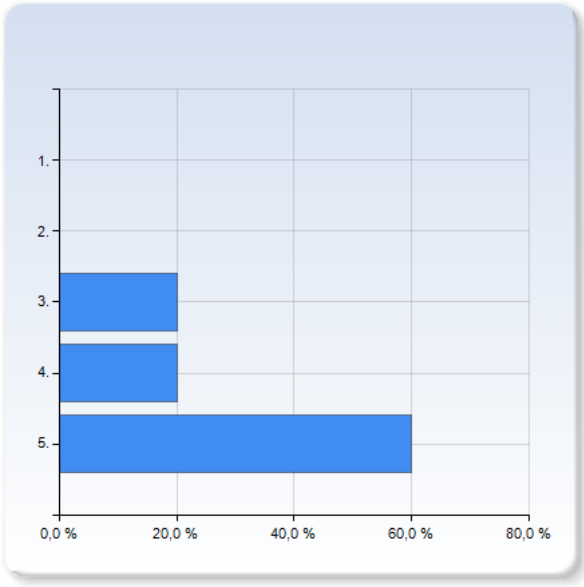


	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,9	0,3

Comment:
Nicely planned course with good study materials and mostly excercises instead of presentations. So a good course to learn a lot of things in short time.
Nice structure with teaching and hand on exercises.
Yes, it was an excellent course

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	2 (20,0%)
4.	2 (20,0%)
5.	6 (60,0%)
Total	10 (100,0%)

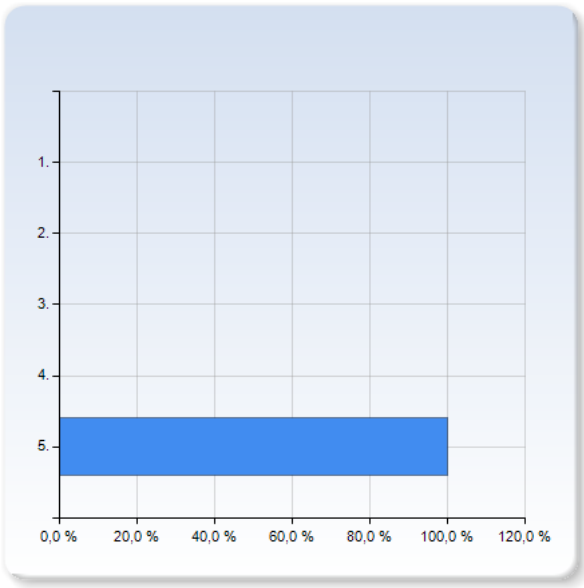


	Mean	Standard Deviation
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4,4	0,8

Comment:
Yes I did!
Yes, both in bash, python, and programming style
I probably had a little too much programming experience, but no one is to blame for that but myself

3. Your impression of the course leaders knowledge of the topic of this course?
(Answers 1-5, where 5 = very good, 1 = not sufficient at all)

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	0 (0,0%)
5.	10 (100,0%)
Total	10 (100,0%)

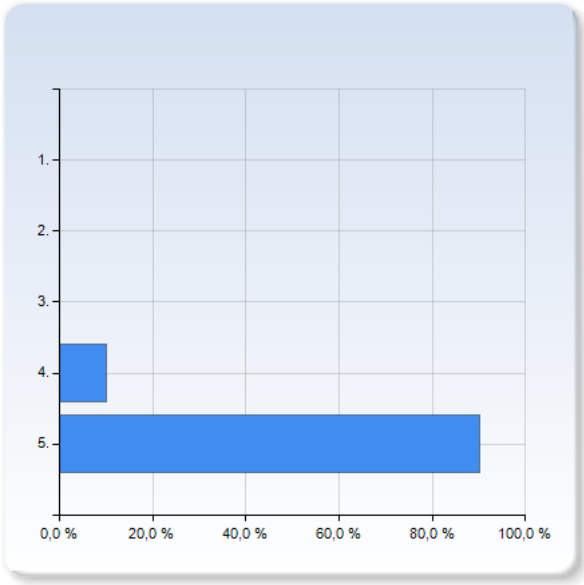


	Mean	Standard Deviation
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	5,0	0,0

Comment:
Enthusiastic, thorough and very supportive
Very good, and we had good discussion of the excercises

4. Your impression of the course leaders planning and performance in this course?
(Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	1 (10,0%)
5.	9 (90,0%)
Total	10 (100,0%)

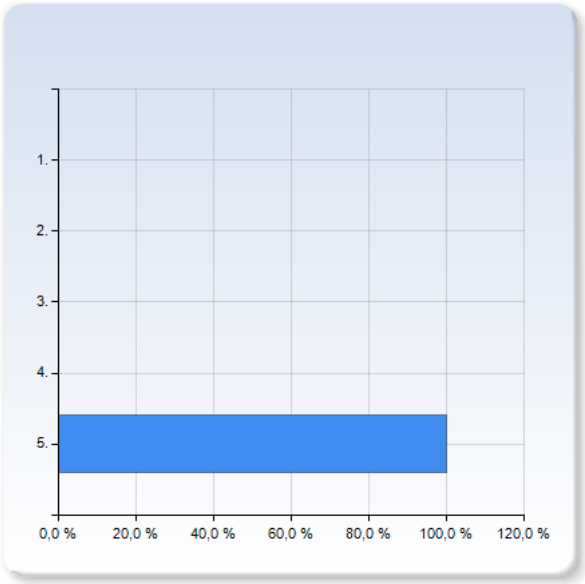


	Mean	Standard Deviation
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4,9	0,3

Comment:
Just superb. Especially the cake and coffee during the much needed breaks.
Nice structure with good time planning of the day.
Great with coffee and cake :)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	0 (0,0%)
5.	10 (100,0%)
Total	10 (100,0%)



	Mean	Standard Deviation
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	5,0	0,0

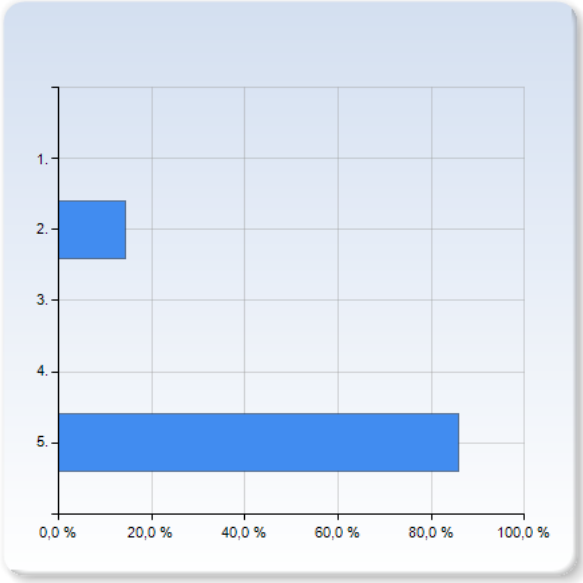
Comment:
Received all handouts.
Just tell beforehand that is is not necessary to print them before =)
Excellent tutorials

Life Science PhD course Live cell imaging, week 40 2015

Answer Count: 7

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0,0%)
2.	1 (14,3%)
3.	0 (0,0%)
4.	0 (0,0%)
5.	6 (85,7%)
Total	7 (100,0%)



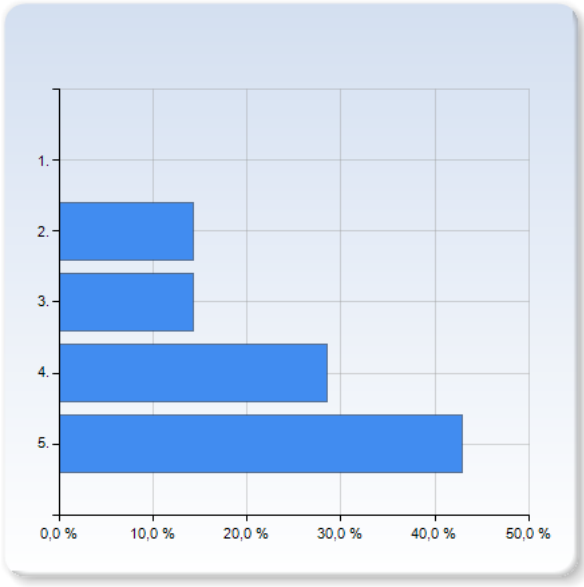
	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,6	1,1

Comment:

The course gave me an overall view on the microscopy analyses and applications into my research.

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Number of Responses
1.	0 (0,0%)
2.	1 (14,3%)
3.	1 (14,3%)
4.	2 (28,6%)
5.	3 (42,9%)
Total	7 (100,0%)

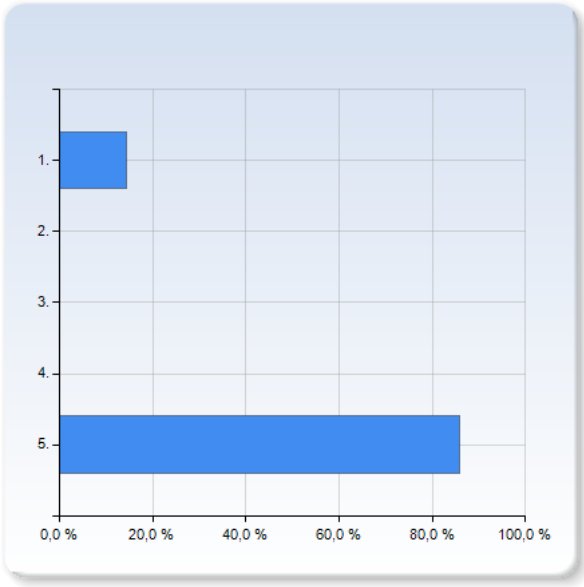


	Mean	Standard Deviation
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4,0	1,2

Comment:
The amount of theory is totally compatible with the laboratory practice.
since i was completely new to the field i learned a lot!

3. Your impression of the course leaders knowledge of the topic of this course?
(Answers 1-5, where 5 = very good, 1 = not sufficient at all)

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Number of Responses
1.	1 (14,3%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	0 (0,0%)
5.	6 (85,7%)
Total	7 (100,0%)

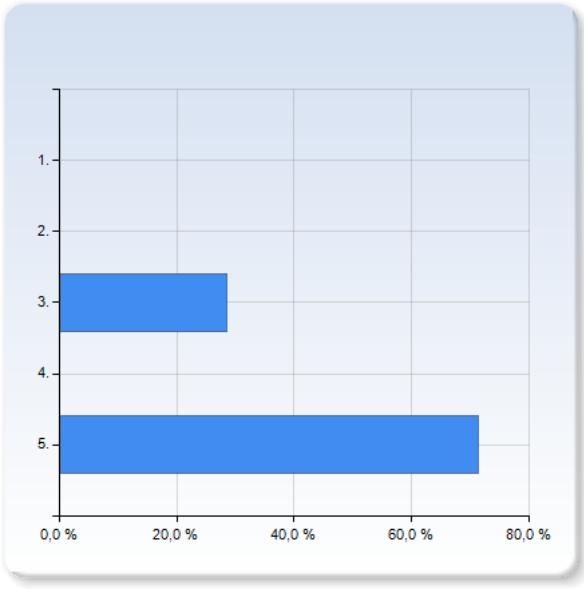


	Mean	Standard Deviation
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	4,4	1,5

Comment:
Experts! Maria from Zeiss was excellent!

4. Your impression of the course leaders planning and performance in this course?
(Answers 1-5, where 5 = very good, 1 = not good at all)

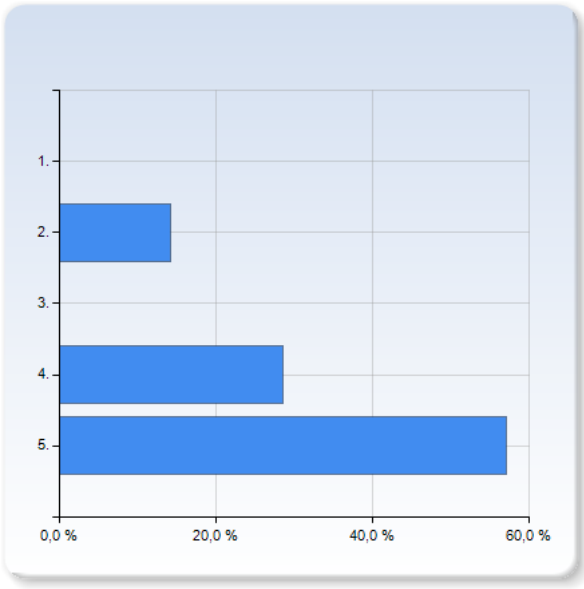
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	2 (28,6%)
4.	0 (0,0%)
5.	5 (71,4%)
Total	7 (100,0%)



	Mean	Standard Deviation
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4,4	1,0

5. Handouts and compendia received during course?
(Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Number of Responses
1.	0 (0,0%)
2.	1 (14,3%)
3.	0 (0,0%)
4.	2 (28,6%)
5.	4 (57,1%)
Total	7 (100,0%)



	Mean	Standard Deviation
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	4,3	1,1

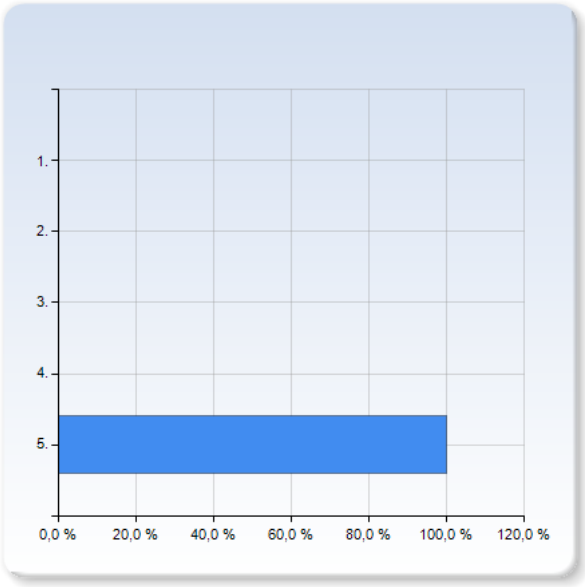
Comment:
It would be great if we could download all the presentations/micrographs from dropbox. Fan Yang

Life Science PhD course Microbial flow cytometry, week 41 2015

Answer Count: 6

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	0 (0,0%)
5.	6 (100,0%)
Total	6 (100,0%)

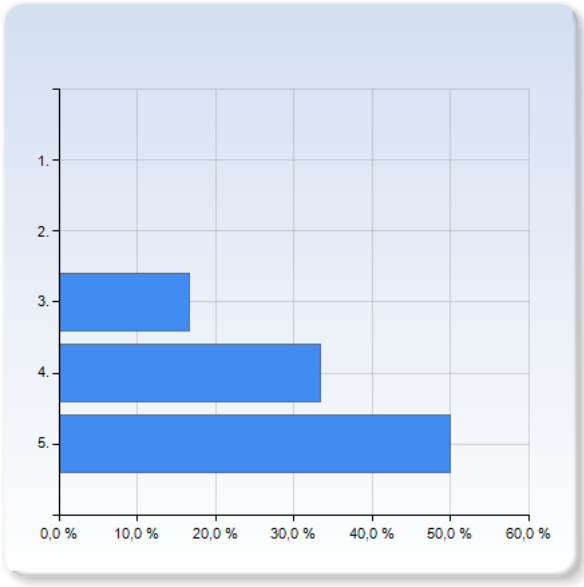


	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	5,0	0,0

Comment:
Excellent course! Very good with practicals.
If you are thinking in to apply this technique in your research, it is a good beginning

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	1 (16,7%)
4.	2 (33,3%)
5.	3 (50,0%)
Total	6 (100,0%)

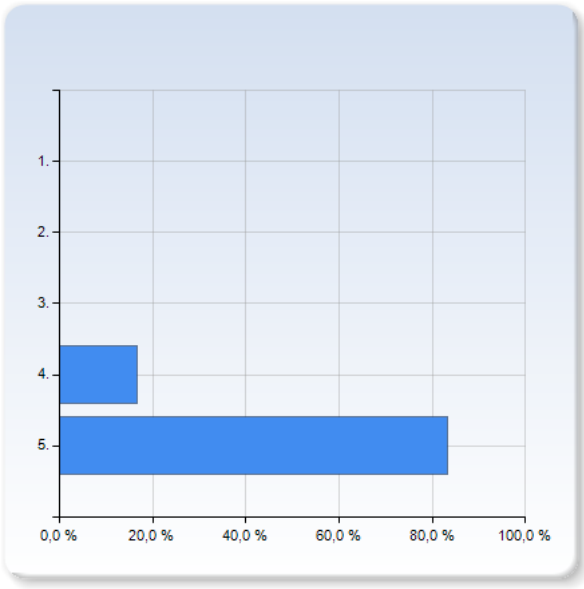


	Mean	Standard Deviation
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4,3	0,8

Comment:
I definitely learned a lot. I would like to have had more time to run accuri alone without anyone around. Please allocate more time for that in the next course, I think it is really important.
I have learn more than expected
I think due to the short period of the course I do not feel secure to handle the equipment by myself yet.

3. Your impression of the course leaders knowledge of the topic of this course?
(Answers 1-5, where 5 = very good, 1 = not sufficient at all)

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	1 (16,7%)
5.	5 (83,3%)
Total	6 (100,0%)

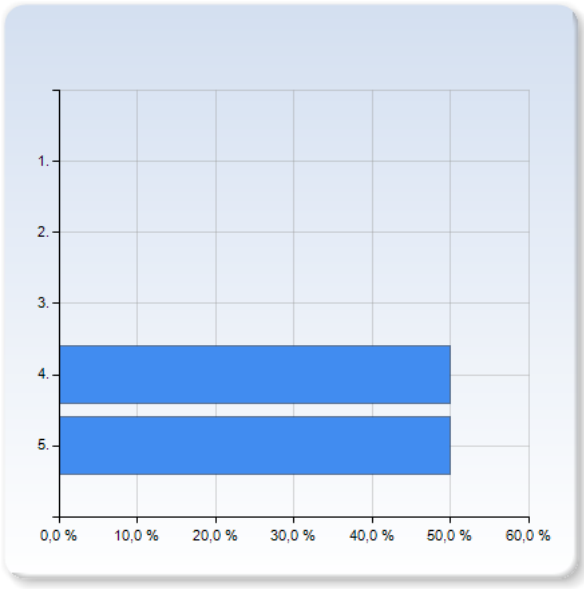


	Mean	Standard Deviation
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	4,8	0,4

Comment:
Very well prepared course leaders, extremely helpful.
It is nice that you have maintained a relax environment.
The course leaders knowledge about the topic in their own field was very well.

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	3 (50,0%)
5.	3 (50,0%)
Total	6 (100,0%)

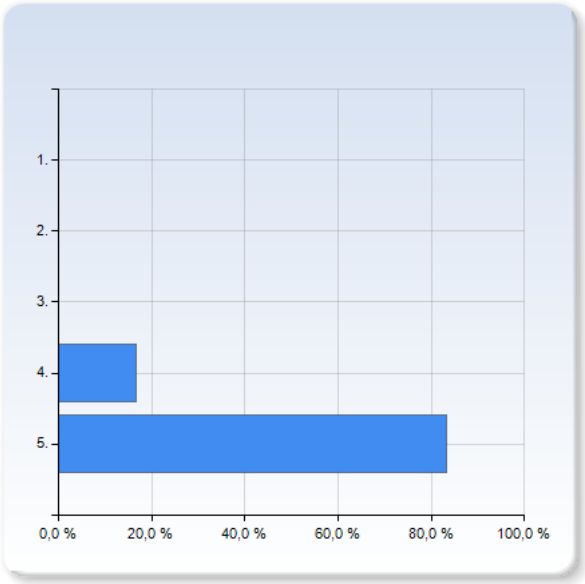


	Mean	Standard Deviation
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4,5	0,5

Comment:
Could possibly reduce the sample prep time so instead of spending time staining the samples everyone could get a chance of running the machine.
I think it would be better to have more time for practicals. One way to do it would be to have less practicals but then students would have more time to work with the equipment. I didn't flint the moflow part very useful since we need to be experienced users to use it so in the end maybe that could be replaced with more time to work with accuri and the software. Also, write down the practicals protocols. I think it was unclear and we spent a bit of time with that.
Well structured, it has covered the most important subtopics to get familiar with the technique
A lite bit tricky with the lab and all the groups that needed the same machine for the lab. Maybe it can be organized a little bit more but overall the course was well planned, espacially the content of the practical part.
It would have been good to have more own project time, both to get more hands-on on the instrument and to further initiate cooperations. For examination maybe that project could be presented and in cases where it is not possible, do a paper review. I think for everyone the thursday afternoon and evening was very stressy in terms of managing own project, paper review and report. Otherwise it was a very practical and inspiring course that triggered many ideas of future applications. Thank you!

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	1 (16,7%)
5.	5 (83,3%)
Total	6 (100,0%)



	Mean	Standard Deviation
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	4,8	0,4

Comment:

The work load is appropriated. The hand-in report made us fix the knowledge of the software (if you use the same in the future) although the requirements of what was needed were not very clear.
It was a good idea the last day make a presentation of the own results if you could have run your own samples instead of an article. Perhaps insist more for new students in to bring samples (if possible) That will focus them in to squeeze more the information given in the course.

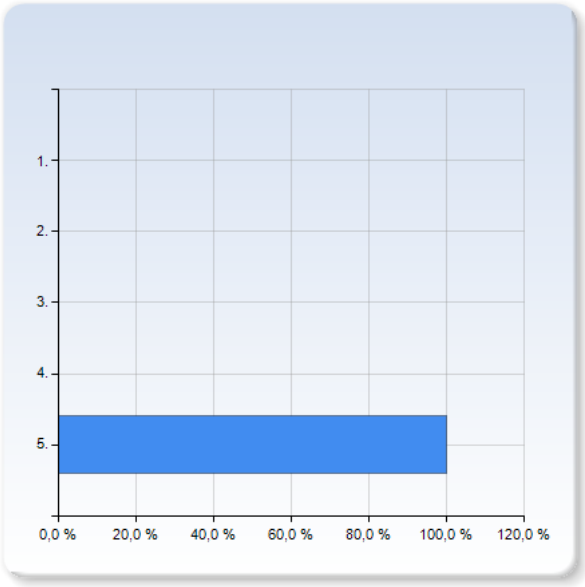
Congratulations!

Life Science PhD course DNA amplification technology, week 43 2015

Answer Count: 8

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	0 (0,0%)
5.	8 (100,0%)
Total	8 (100,0%)

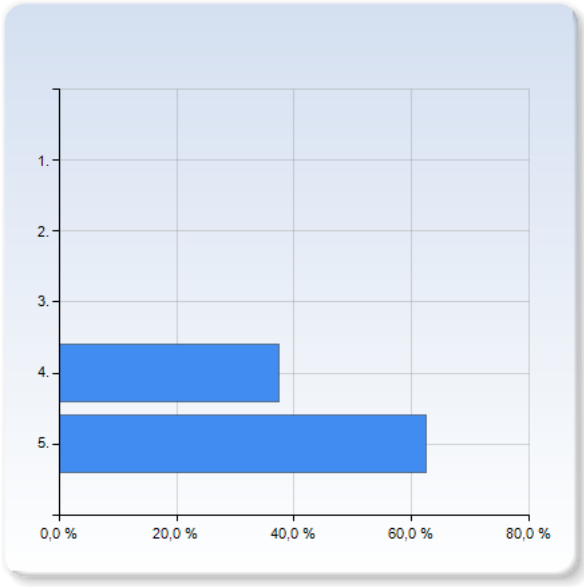


	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	5,0	0,0

Comment:
Yes, if you want to learn about PCR/qPCR
Yes, definitely. Even to people that have worked a lot with PCR, this course is very usefull.
Yes I would really recommend this course

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	3 (37,5%)
5.	5 (62,5%)
Total	8 (100,0%)

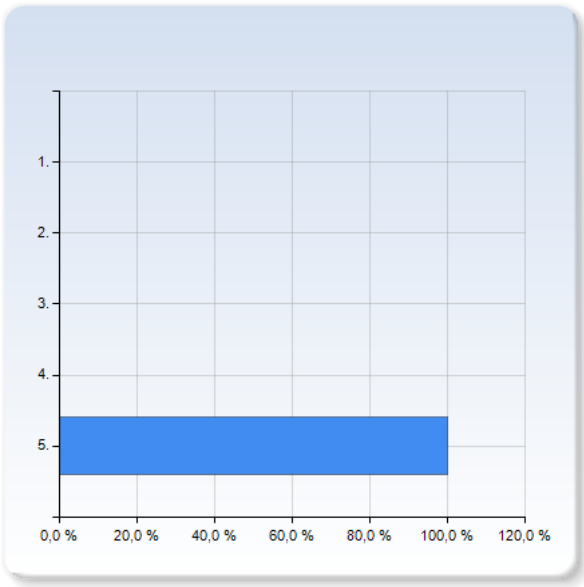


	Mean	Standard Deviation
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4,6	0,5

Comment:
This course provided me knowledge my PhD research project and future ones will require from me to perform the RT-qPCR and publish standardized high quality studies.
Even though I am working with this method in my lab, I still learned A LOT on this coarse!!
Yes! I especially liked the lab results discussions and the dissection of the effect of each and every reagent in the master mix
In the beginning I thought it was very basic but on the second day and onwards it was very informative and I learned a lot

3. Your impression of the course leaders knowledge of the topic of this course?
(Answers 1-5, where 5 = very good, 1 = not sufficient at all)

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	0 (0,0%)
5.	7 (100,0%)
Total	7 (100,0%)

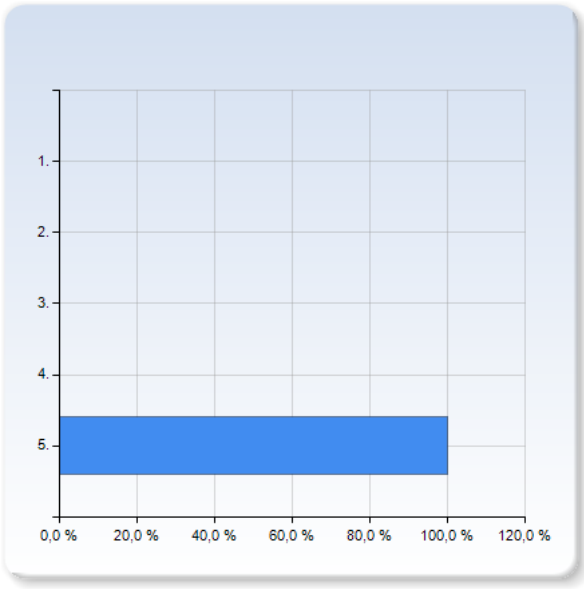


	Mean	Standard Deviation
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	5,0	0,0

Comment:
Everyone knew what they were talking about and beyond their own fields!
Very knowlegdeable
Excelent

4. Your impression of the course leaders planning and performance in this course?
(Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	0 (0,0%)
5.	8 (100,0%)
Total	8 (100,0%)

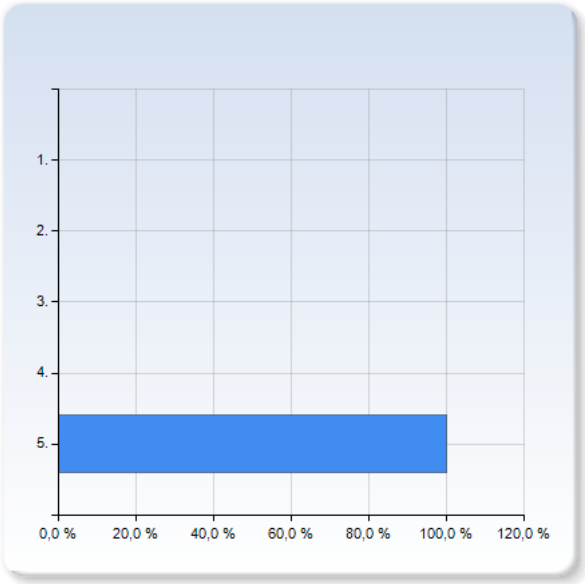


	Mean	Standard Deviation
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	5,0	0,0

Comment:
Really well-planned course.
Perfect taming and planning, and at the same time flexibility to move around in the schedule when technical parts were not as wished.
Extremely well planned, very smooth course.
very good planing and structure of the course

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	0 (0,0%)
5.	8 (100,0%)
Total	8 (100,0%)



	Mean	Standard Deviation
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	5,0	0,0

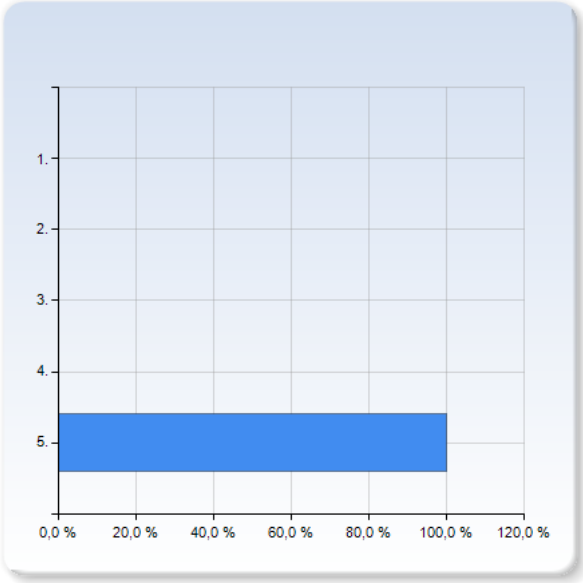
Comment:
The binders were excellent. Nice to get some scientific papers as well.
makes it easy to look back if something was difficult

Life Science PhD course Confocal laser scanning microscopy, week 44 2015

Answer Count: 7

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	0 (0,0%)
5.	7 (100,0%)
Total	7 (100,0%)

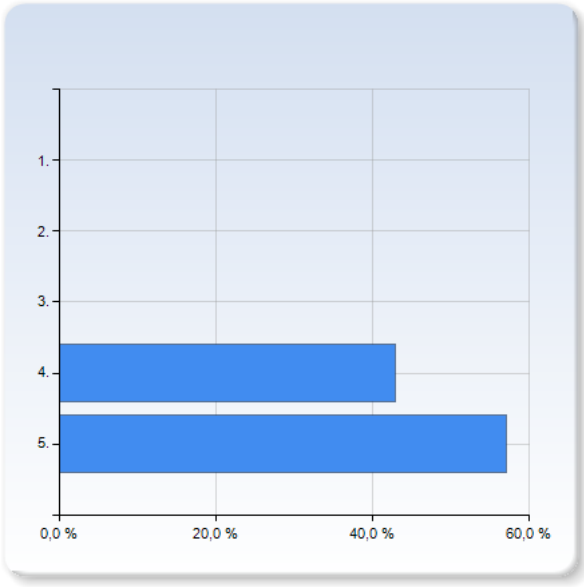


	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	5,0	0,0

Comment:
Very nice and informative
Indeed, even for students who are already using confocal for their work.

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	3 (42,9%)
5.	4 (57,1%)
Total	7 (100,0%)

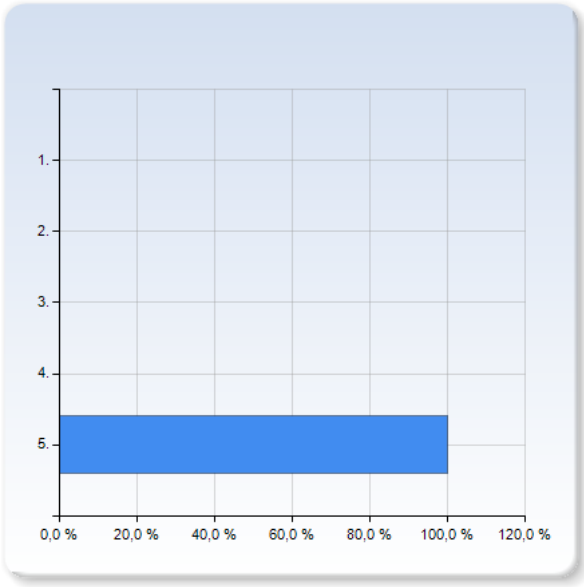


	Mean	Standard Deviation
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4,6	0,5

Comment:
I knew already the basic part, but the super resolution and correlation microscopy were completely new to me.
Actually, a lot of the information I needed was introduces in the course.

3. Your impression of the course leaders knowledge of the topic of this course?
(Answers 1-5, where 5 = very good, 1 = not sufficient at all)

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	0 (0,0%)
5.	7 (100,0%)
Total	7 (100,0%)

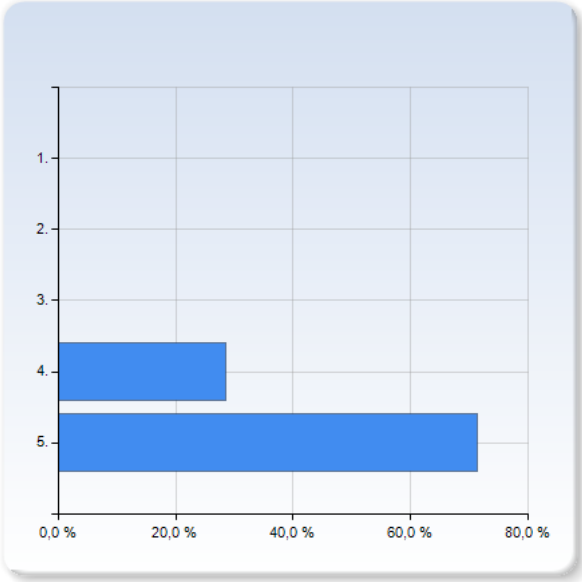


	Mean	Standard Deviation
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	5,0	0,0

Comment:
Everybody was very good.
very iformative and skilled in knowledge and the method of delivery.

4. Your impression of the course leaders planning and performance in this course?
(Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	2 (28,6%)
5.	5 (71,4%)
Total	7 (100,0%)

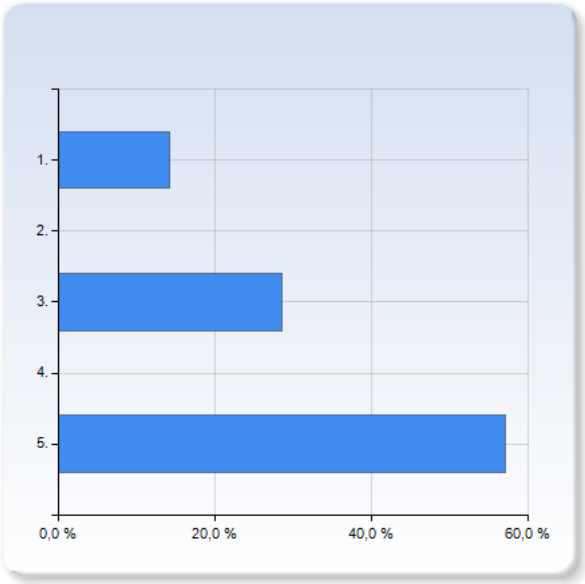


	Mean	Standard Deviation
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4,7	0,5

Comment:
They handled the changes in schedule and practical part of the course in the best way possible. All changes were due to sickness or other thing beyond anybody's power.
well organised and covered as much as possible of the information related to the topic.

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Number of Responses
1.	1 (14,3%)
2.	0 (0,0%)
3.	2 (28,6%)
4.	0 (0,0%)
5.	4 (57,1%)
Total	7 (100,0%)



	Mean	Standard Deviation
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	3,9	1,6

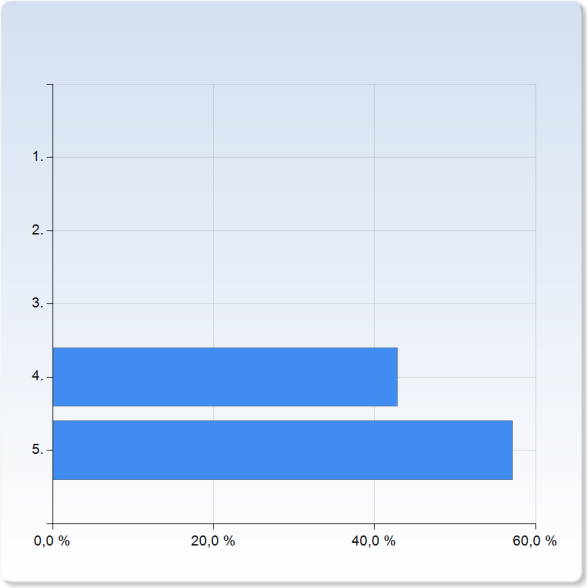
Comment:
There were no handouts, besides the task and the lab protocol. It would be very nice to have a booklet with all presentations, lab protocol and material from the course, so students have all the relevant information and notes in a single place. Maybe for next version of the course.
Even the course books and teaching material was given to us.

Life Science PhD course Protein microarray techniques, week 45 2015

Answer Count: 7

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	3 (42,9%)
5.	4 (57,1%)
Total	7 (100,0%)

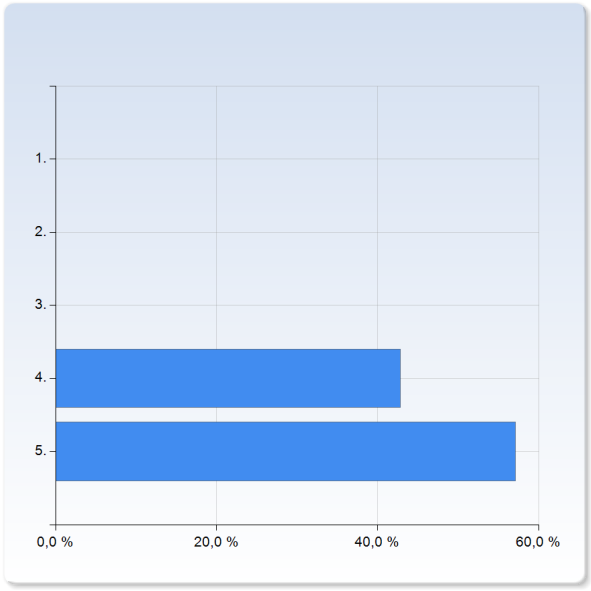


	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,6	0,5

Comment:
Very good course, clear objectives and schedule/activities well defined to achieve them.

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	3 (42,9%)
5.	4 (57,1%)
Total	7 (100,0%)

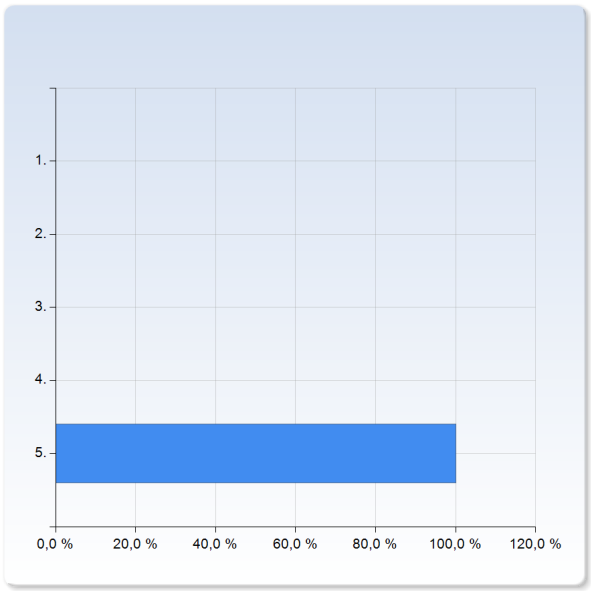


	Mean	Standard Deviation
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4,6	0,5

Comment:
You got to learn a lot about microarrays but also about many bioinformatics approaches that can be useful for all kinds of applications not only microarrays
The microarray technique per se, as well the usage of different packages to analyze the data set obtained.

3. Your impression of the course leaders knowledge of the topic of this course?
(Answers 1-5, where 5 = very good, 1 = not sufficient at all)

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	0 (0,0%)
5.	7 (100,0%)
Total	7 (100,0%)

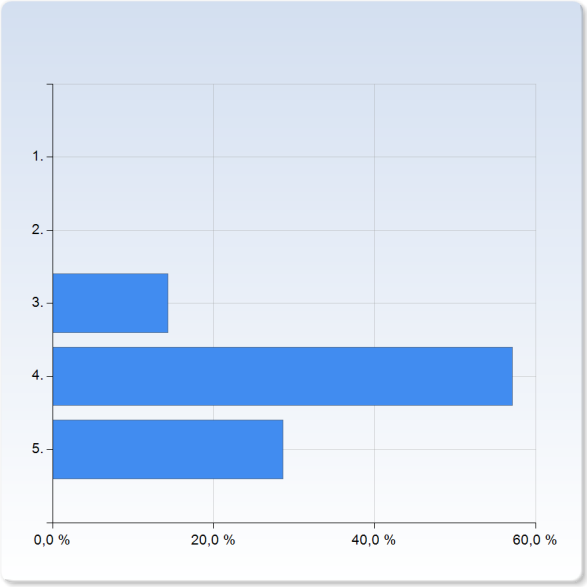


	Mean	Standard Deviation
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	5,0	0,0

Comment:
Competent course leaders and they passed on their knowledge in a good way
Both of them expressed what they wanted to transmit really clear and they were always available to answer or solve any problem.

4. Your impression of the course leaders planning and performance in this course?
(Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	1 (14,3%)
4.	4 (57,1%)
5.	2 (28,6%)
Total	7 (100,0%)

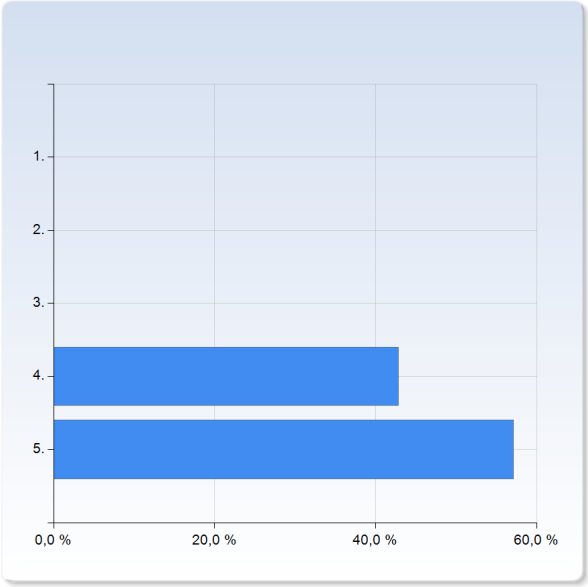


	Mean	Standard Deviation
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4,1	0,7

Comment:
Good overall impression but maybe have a look at how the time is spend, i.e. maybe the practical work does not take so much time so more "pratical teaching" can be done for instance showing the printer etc...
It was clear that the course was designed with anticipation and that every activity were complementary each other.

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	3 (42,9%)
5.	4 (57,1%)
Total	7 (100,0%)



	Mean	Standard Deviation
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	4,6	0,5

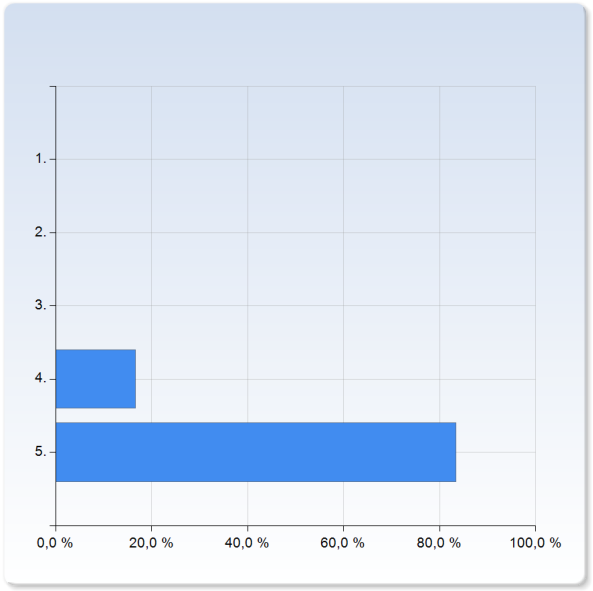
Comment:
Could also have been provided digitally
Good and clear slides but as stated during the last day maybe it is better to have them sent in email, maybe not everyone uses them during the course or just uses them a little.
Plenty enough, not only written material, but also experimental and analytical material.

Life Science PhD course Biobanking, week 45 2015

Answer Count: 12

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	2 (16,7%)
5.	10 (83,3%)
Total	12 (100,0%)

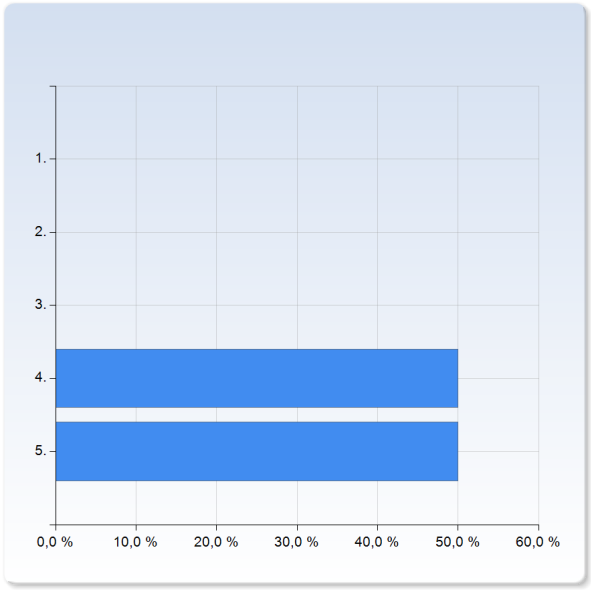


	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,8	0,4

Comment:
The course was great! Very interesting, very useful, very well organized!
I got an useful overview about the legal and ethical aspects in the field of biobanking in nordic countries.
This was an excellent course! I loved the mix of the course, the symposium and the field trip. Thank you so much for all your hard effort to organize all of it!
for sure this course giving a cutting edge on the field of biobanking

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	6 (50,0%)
5.	6 (50,0%)
Total	12 (100,0%)

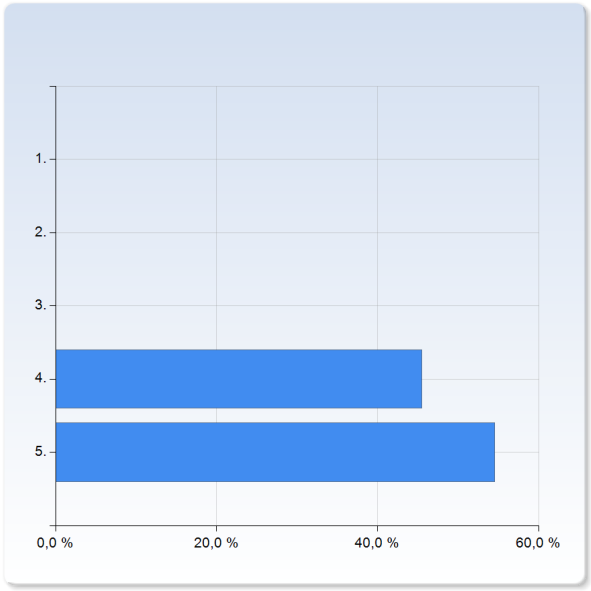


	Mean	Standard Deviation
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4,5	0,5

Comment:
I did learn a lot. The course helped to improve many aspects of my PhD thesis, as well.
The visit at the Danish Biobank was very interesting for me.
sure through diverse speaker around Europe on their field of expertise

3. Your impression of the course leaders knowledge of the topic of this course?
(Answers 1-5, where 5 = very good, 1 = not sufficient at all)

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	5 (45,5%)
5.	6 (54,5%)
Total	11 (100,0%)

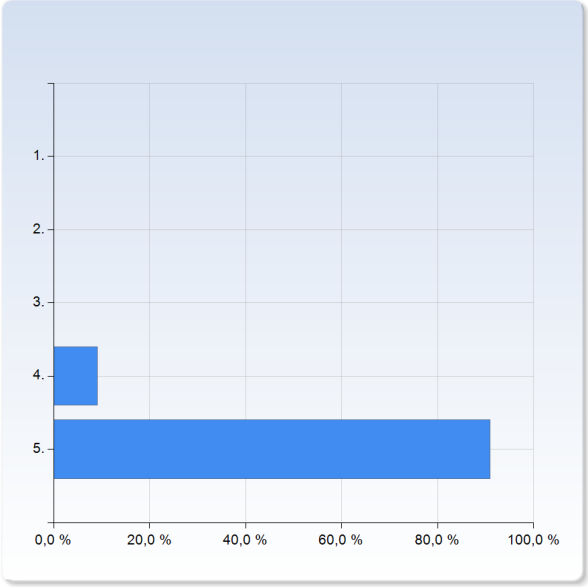


	Mean	Standard Deviation
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	4,5	0,5

Comment:
The expertise of the course leaders and the invited speakers (in the symposia) improved the quality of the course.
It was a good mix
The are very well managed and take care of the course in avery good way

4. Your impression of the course leaders planning and performance in this course?
(Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	1 (9,1%)
5.	10 (90,9%)
Total	11 (100,0%)

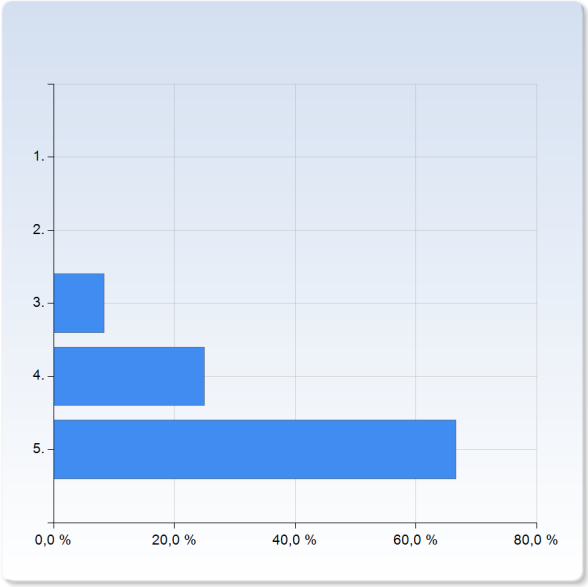


	Mean	Standard Deviation
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4,9	0,3

Comment:
Best organized course I ever attended.
The trip to Copenhagen could have been a bit less tiring, for instance by hiring a bus for all of us (especially for those with luggage). Apart from that, the trip was impressive.
The course was very well organised. The contents and topics were interesting and important to discussion. The content was organised in a logical way. Even the trip to Copenhagen, with all the transport transfers, was incredibly well organised.
It was perfect organized
The planning and schedule was perfectly arranged

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	1 (8,3%)
4.	3 (25,0%)
5.	8 (66,7%)
Total	12 (100,0%)



	Mean	Standard Deviation
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	4,6	0,7

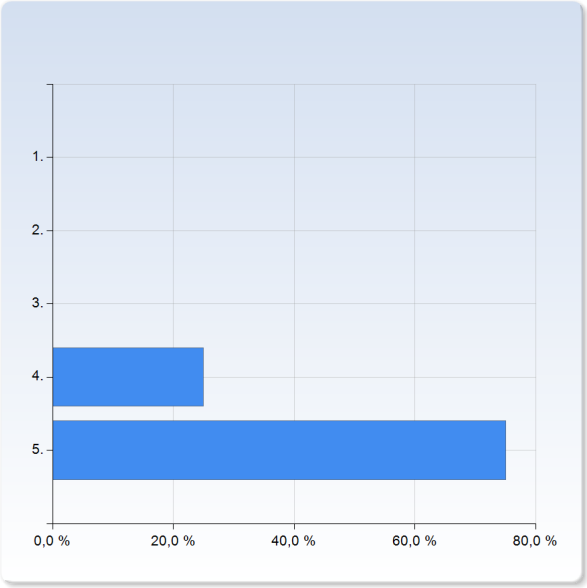
Comment:
Extremely useful for the course and for the PhD.

Life Science PhD course Immunocell flow cytometry, week 46 2015

Answer Count: 8

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	2 (25,0%)
5.	6 (75,0%)
Total	8 (100,0%)

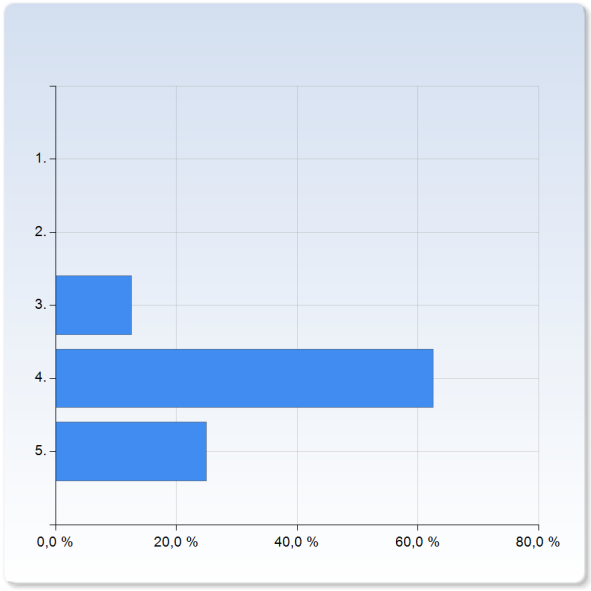


	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,8	0,5

Comment:
Overall, the course was excellent in terms of content and organization along with the practical part of it. I will definitely recommend this course to other PhD students.
This year I give 4. Thanks for the effort made to accommodating me! Much appreciated! Next year hard to say, because Rydnert will not be here. Fan Yang

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	1 (12,5%)
4.	5 (62,5%)
5.	2 (25,0%)
Total	8 (100,0%)

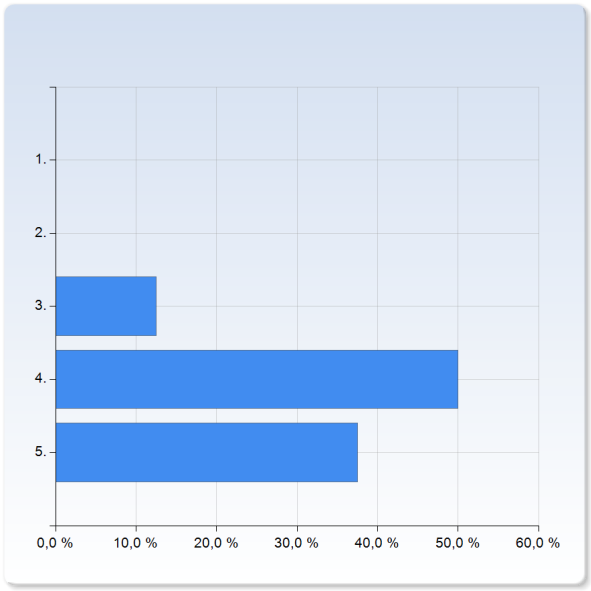


	Mean	Standard Deviation
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4,1	0,6

Comment:
During the course I learned much about the basic principles behind flow cytometry and a variety of possible applications of this technique. I got the opportunity to learn significant laboratory techniques, and to use FCM for identification of different cell characteristics through ideal use of controls. I learned to analyse the FCM data using software. I learned the basics behind cell sorting.
Too much waiting time. Perhaps next year there could be 2 lab assistants leading 2 groups doing alternating experiments, so that the students can learn a bit more. Fan Yang

3. Your impression of the course leaders knowledge of the topic of this course?
(Answers 1-5, where 5 = very good, 1 = not sufficient at all)

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	1 (12,5%)
4.	4 (50,0%)
5.	3 (37,5%)
Total	8 (100,0%)

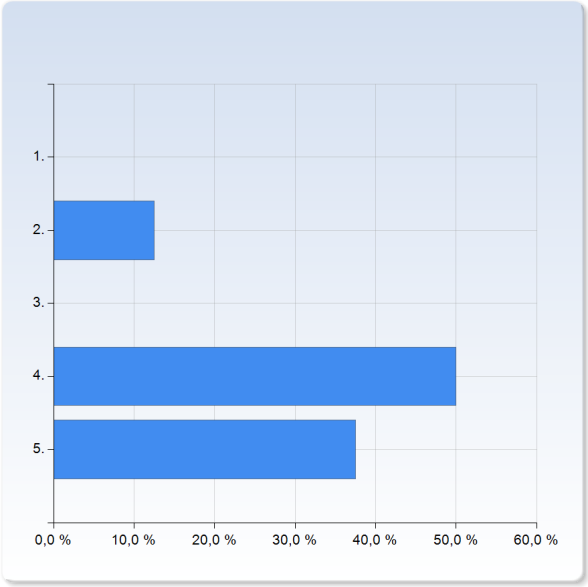


	Mean	Standard Deviation
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	4,3	0,7

Comment:
The course leaders have thorough knowledge of both the FCM technique and many immunological concepts in general and those related to FCM specifically.
I don't know too much about this topic. So I'm not in a position to judge. Fan Yang

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Number of Responses
1.	0 (0,0%)
2.	1 (12,5%)
3.	0 (0,0%)
4.	4 (50,0%)
5.	3 (37,5%)
Total	8 (100,0%)

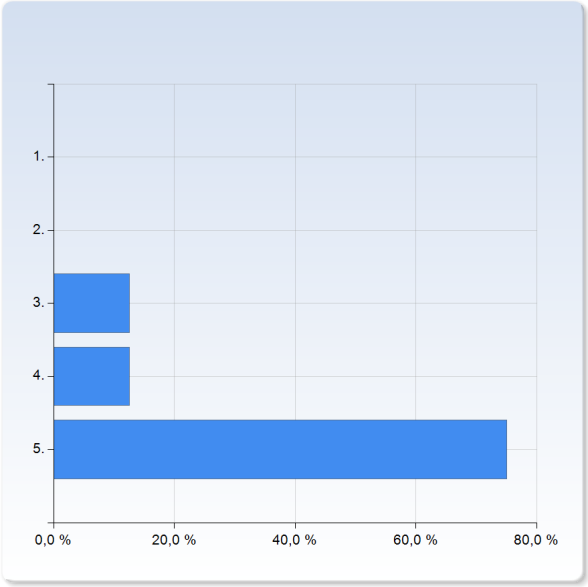


	Mean	Standard Deviation
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4,1	1,0

Comment:
The planning of the course was excellent with efficient time management and through inviting different researchers and experts to guide us in using FCM for variety of applications and to give us deep knowledge about the basic principles behind the technique. The course leaders also gave us the opportunity to plan for the course through contacting us in proper time ahead of the course.
The schedule was unbalanced. On Monday there was too much content and went well beyond 5 pm to almost 6 pm. It left me no time to have any food before my evening dance lesson. On Friday it was only half a day's content, or almost. Fan Yang

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	1 (12,5%)
4.	1 (12,5%)
5.	6 (75,0%)
Total	8 (100,0%)



	Mean	Standard Deviation
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	4,6	0,7

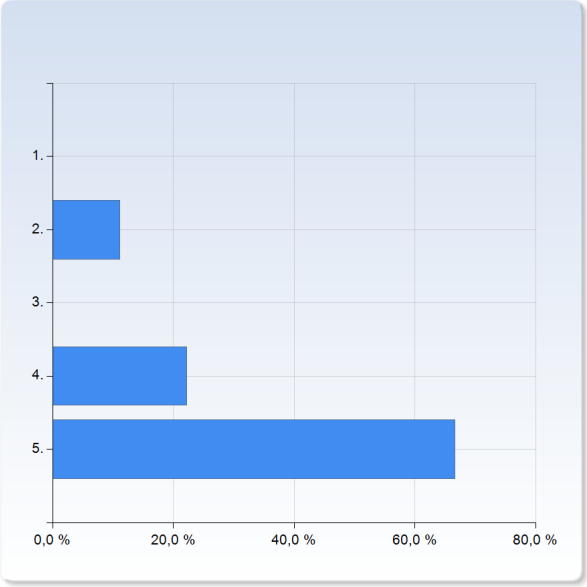
Comment:
Handouts were excellent and were given in good time to prepare for laboratory work and as a guidance for analysis of data.
I prefer electronic documents. The handouts (except the lab manual) are a waste of paper. At least I don't use them and have to throw them away when moving home. The additional assignment was actually a good overview of the course, especially question 8, which I failed to answer immediately. Perhaps next year Lundberg could write some take-home messages or brief summaries herself (to avoid copyright issues) and send them out by emails. Fan Yang

Life Science PhD course Transcriptome analysis, week 47 2015

Answer Count: 9

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0,0%)
2.	1 (11,1%)
3.	0 (0,0%)
4.	2 (22,2%)
5.	6 (66,7%)
Total	9 (100,0%)

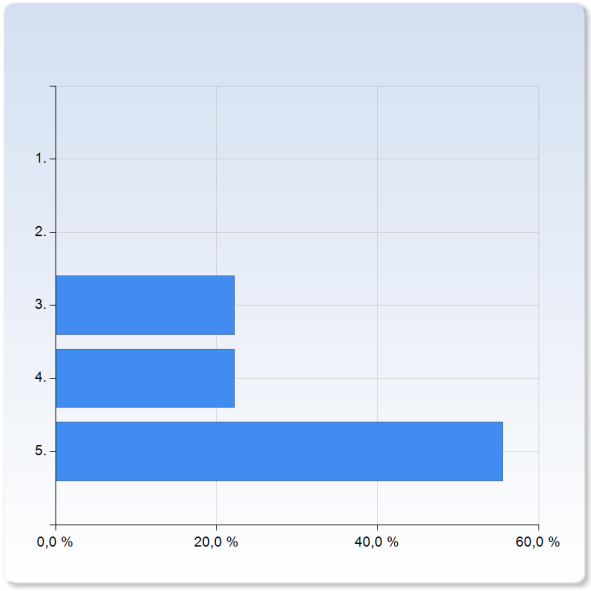


	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,4	1,0

Comment:
YES, this course gave a very detail step by step instruction and very good for the beginners

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	2 (22,2%)
4.	2 (22,2%)
5.	5 (55,6%)
Total	9 (100,0%)

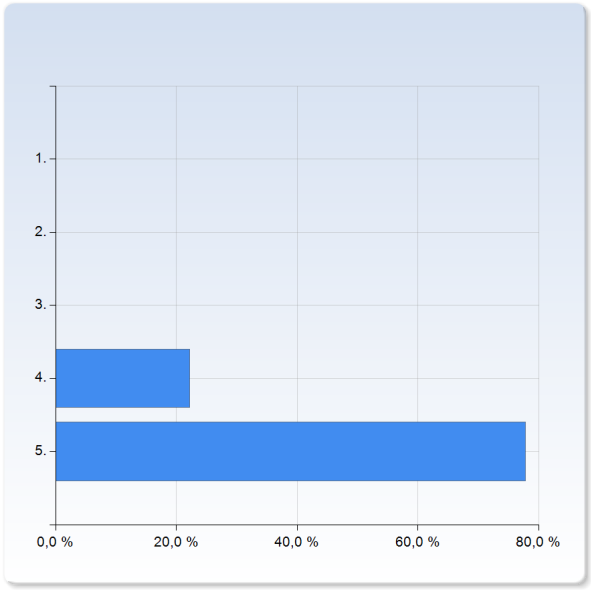


	Mean	Standard Deviation
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4,3	0,9

Comment:
YES, I do learn a lot

3. Your impression of the course leaders knowledge of the topic of this course?
(Answers 1-5, where 5 = very good, 1 = not sufficient at all)

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	2 (22,2%)
5.	7 (77,8%)
Total	9 (100,0%)

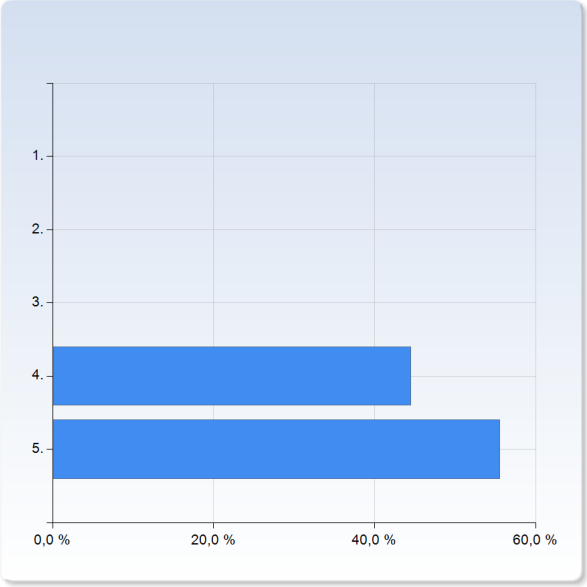


	Mean	Standard Deviation
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	4,8	0,4

Comment:
YES, very experienced on the field

4. Your impression of the course leaders planning and performance in this course?
(Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	4 (44,4%)
5.	5 (55,6%)
Total	9 (100,0%)

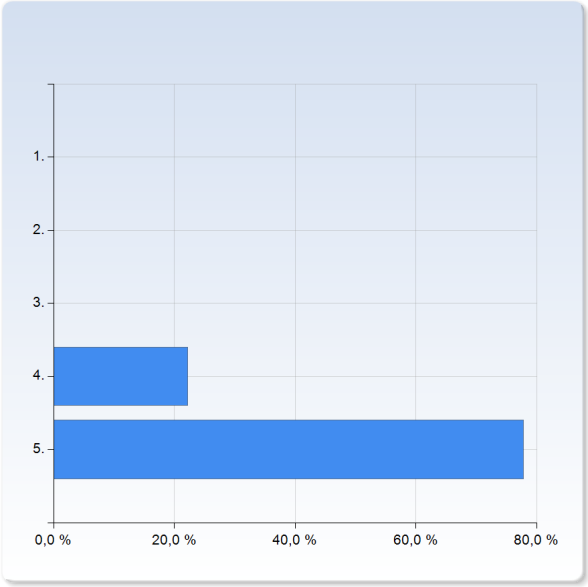


	Mean	Standard Deviation
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4,6	0,5

Comment:
It's a lot of things to go through, and sometimes I didn't have time to go through everything, but it seemed like it was ok. If we would have to go through all the exercises provided, I would have like to have more time. I think the course material and the exercises were absolutely great!
The course is very well prepared

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	2 (22,2%)
5.	7 (77,8%)
Total	9 (100,0%)



	Mean	Standard Deviation
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	4,8	0,4

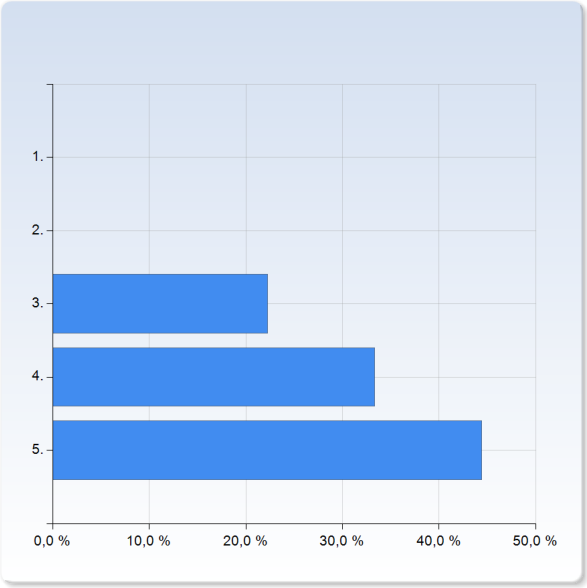
Comment:
General comment on the course. I liked the fact that it contained a lot of exercizes, and I think that is a great way of learning. At the same time I would have liked a bit more background, maybe just a note in the "Welcome to the course"-mail with some reading that is recommended to do before the course? But in general, I like the hands-on approach.
They were great!
YES, very good and details compendia

Life Science PhD course Quantitative PCR, week 48 2015

Answer Count: 9

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	2 (22,2%)
4.	3 (33,3%)
5.	4 (44,4%)
Total	9 (100,0%)

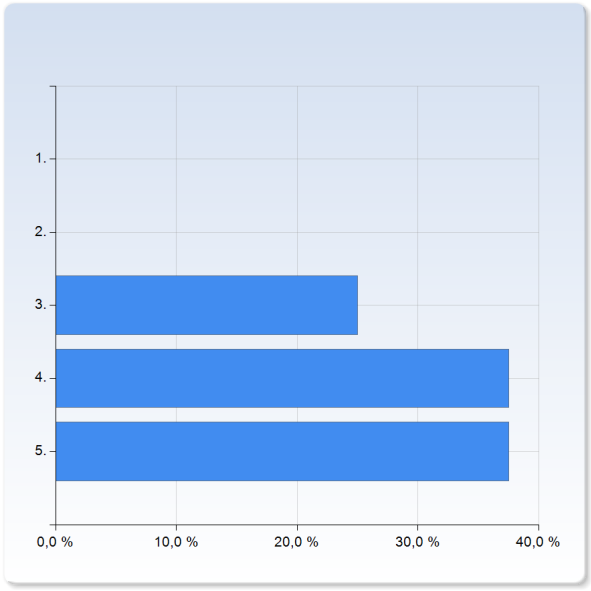


	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,2	0,8

Comment:
The course was very informative and well organized
Yes, I would especially for PhD student who plan to include qPCR method. It is good to attend this course before starting our own work.
I would definitly recommend this course for students who would like to understand the principle of PCR

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	2 (25,0%)
4.	3 (37,5%)
5.	3 (37,5%)
Total	8 (100,0%)

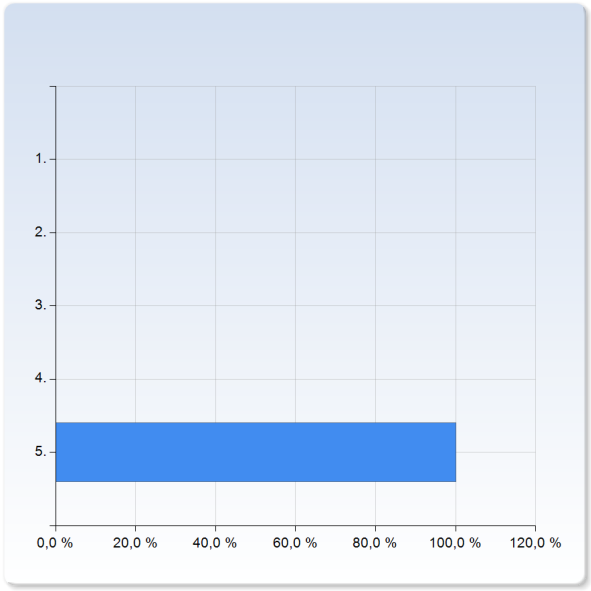


	Mean	Standard Deviation
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4,1	0,8

Comment:
I learned much both on theory and practical aspects of qPCR
I already new the procedure, but I benefit from the theory and the method of data analysis.
I had an impression that sometimes we were going to much into details of in principal simple processes...

3. Your impression of the course leaders knowledge of the topic of this course?
(Answers 1-5, where 5 = very good, 1 = not sufficient at all)

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	0 (0,0%)
5.	9 (100,0%)
Total	9 (100,0%)

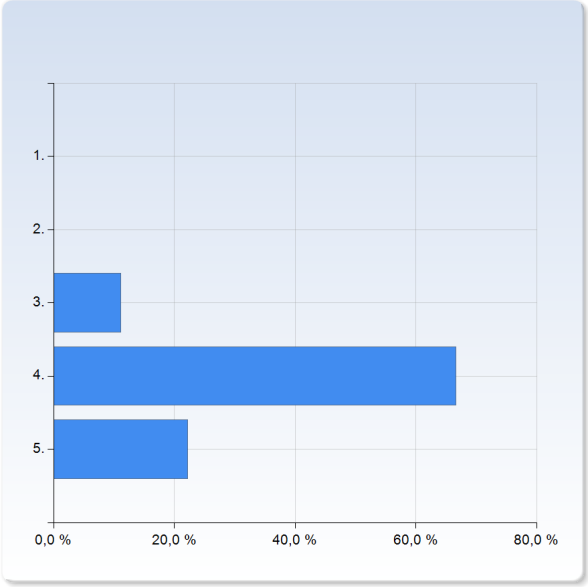


	Mean	Standard Deviation
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	5,0	0,0

Comment:
The leaders of the course has in-depth knowledge of the topic and science in general
The information held and the experience are impressive and admirable.
Very good - experts

4. Your impression of the course leaders planning and performance in this course?
(Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	1 (11,1%)
4.	6 (66,7%)
5.	2 (22,2%)
Total	9 (100,0%)

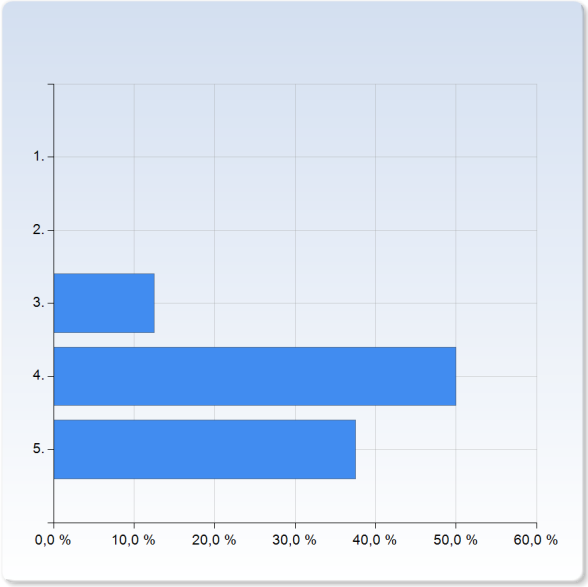


	Mean	Standard Deviation
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4,1	0,6

Comment:
The planning of the course was very good
Very well planed course, although the scheduled time was very tight. The course could benefit from a couple of days more.

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	1 (12,5%)
4.	4 (50,0%)
5.	3 (37,5%)
Total	8 (100,0%)



	Mean	Standard Deviation
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	4,3	0,7

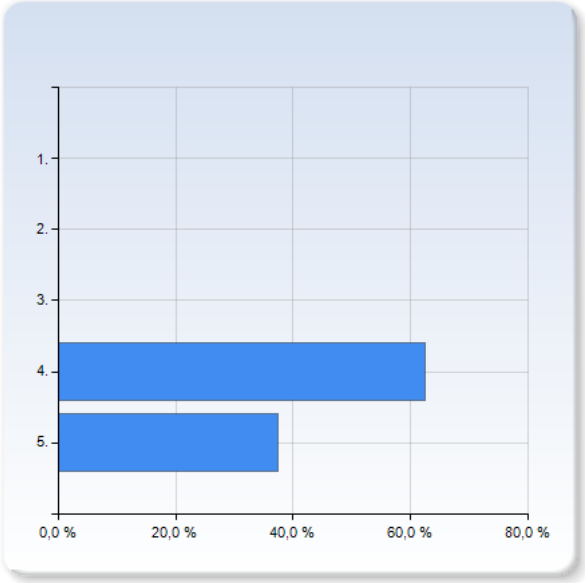
Comment:
Handouts were detailed and excellent
The best course I attended so far in regards to supplying all the handouts needed and the necessary literatures.
dropbox made our comunication very easy!

Life Science PhD course Proteomic data analysis, week 49 2014

Answer Count: 8

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	5 (62,5%)
5.	3 (37,5%)
Total	8 (100,0%)

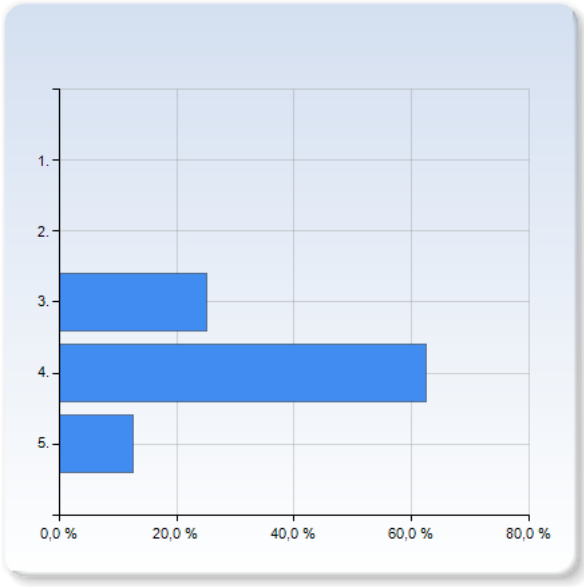


	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,4	0,5

Comment:
I would only recommend it if someone has already worked with proteomics and is very familiar with the background.
Thank you

2. Did you learn much or not?
(Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

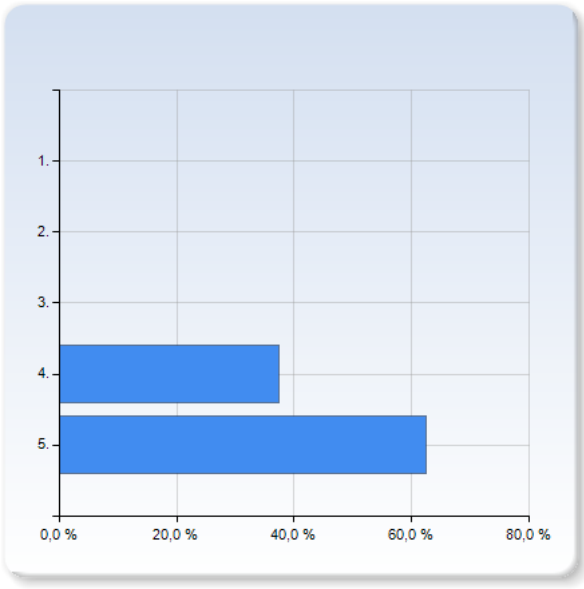
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	2 (25,0%)
4.	5 (62,5%)
5.	1 (12,5%)
Total	8 (100,0%)



	Mean	Standard Deviation
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	3,9	0,6

3. Your impression of the course leaders knowledge of the topic of this course?
(Answers 1-5, where 5 = very good, 1 = not sufficient at all)

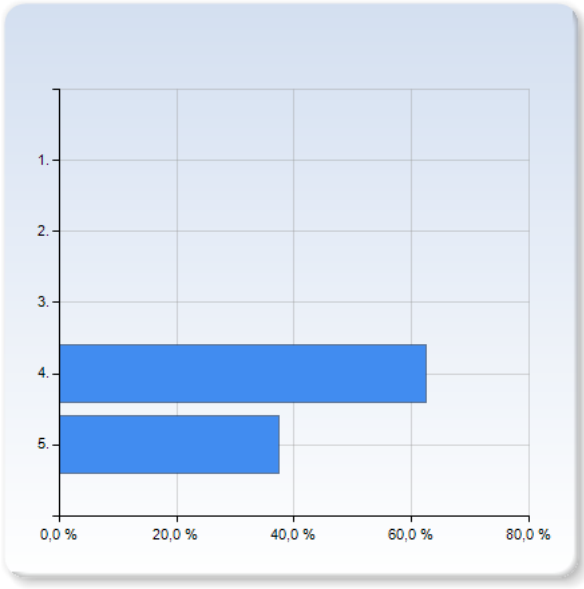
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	3 (37,5%)
5.	5 (62,5%)
Total	8 (100,0%)



	Mean	Standard Deviation
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	4,6	0,5

4. Your impression of the course leaders planning and performance in this course?
(Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	5 (62,5%)
5.	3 (37,5%)
Total	8 (100,0%)



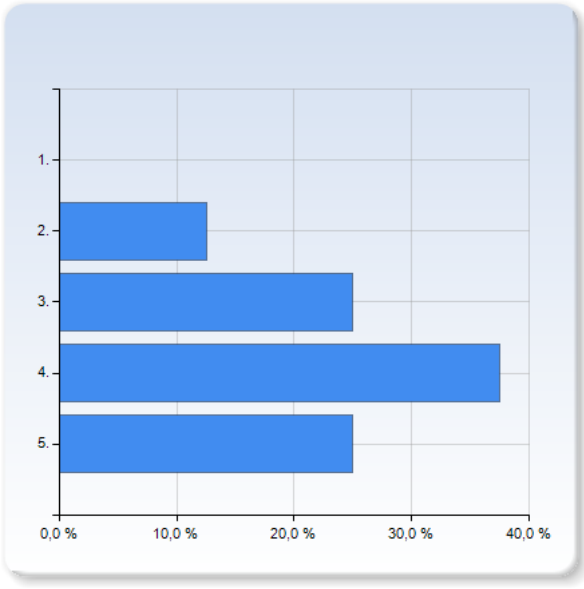
	Mean	Standard Deviation
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4,4	0,5

Comment:

There was a very good combination of theory and practice. But I would prefer to get a bit more explanations during the practical sessions, sometimes was rather difficult to follow the excersize. Probably a solution would be to go through all the steps together with the teacher (at least for those who needs it)
Some slides were difficult to see due to too small letters, the same when a teacher was drawing something on the whiteboard. Would be nice to have printouts before the presentation (only Aakash did it and it was very helpful).

5. Handouts and compendia received during course?
(Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Number of Responses
1.	0 (0,0%)
2.	1 (12,5%)
3.	2 (25,0%)
4.	3 (37,5%)
5.	2 (25,0%)
Total	8 (100,0%)



	Mean	Standard Deviation
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	3,8	1,0

Comment:

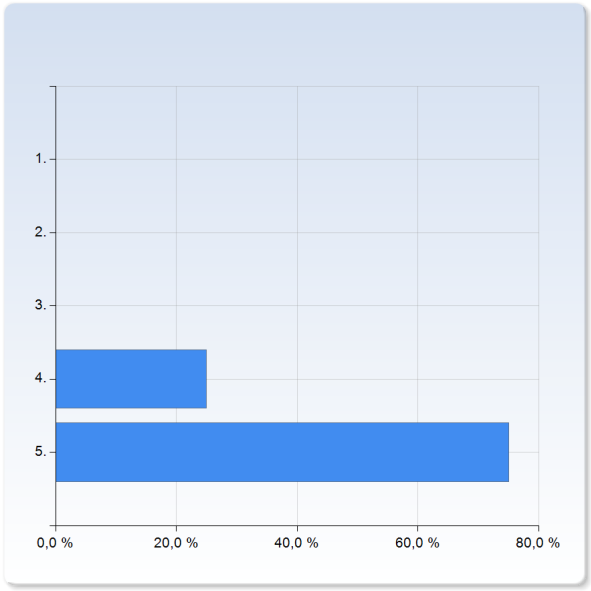
see previous comment

Life Science PhD course Protein factories, week 50 2015

Answer Count: 4

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

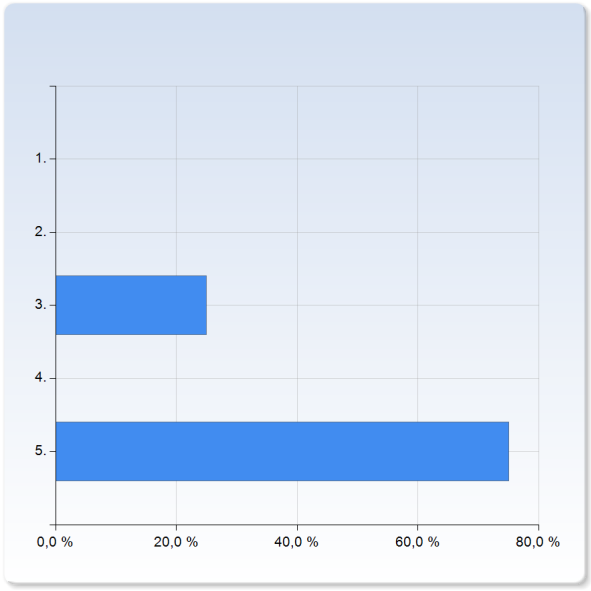
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	1 (25,0%)
5.	3 (75,0%)
Total	4 (100,0%)



	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,8	0,5

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)

2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	1 (25,0%)
4.	0 (0,0%)
5.	3 (75,0%)
Total	4 (100,0%)



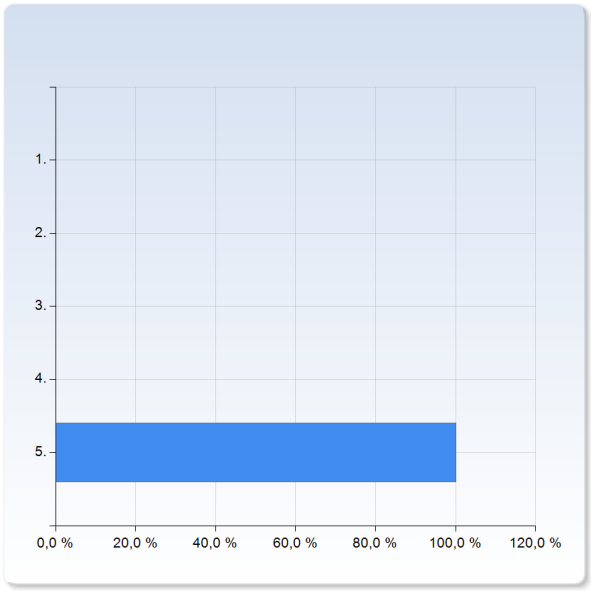
	Mean	Standard Deviation
2. Did you learn much or not? (Answers 1-5, where 5 = Yes, much! and 1 = not as much as I had hoped)	4,5	1,0

Comment:

Some parts of the course were a bit too basic for me since I have done a lot of protein expression already. It would have been great to have a demonstration of fermentor growth and expression.

3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)

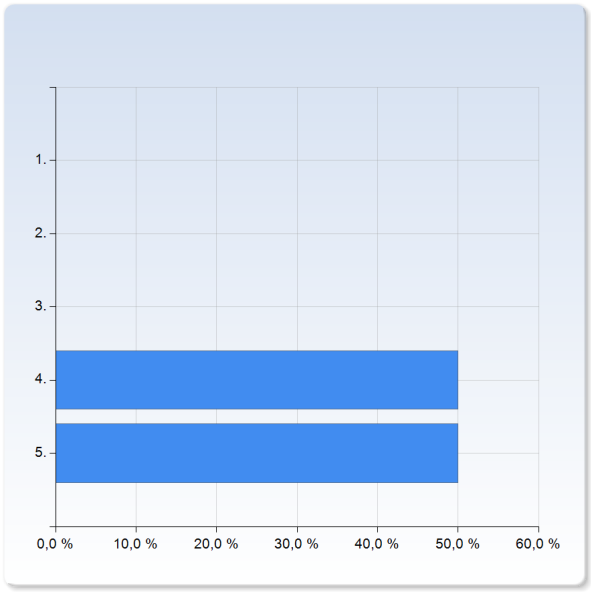
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	0 (0,0%)
5.	4 (100,0%)
Total	4 (100,0%)



	Mean	Standard Deviation
3. Your impression of the course leaders knowledge of the topic of this course? (Answers 1-5, where 5 = very good, 1 = not sufficient at all)	5,0	0,0

4. Your impression of the course leaders planning and performance in this course?
(Answers 1-5, where 5 = very good, 1 = not good at all)

4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	2 (50,0%)
5.	2 (50,0%)
Total	4 (100,0%)



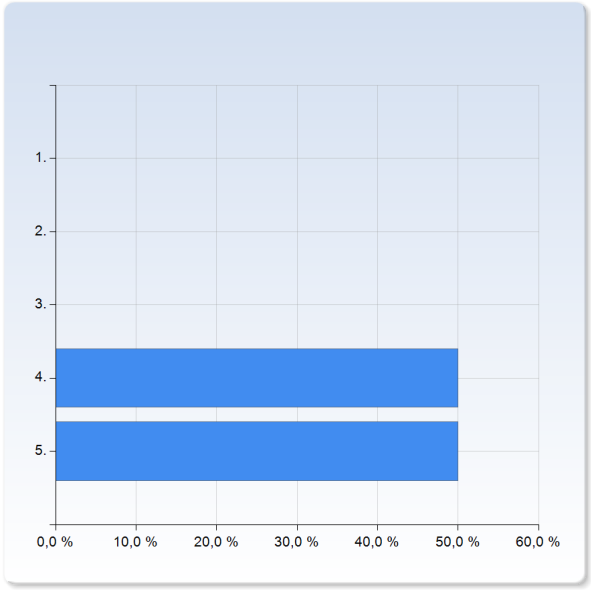
	Mean	Standard Deviation
4. Your impression of the course leaders planning and performance in this course? (Answers 1-5, where 5 = very good, 1 = not good at all)	4,5	0,6

Comment:

It was mostly good but sometimes there were things we did not have enough time for, like the article presentations. Also it would have been good to know in advance (in the schedule) approximately how long we were going to be there each day.

5. Handouts and compendia received during course?
(Answers 1-5, where 5 = very good, 1 = very bad or non-existent)

5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	2 (50,0%)
5.	2 (50,0%)
Total	4 (100,0%)

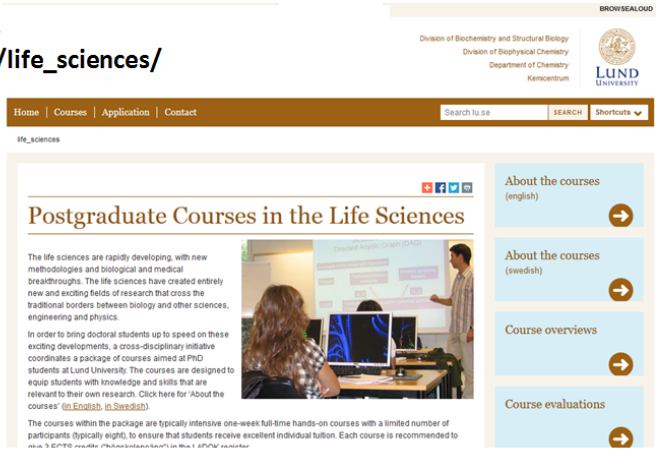


	Mean	Standard Deviation
5. Handouts and compendia received during course? (Answers 1-5, where 5 = very good, 1 = very bad or non-existent)	4,5	0,6

Comment:
Really Good Course! Learnt a lot!

2014

LifeScience PhD courses
http://www.cmps.lu.se/life_sciences/



✓Breddning i forskarutbildningen
✓Intensiva, korta kurser; ges regelbundet och återkommande, lätta planera in i doktorandprojektet
✓Få deltagare per kurs (max 8, 15 om datorbaserad), högkvalitativ undervisning forskningslabb
✓Kursledare kan fokusera på kurs, enkel administration, utannonsering + antagning rationaliserat

✓Nya metoder sprids mellan forskargrupperna
✓Både doktorander och kursledare stimuleras, kontakter och samarbeten uppstår
✓Ökad kontaktyta mellan ämnesgränser och institutioner
✓Kurser avgiftsfria, finansiering av N, M, T-fakultet och forskarskolor; investering i framtida forskning

FU-kurser i LifeSciences 2014

1	Göran Birgersson	Analytical and quantitative GC-MS	35
2	Peter Ekström	Confocal laser scanning microscopy I	37
3	Cedric Dicko	Protein spectroscopy	37
4	Margareta Sandahl	Bioanalytical HPLC	38
5	Katja Bernfur	MALDI MS in protein characterization	39
6	Björn Canbäck	PERL Bioinformatics programming	39
7	Peter Ekström	Live cell imaging	40
8	Lars Wadsö	Isothermal titration calorimetry ITC	41
9	Eva Ortega-Paino	Biobanking	42
10	Magnus Carlquist/Rosa Figueroa	Microbial flow cytometry	42
11	Björn Canbäck	PYTHON Bioinformatics programming	42
12	Johannes Hedman	DNA amplification	43
13	Kristina Lundberg	Immunocell flow cytometry	46
14	Björn Canbäck	Trancriptome analysis	47
15	Peter Ekström	Confocal laser scanning microscopy II	48
16	Staffan Bensch/Allan Rasmusson	Quantitative PCR	48
17	Fredrik Levander	Proteomic data analysis	49
18	Claes von Wachenfeldt	Bacteria as protein factories	50

Innehåll:

Sökande doktorander 2014, översikt

97 applicants (37, 33, 23, 4, 3 % from faculty N, T, M, SLU, other).

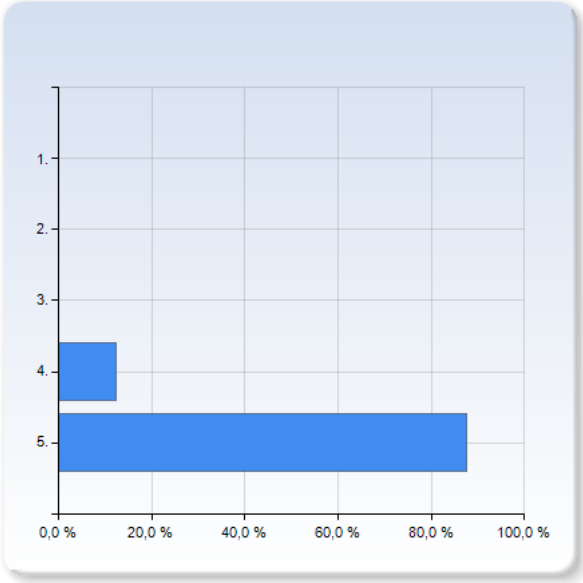
first_name	surname	first_course	second_course	third_course	faculty
Cecilia	Curi	Analytical and quantitative GC-MS	Bioanalytical HPLC	Confocal laser scanning microscopy I	LTH
Catalina	Fuentes	Analytical and quantitative GC-MS	Bioanalytical HPLC	MALDI MS in protein characterization	LTH
Tannaz	Ghaffarzadegan	Analytical and quantitative GC-MS	Bioanalytical HPLC	Analytical and quantitative GC-MS	LTH
Mahmoud	Sayed Ali	Analytical and quantitative GC-MS	Bacteria as protein factories	Bioanalytical HPLC	LTH
Narda	Blanco	Analytical and quantitative GC-MS	Bioanalytical HPLC	Bioanalytical HPLC	N
Ylva	Persson	Analytical and quantitative GC-MS	Analytical and quantitative GC-MS	Analytical and quantitative GC-MS	N
Kalyani	Sanagavarapu	Analytical and quantitative GC-MS	Microbial flow cytometry	Analytical and quantitative GC-MS	N
Anna	Sandersen	Analytical and quantitative GC-MS	Bioanalytical HPLC	Analytical and quantitative GC-MS	N
MIN	WANG	Analytical and quantitative GC-MS	Analytical and quantitative GC-MS	Analytical and quantitative GC-MS	N
Prinya	Wongsa	Analytical and quantitative GC-MS	Bioanalytical HPLC	MALDI MS in protein characterization	N
Emelie	Ivarson	Analytical and quantitative GC-MS	Quantitative PCR	Transcriptome analysis	SLU
Lu	Chen	Bacteria as protein factories	Bioanalytical HPLC	Analytical and quantitative GC-MS	LTH
Venkatachalam	Narayanan	Bacteria as protein factories	Analytical and quantitative GC-MS	Protein and DNA microarray techniques	LTH
Vanesa Ines	Castro Alba	Bioanalytical HPLC	Bioanalytical HPLC	Bioanalytical HPLC	LTH
Daniel Martin	Salas Veizaga	Bioanalytical HPLC	Quantitative PCR	DNA amplification technology	LTH
Pawel	Markowicz	Bioanalytical HPLC	Biobanking	Biobanking	M
Katsuya	Fuchino	Bioanalytical HPLC	Protein and DNA microarray techniques	Protein spectroscopy PCLS	N
Anna	Zimdahl	Bioanalytical HPLC	Bioanalytical HPLC	Bioanalytical HPLC	Other
Valentina	Siino	Biobanking	Proteomic data analysis	Biobanking	LTH
Shafqat	Ahmad	Biobanking	Biobanking	Biobanking	M
Aseem	Anand	Biobanking	PHYTON Bioinformatics programming	Cell signaling in cancer	M
Anna	Ehinger	Biobanking	Biobanking	Biobanking	M
Venera	Kuci	Cell signaling in cancer	Transcriptome analysis	Live cell imaging	LTH
Christina-Alexandra	Schulz	Cell signaling in cancer	Transcriptome analysis	Biobanking	M
zhen	li	Confocal laser scanning microscopy I	Live cell imaging	Confocal laser scanning microscopy I	LTH
Anette	Trobäck	Confocal laser scanning microscopy I	Confocal laser scanning microscopy I	Confocal laser scanning microscopy I	LTH
Sarah	Piel	Confocal laser scanning microscopy I	Live cell imaging	Immunocell flow cytometry	M
Eleonor	Åsander Frostner	Confocal laser scanning microscopy I	Biobanking	Biobanking	M
Mengshu	Hao	Confocal laser scanning microscopy I	Confocal laser scanning microscopy II	Confocal laser scanning microscopy II	N
Hisfazilah	Saari	Confocal laser scanning microscopy II	Confocal laser scanning microscopy II	Confocal laser scanning microscopy II	LTH
Leila	Etemadi	Confocal laser scanning microscopy II	Analytical and quantitative GC-MS	Analytical and quantitative GC-MS	M
Adel	Abouhmad	DNA amplification technology	Protein and DNA microarray techniques	Protein spectroscopy PCLS	LTH
Kugan	Vasudevan	DNA amplification technology	Cell signaling in cancer	Quantitative PCR	LTH
Anna Judith	Schifferdecker	DNA amplification technology	Quantitative PCR	Transcriptome analysis	N
Louise	Slot Christiansen	DNA amplification technology	MALDI MS in protein characterization	Bioanalytical HPLC	N
Andy	Forreryd	Immunocell flow cytometry	Transcriptome analysis	Biobanking	LTH
Eva	Undvall	Immunocell flow cytometry	Biobanking	Quantitative PCR	LTH
Anke	Urbansky	Immunocell flow cytometry	Protein and DNA microarray techniques	Live cell imaging	LTH
Malhboubeh	Daneshpajooh	Immunocell flow cytometry	Protein structure and modelling	Proteomic data analysis	M
Zahra	El-Schich	Immunocell flow cytometry	Protein and DNA microarray techniques	Cell signaling in cancer	M
Mehrnaz	Nouri	Immunocell flow cytometry	Immunocell flow cytometry	Immunocell flow cytometry	M
Ester	Arevalo Sureda	Immunocell flow cytometry	Confocal laser scanning microscopy I	Confocal laser scanning microscopy II	N
Tim	Börner	Isothermal titration calorimetry ITC	Protein spectroscopy PCLS	Proteomic data analysis	LTH
Pontus	Lundemo	Isothermal titration calorimetry ITC	PHYTON Bioinformatics programming	PHYTON Bioinformatics programming	LTH
Stefan	Kreida	Isothermal titration calorimetry ITC	Bacteria as protein factories	Quantitative PCR	N
Jennifer Virginia	Roche	Isothermal titration calorimetry ITC	Live cell imaging	DNA amplification technology	N
Frida	Rydnert	Live cell imaging	Quantitative PCR	Confocal laser scanning microscopy I	LTH
Enas	Sheik-khalil	Live cell imaging	Microbial flow cytometry	MALDI MS in protein characterization	M
Marina	Zalis	Live cell imaging	Confocal laser scanning microscopy I	Immunocell flow cytometry	M
Atma-Sol	Bustos	MALDI MS in protein characterization	Protein structure and modelling	Protein analysis by AF4	LTH
bindu	sunilkumar	MALDI MS in protein characterization	Protein and DNA microarray techniques	Biobanking	LTH
Jenifer	Vallejo Minguez	MALDI MS in protein characterization	Confocal laser scanning microscopy I	Proteomic data analysis	M
Ewa	Bukowska-Faniband	MALDI MS in protein characterization	Bioanalytical HPLC	Microbial flow cytometry	N
moosa	faniband	MALDI MS in protein characterization	Biobanking	Biobanking	N
saishyam	Narayanan	MALDI MS in protein characterization	Isothermal titration calorimetry ITC	MALDI MS in protein characterization	N
Sabeen	Survery	MALDI MS in protein characterization	Protein spectroscopy PCLS	Protein spectroscopy PCLS	N
yusak	budi susilo	Microbial flow cytometry	PERL Bioinformatics programming	Microbial flow cytometry	LTH
Klara	Petersson	Microbial flow cytometry	Microbial flow cytometry	Microbial flow cytometry	LTH
Ahu	Karademir	Microbial flow cytometry	Bioanalytical HPLC	DNA amplification technology	N
Jan Dines	Knudsen	PERL Bioinformatics programming	Microbial flow cytometry	Analytical and quantitative GC-MS	LTH
Xiaoli	Cai	PERL Bioinformatics programming	Bacteria as protein factories	Cell signaling in cancer	N
Andres	Cortes	PERL Bioinformatics programming	PHYTON Bioinformatics programming	Transcriptome analysis	N
Zeratsion Abera	Desta	PERL Bioinformatics programming	PHYTON Bioinformatics programming	Transcriptome analysis	SLU
Sandy	Chan	PHYTON Bioinformatics programming	PERL Bioinformatics programming	DNA amplification technology	LTH
Inga	Newie	PHYTON Bioinformatics programming	PERL Bioinformatics programming	PERL Bioinformatics programming	M
Alak	Alshiekh	PHYTON Bioinformatics programming	Live cell imaging	Protein and DNA microarray techniques	N
Irem	Nasir	PHYTON Bioinformatics programming	PHYTON Bioinformatics programming	PHYTON Bioinformatics programming	N
Kristin	Rath	PHYTON Bioinformatics programming	Quantitative PCR	PHYTON Bioinformatics programming	N
Ann-Sofie	Hintzmann	PHYTON Bioinformatics programming	PHYTON Bioinformatics programming	PHYTON Bioinformatics programming	Other
Daniel	Graf	PHYTON Bioinformatics programming	PHYTON Bioinformatics programming	PHYTON Bioinformatics programming	SLU
Sandeep	Chakane	Protein and DNA microarray techniques	Isothermal titration calorimetry ITC	Analytical and quantitative GC-MS	LTH
Sepideh	S. Lamei	Protein and DNA microarray techniques	Bacteria as protein factories	Protein structure and modelling	M
Oscar Miguel	Rollano Peñaloza	Protein and DNA microarray techniques	Transcriptome analysis	DNA amplification technology	N
Oskar	Vilhelmsson Timmermand	Protein and DNA microarray techniques	Confocal laser scanning microscopy I	Quantitative PCR	N
Mattias	Brofelth	Protein spectroscopy PCLS	Protein and DNA microarray techniques	Bacteria as protein factories	LTH
Oskar	Aurellius	Protein spectroscopy PCLS	Isothermal titration calorimetry ITC	Isothermal titration calorimetry ITC	N
Wael	Awad	Protein spectroscopy PCLS	Protein spectroscopy PCLS	Protein spectroscopy PCLS	N
KUO	GUO	Protein spectroscopy PCLS	MALDI MS in protein characterization	Bacteria as protein factories	N
Erik	Hallin	Protein spectroscopy PCLS	Bacteria as protein factories	Protein spectroscopy PCLS	N
Rachele	Anderson	Protein structure and modelling	Protein structure and modelling	Protein structure and modelling	N
Neserin	Ali	Proteomic data analysis	Proteomic data analysis	Proteomic data analysis	M
Martin	Sjöström	Proteomic data analysis	Protein and DNA microarray techniques	Transcriptome analysis	M
Sandeep	Kushwaha	Quantitative PCR	Protein and DNA microarray techniques	PHYTON Bioinformatics programming	LTH
Nittaya	Marungruang	Quantitative PCR	Transcriptome analysis	PHYTON Bioinformatics programming	LTH
YOGHATAMA CINDYA	ZANZER	Quantitative PCR	Bioanalytical HPLC	DNA amplification technology	LTH
Anna	Lessmark	Quantitative PCR	DNA amplification technology	Transcriptome analysis	M
Anna	Drews	Quantitative PCR	Quantitative PCR	Quantitative PCR	N
Pablo	Salmón	Quantitative PCR	Transcriptome analysis	Bioanalytical HPLC	N
Marco	Suarez	Quantitative PCR	PHYTON Bioinformatics programming	Confocal laser scanning microscopy II	Other
Yilun	Chen	Transcriptome analysis	PERL Bioinformatics programming	PHYTON Bioinformatics programming	M
Gabriel	Teku	Transcriptome analysis	Proteomic data analysis	Protein structure and modelling	M
Hanna	Woksepp	Transcriptome analysis	PERL Bioinformatics programming	DNA amplification technology	M
Elias	Broman	Transcriptome analysis	PHYTON Bioinformatics programming	DNA amplification technology	N
XIAOFEN	WU	Transcriptome analysis	Analytical and quantitative GC-MS	Analytical and quantitative GC-MS	N
Fan	Yang	Transcriptome analysis	Proteomic data analysis	Protein structure and modelling	N
Nerve	Zhou	Transcriptome analysis	Quantitative PCR	DNA amplification technology	N
Marjan	Ghasemkhani	Transcriptome analysis	PHYTON Bioinformatics programming	Transcriptome analysis	SLU

Life Science PhD course Analytical and quantitative GC-MS, week 35 2014

Antal svar: 8

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	1 (12,5%)
5.	7 (87,5%)
Summa	8 (100,0%)



	Medelvärde	Standardavvikelse
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,9	0,4

Comment:

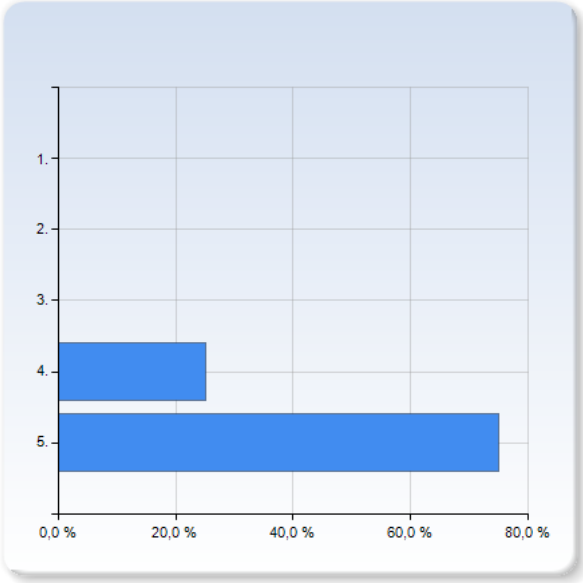
It's really a good introduction course for GC-MS user.

Life Science PhD course Bacteria as protein factories, week 50 2014

Answer Count: 4

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	1 (25,0%)
5.	3 (75,0%)
Total	4 (100,0%)



	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,8	0,5

Comment:

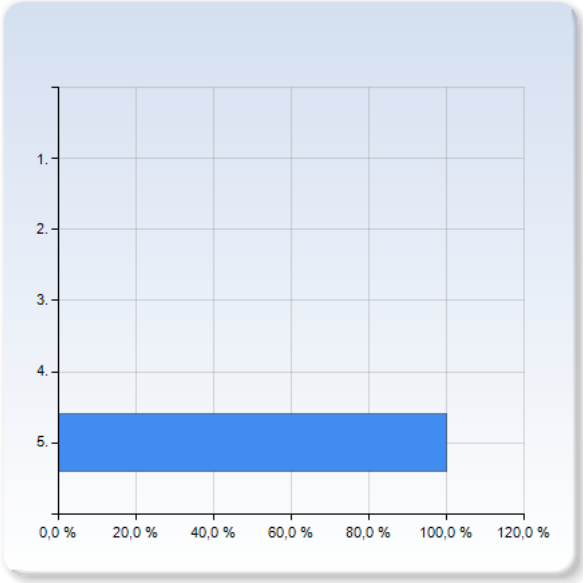
Would recommend the course as a whole to PhD-student that have just started with limited experience in protein expression & purification. The lectures I could recommend to experienced students; they contained a lot of good information and tips and hints

Life Science PhD course Bioanalytical HPLC, week 38 2014

Answer Count: 8

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	0 (0,0%)
5.	8 (100,0%)
Total	8 (100,0%)



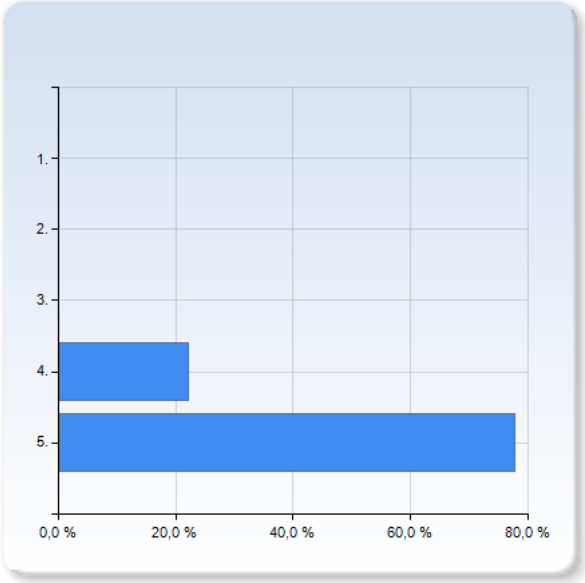
	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	5,0	0,0

Life Science PhD course Biobanking, week 42 2014

Answer Count: 9

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	2 (22,2%)
5.	7 (77,8%)
Total	9 (100,0%)



	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,8	0,4

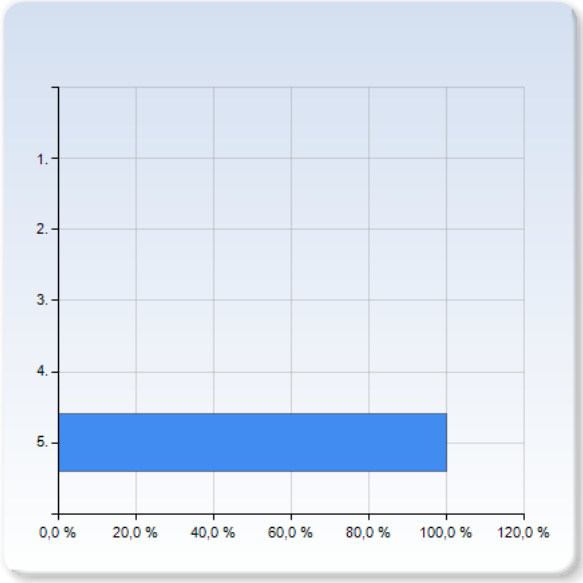
Comment:
Very well planned and nice course. Also very appreciated that all food and fika was provided. The symposium and study visits were of course also very nice inclusions in the course.
yes definietly I will recommend this course to others.
The design of the course is great with a mixture of seminars, lectures and assignments. You really learn a lot.

Life Science PhD course Confocal laser scanning microscopy II, week 48 2014

Answer Count: 1

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	0 (0,0%)
5.	1 (100,0%)
Total	1 (100,0%)



	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	5,0	0,0

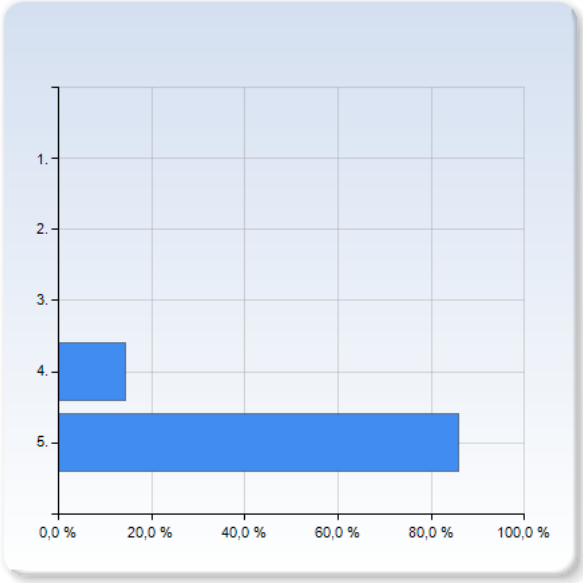
Comment:
I will recommend this course for others.

Life Science PhD course Confocal laser scanning microscopy, week 37 2014

Answer Count: 7

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	1 (14,3%)
5.	6 (85,7%)
Total	7 (100,0%)



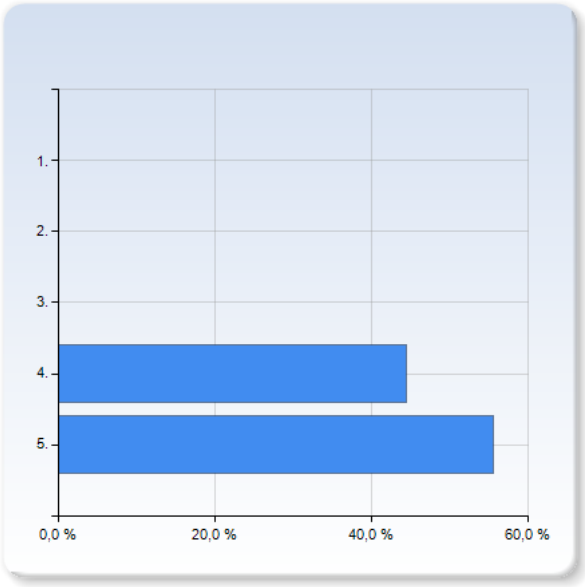
	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,9	0,4

Life Science PhD course DNA amplification, week 43 2014

Answer Count: 9

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	4 (44,4%)
5.	5 (55,6%)
Total	9 (100,0%)



	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,6	0,5

Comment:

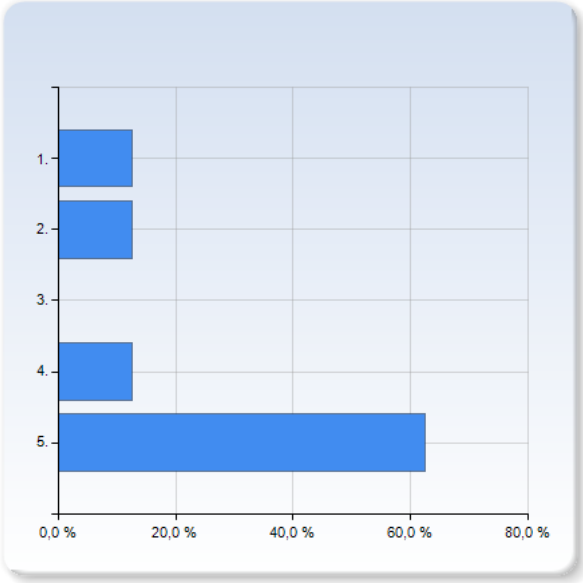
The principles of what happens in the pcr tube are not well known out there. Its just following the protocols. I would like to applaud you for the job well done

Life Science PhD course Immunocell flow cytometry, week 46 2014

Answer Count: 8

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	1 (12,5%)
2.	1 (12,5%)
3.	0 (0,0%)
4.	1 (12,5%)
5.	5 (62,5%)
Total	8 (100,0%)



	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,0	1,6

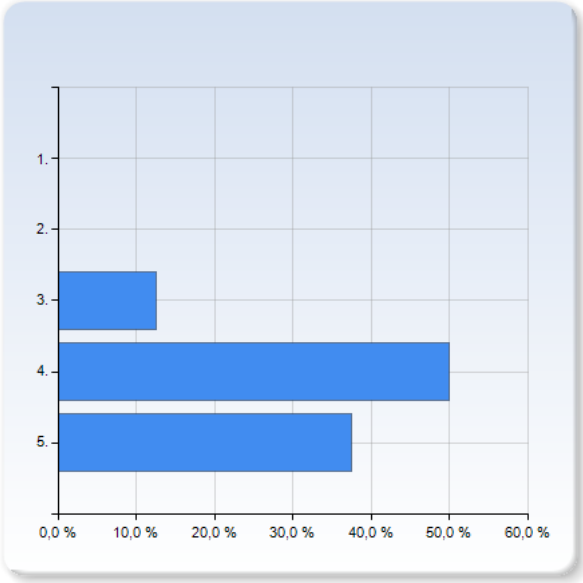
Comment:
I have already recommended it to my colleagues
A good course packed with information and practicals!
A very good course with a lot of knowledge.
Really good course with a nice structure. More useful for people who are quite new to the flow cytometer.

Life Science PhD course Isothermal titration calorimetry ITC, week 41 2014

Answer Count: 8

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	1 (12,5%)
4.	4 (50,0%)
5.	3 (37,5%)
Total	8 (100,0%)



	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,3	0,7

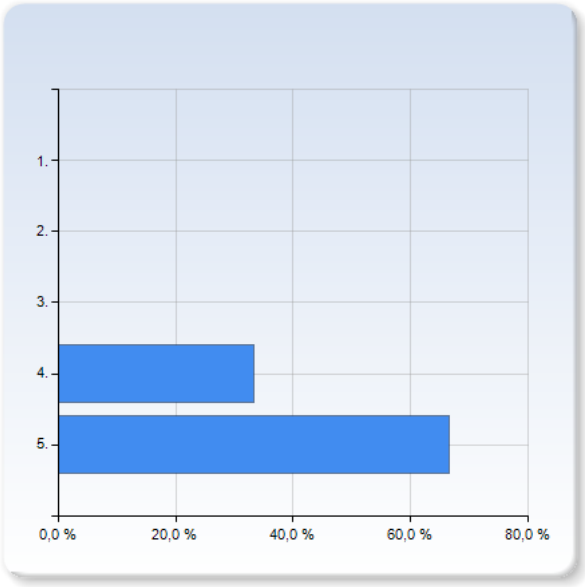
Comment:
The course was very good to start with, but I am confident it will be even better the next time it is given.
If the course would run next year, it could be very nice to include a session for processing experimental bio-ITC data (for example data provided from Sara's lab, both "simple" and "complex" binding). This would be a nice complement to the very pedagogical student calorimetry experiments.

Life Science PhD course Live cell imaging, week 40 2014

Answer Count: 6

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	2 (33,3%)
5.	4 (66,7%)
Total	6 (100,0%)



	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,7	0,5

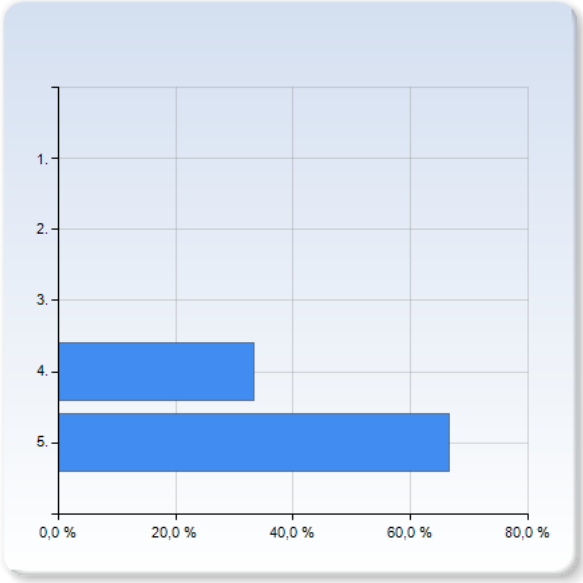
Comment:
Great overview about different techniques. Not so much for people who want to know much details.
Excellent overview on microscopy techniques and their applications!

Life Science PhD course MALDI MS in protein characterization, week 39 2014

Answer Count: 6

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	2 (33,3%)
5.	4 (66,7%)
Total	6 (100,0%)



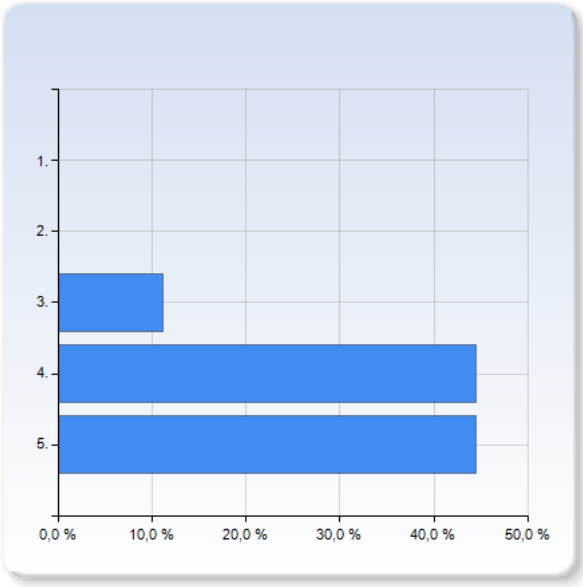
	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,7	0,5

Life Science PhD course Microbial flow cytometry, week 42 2014

Answer Count: 9

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	1 (11,1%)
4.	4 (44,4%)
5.	4 (44,4%)
Total	9 (100,0%)



	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,3	0,7

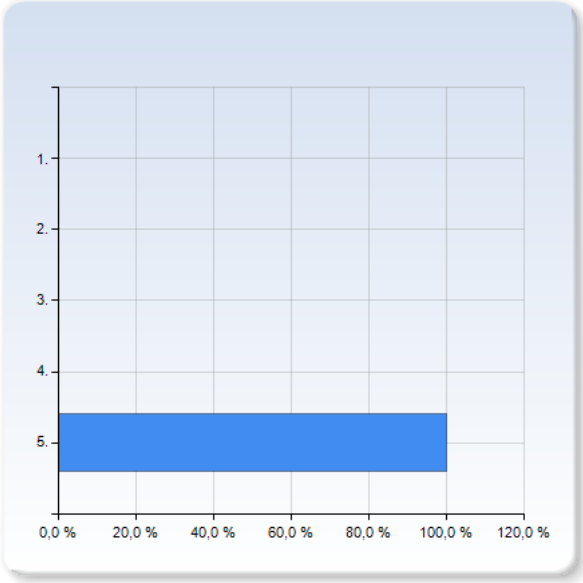
Comment:
It is good but here are some points can be improved especially with the schedule and organisation of the course.
Think the course provided a good overview of how flow cytometry works and potential applications of it.
It was really nice; considering that it was the first time, I think it was very well executed. I actually think that for next time, try to keep the same content as now, but also add some extra lectures. For me at least, it wouldn't have been a problem to stay an hour extra every day. Suggestions for improvement: it would have been nice with a lecture (maybe connected to the data-lecture) on how people usually present their flow cytometry data in publications, e.g. what kind of plots?; how do you handle biological replicates?; how do you present(publish) the way you removed noise? etc. Also, maybe Magnus could add some "GFP-examples" to Rosa's lecture of common mistakes?
It was fantastic. You both did a great job. It would have been fun to have used the time spent on finding literature to have done another lab practical (may be sorting)

Life Science PhD course PERL Bioinformatics programming, week 39 2014

Answer Count: 6

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	0 (0,0%)
5.	6 (100,0%)
Total	6 (100,0%)



	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	5,0	0,0

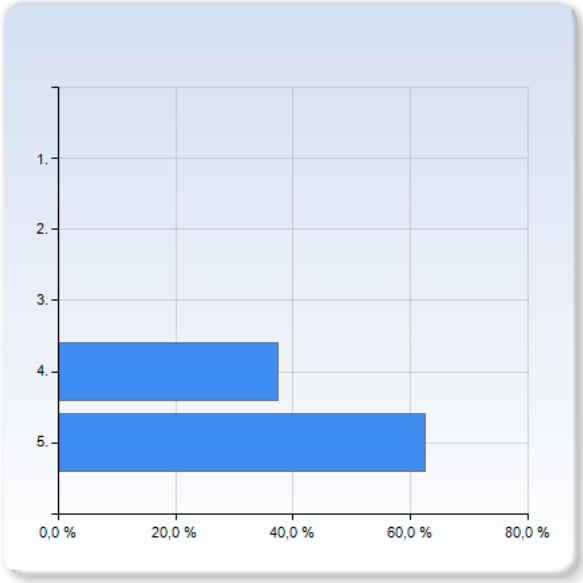
Comment:
a nice and useful course,and also a patient and generous teacher.
Absolutely recommend to friends.
Mycket bra kursupplägg! Bra övningar och genomgångar på tavlan. Mycket bra kursmaterial. Perfekt att få öva så mycket själv och ändå få så mycket personlig hjälp.

Life Science PhD course Protein spectroscopy, week 37 2014

Answer Count: 8

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	3 (37,5%)
5.	5 (62,5%)
Total	8 (100,0%)



	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,6	0,5

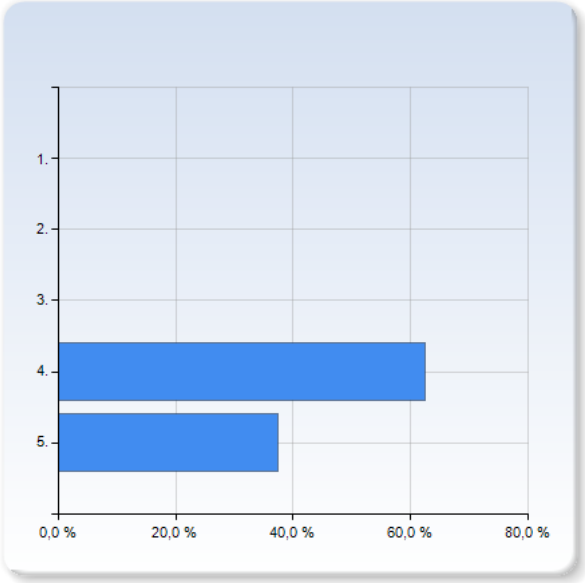
Comment:
Yes I think I will recommend to protein loving person to know to know little more then just proteins.
very nice course
Would like to have more examples of typical experiments that could be done with these methods.
Very good course. The best course among the courses I have taken during my PhD study. This course covers solid basic theoretical background and includes hands-on tutorial. Sometimes, organization was a bit chaotic but this is completely compensated by Cedric's presence.
It is a very good overview, with many details and hands-on tips and tricks of spectroscopic method in protein analysis. Recommended to anyone working with proteins.

Life Science PhD course Proteomic data analysis, week 49 2014

Answer Count: 8

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	5 (62,5%)
5.	3 (37,5%)
Total	8 (100,0%)



	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,4	0,5

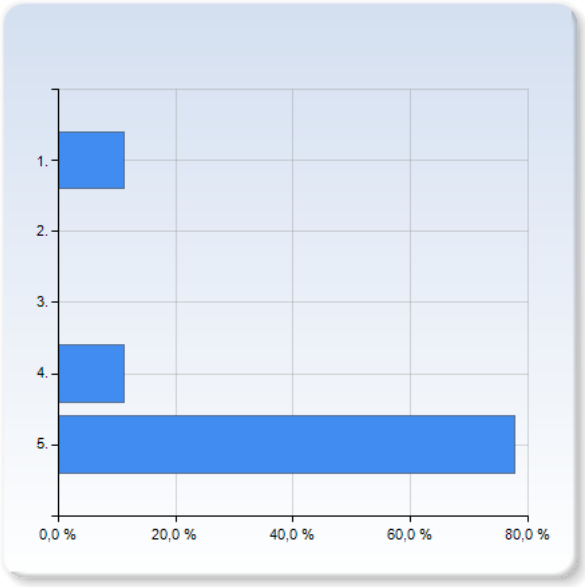
Comment:
I would only recommend it if someone has already worked with proteomics and is very familiar with the background.
Thank you

Life Science PhD course PYTHON Bioinformatics programming, week 42 2014

Answer Count: 9

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	1 (11,1%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	1 (11,1%)
5.	7 (77,8%)
Total	9 (100,0%)



	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,4	1,3

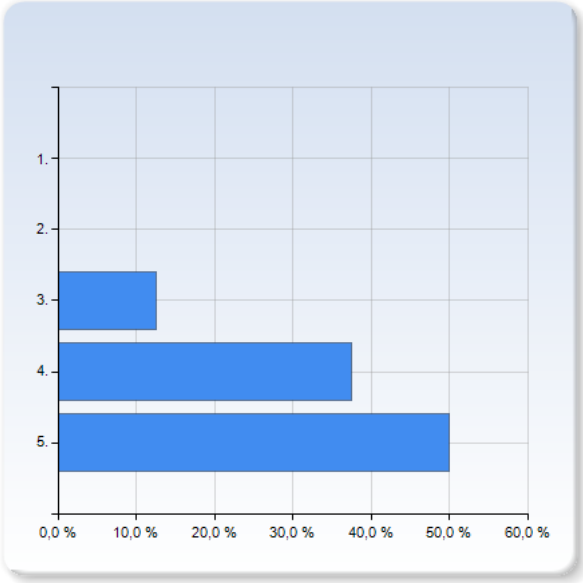
Comment:
one of the best lifescience courses I have had so far.
It was amazing how much we learned in this one week... from no background whatsoever! Just as a small hint for next time: comparisons to other programming languages are very confusing if you don't know the other language, so it might be better to drop it.
Very good teacher and assistent.

Life Science PhD course Quantitative PCR, week 48 2014

Answer Count: 8

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	1 (12,5%)
4.	3 (37,5%)
5.	4 (50,0%)
Total	8 (100,0%)



	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,4	0,7

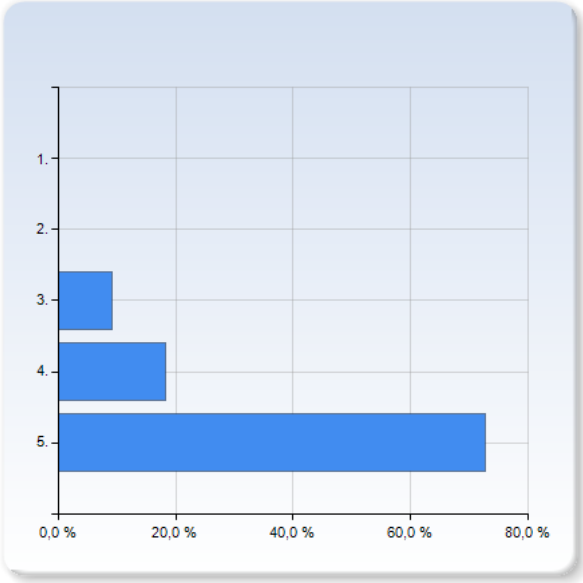
Comment:
Definitely I would. It is a very complete and useful course.
You should state that this course is only for people who already worked with qPCR and know the programs used for analysis.

Life Science PhD course Trancriptome analysis, week 47 2014

Answer Count: 11

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Number of Responses
1.	0 (0,0%)
2.	0 (0,0%)
3.	1 (9,1%)
4.	2 (18,2%)
5.	8 (72,7%)
Total	11 (100,0%)



	Mean	Standard Deviation
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,6	0,7

Comment:
Very to the point and easy to follow. And also possibility to a lot of ground if so desired
Really useful! Specially for Sequencing Analysis, Totally worth it!
It is in general a good course. Personally, I feel this course a bit too basic. I expected this course to be one that's suitable for researchers that already have some experience in computer work/sequencing data analysis, and is aiming to give some in-depth advices in transcriptome analysis. But apparently many of the students have almost no knowledge in the field before the course. This fact made the course focus on some basic stuff too much.

2013

LifeScience FU-courses 2013

http://www.cmps.lu.se/life_sciences/

Course evaluations

- short version

Amplicon sequencing analysis

Analytical and quantitative GC-MS

Bacteria as protein factories

Bioanalytical HPLC

Bioinformatics programming

Cell signalling in cancer

Confocal laser scanning microscopy I - basic

Confocal laser scanning microscopy II - advanced

DNA amplification technology

Live cell imaging

MALDI mass spectrometry

Matlab for biologists, week 36

Matlab for biologists, week 44

Quantitative PCR

Surface Plasmon Resonance (Biacore)

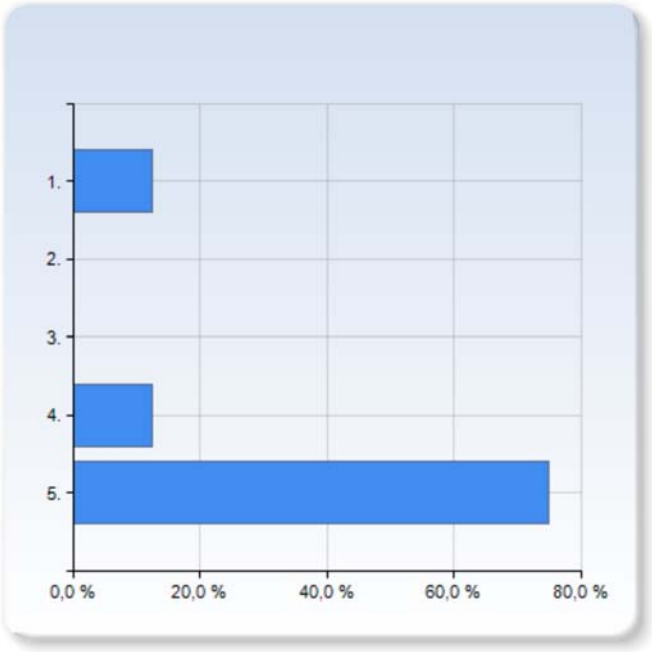
Transcriptome analysis

Life Science PhD course Amplicon sequencing analysis, week 39 2013

Antal svar: 8

1. Overall rating of the course - would you recommend this course to others?
(Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Antal svar
1.	1 (12,5%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	1 (12,5%)
5.	6 (75,0%)
Summa	8 (100,0%)



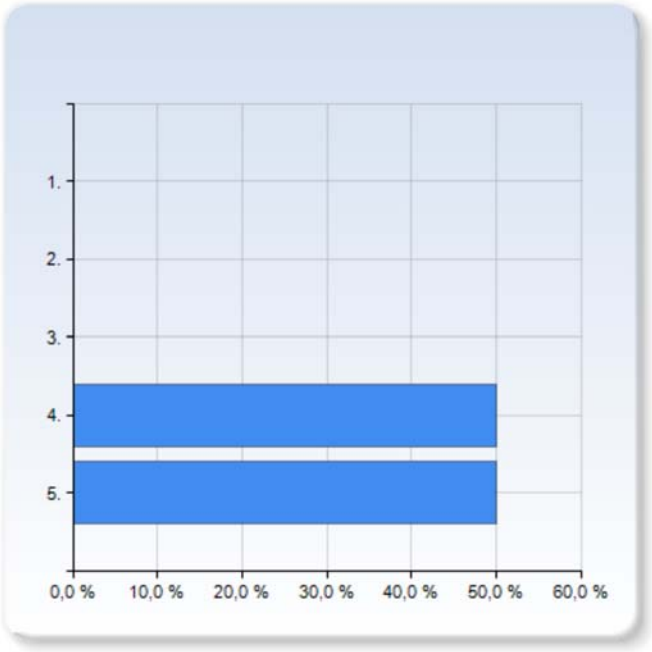
	Medelvärde	Standardavvikelse
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,4	1,4

Life Science PhD course Analytical and quantitative GC-MS, week 35 2013

Antal svar: 8

1. Overall rating of the course - would you recommend this course to others?
(Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	4 (50,0%)
5.	4 (50,0%)
Summa	8 (100,0%)



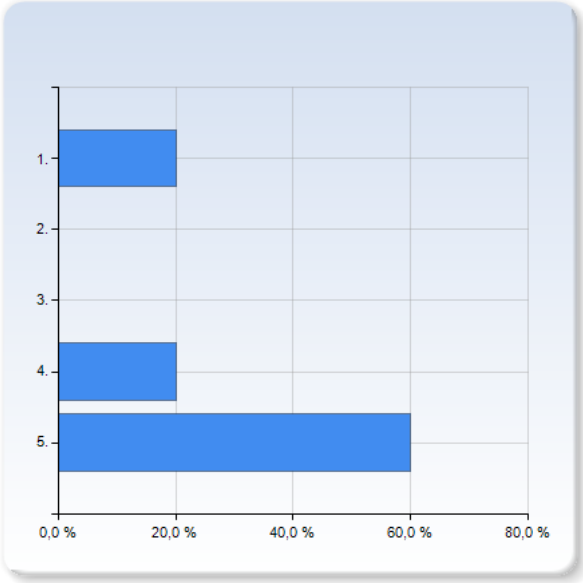
	Medelvärde	Standardavvikelse
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,5	0,5

Life Science PhD course Bacteria as protein factories, week 50 2013

Antal svar: 5

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Antal svar
1.	1 (20,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	1 (20,0%)
5.	3 (60,0%)
Summa	5 (100,0%)



	Medelvärde	Standardavvikelse
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,0	1,7

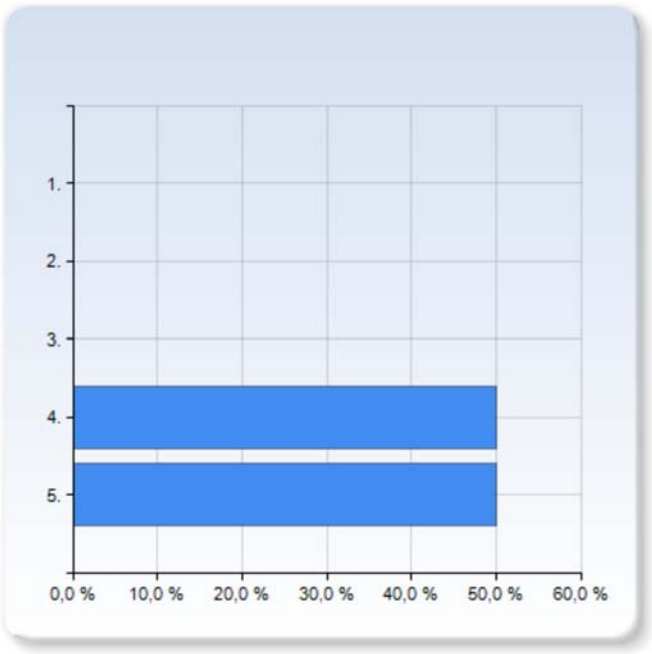
Comment:
Yes I recommend this course to many different people specially those specially those who deal with protein.
Very good course!

Life Science PhD course Bioanalytical HPLC, week 38 2013

Antal svar: 6

1. Overall rating of the course - would you recommend this course to others?
(Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	3 (50,0%)
5.	3 (50,0%)
Summa	6 (100,0%)



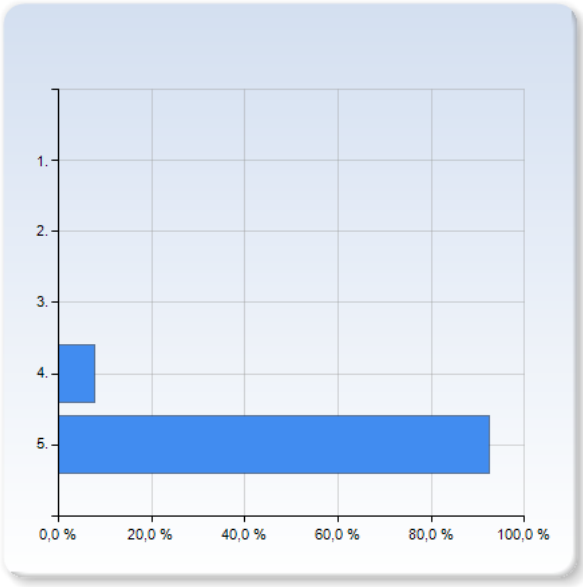
	Medelvärde	Standardavvikelse
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,5	0,5

Life Science PhD course Bioinformatics programming, week 44 2013

Antal svar: 13

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	1 (7,7%)
5.	12 (92,3%)
Summa	13 (100,0%)



	Medelvärde	Standardavvikelse
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,9	0,3

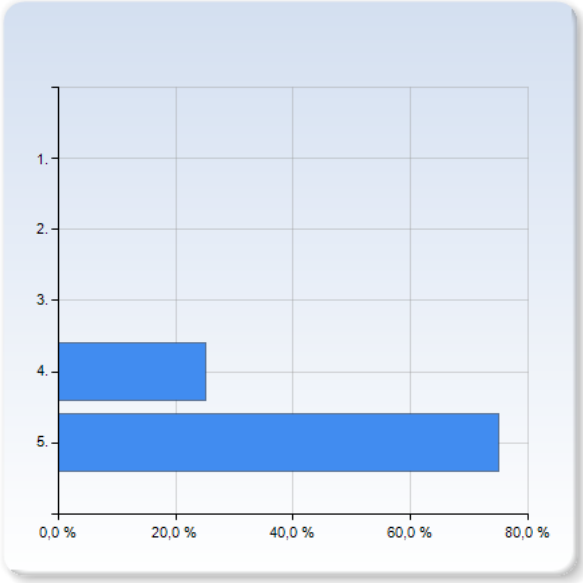
Comment:
I really liked the course. I would recommend it to others!
Very good teachers, Lokesh and Björn!
Great course!
Extremely useful basic knowledge to have even for ecologists that have no aspiration of bioinformatics

Life Science PhD course Cell signalling in cancer, week 42 2013

Antal svar: 4

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	1 (25,0%)
5.	3 (75,0%)
Summa	4 (100,0%)



	Medelvärde	Standardavvikelse
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,8	0,5

Comment:

A lot hands on and very nice lectures.

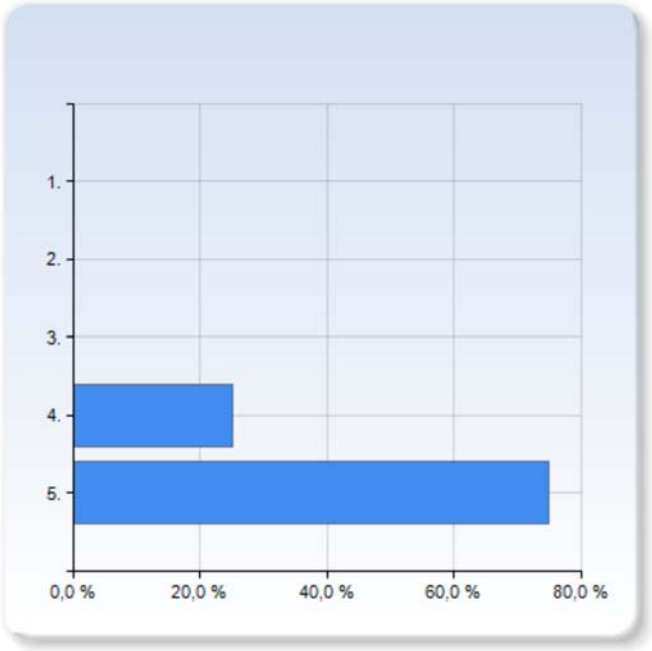
Very nice course. Diving into the highly complex world of cell signalling is daunting but I think I learned a lot. I think it was good that we focused on few path ways (mostly Wnt) so we really learned one. A potential pitfall could be to try and cover all cascades but I think that would have been way too messy. Nothing more than learning acronyms and abbreviations. What we have learned about these pathways, and especially experimental procedures, will help us learn new pathways on our own. On the experimental side, I think it would be nice to try maybe western blotting. In the papers we read WB seemed to the most important tool. Such a lab could maybe be added on the expense of fluorescence microscopy, since this is a method most people have used before. Or maybe the fluorescence microscopy part could be reduced to the actual microscopy session (staining cells is a lot of pipetting, esp. if we had been 8 students as intended). Another thing thay you might want to consider is to send out a good review paper some time before the course (not too much work though). This can serve to even out the very broad background of us students. Overall, a very nice course that I wish I took a year or two ago. Thank you.

Life Science PhD course Confocal laser scanning microscopy I - basic, week 37 2013

Antal svar: 8

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	2 (25,0%)
5.	6 (75,0%)
Summa	8 (100,0%)



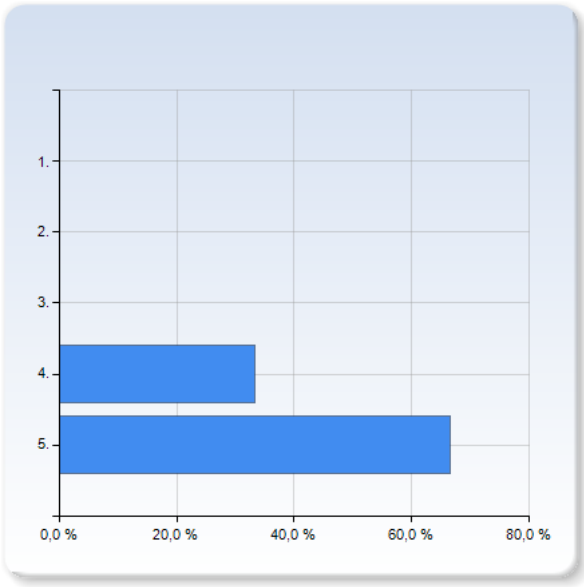
	Medelvärde	Standardavvikelse
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,8	0,5

Life Science PhD course Confocal laser scanning microscopy II - advanced, week 48 2013

Antal svar: 3

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	1 (33,3%)
5.	2 (66,7%)
Summa	3 (100,0%)



	Medelvärde	Standardavvikelse
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,7	0,6

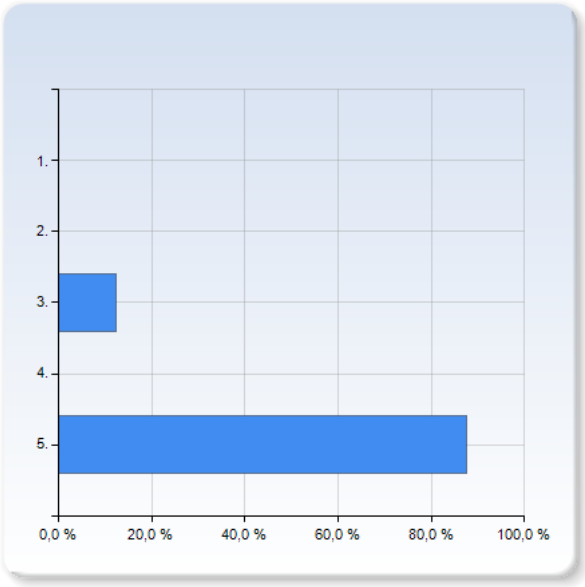
Comment:
already everyone at my lab wants to do the course

Life Science PhD course DNA amplification technology, week 43 2013

Antal svar: 8

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	1 (12,5%)
4.	0 (0,0%)
5.	7 (87,5%)
Summa	8 (100,0%)



	Medelvärde	Standardavvikelse
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,8	0,7

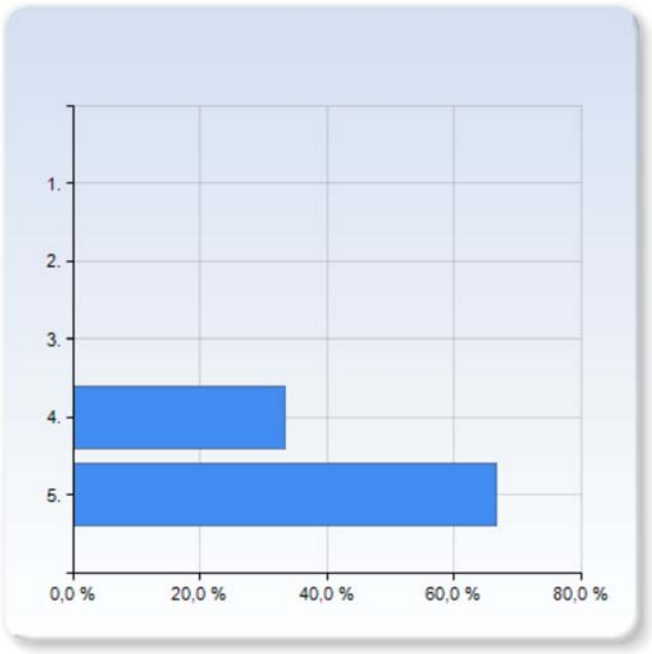
Comment:
New techaniques

Life Science PhD course Live cell imaging, week 40 2013

Antal svar: 6

1. Overall rating of the course - would you recommend this course to others?
(Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	2 (33,3%)
5.	4 (66,7%)
Summa	6 (100,0%)



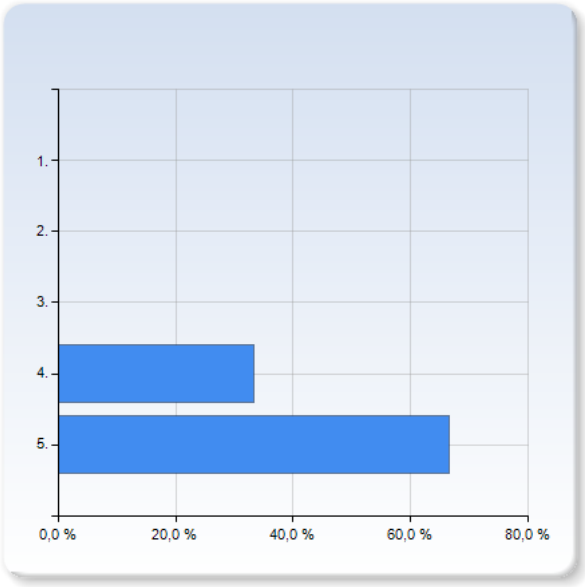
	Medelvärde	Standardavvikelse
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,7	0,5

Life Science PhD course MALDI mass spectrometry, week 44 2013

Antal svar: 9

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	3 (33,3%)
5.	6 (66,7%)
Summa	9 (100,0%)



	Medelvärde	Standardavvikelse
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,7	0,5

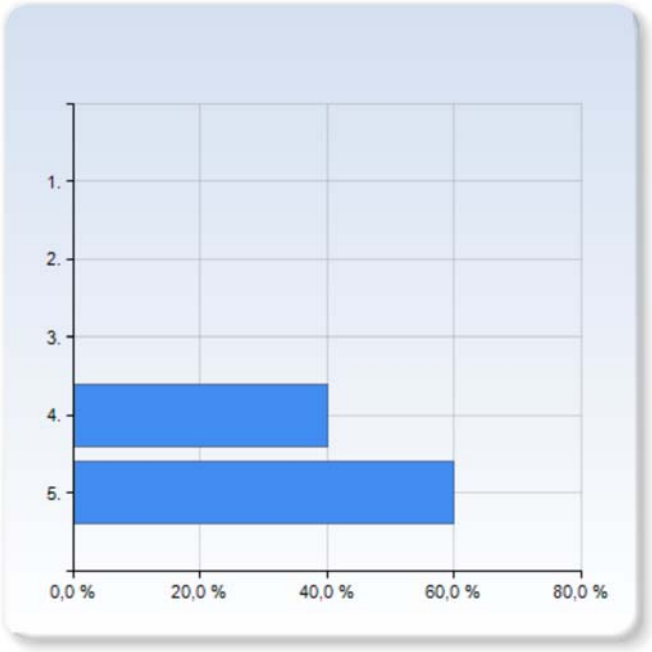
Comment:
The course was absolutely awesome.
Very good learning effect due to a excellent balance between practical exercises and theory. Perfect PhD course.

Life Science PhD course Matlab for biologists, week 36 2013

Antal svar: 15

1. Overall rating of the course - would you recommend this course to others?
(Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Antal svar
1.	0 (0,0%)
2.	0 (0,0%)
3.	0 (0,0%)
4.	6 (40,0%)
5.	9 (60,0%)
Summa	15 (100,0%)



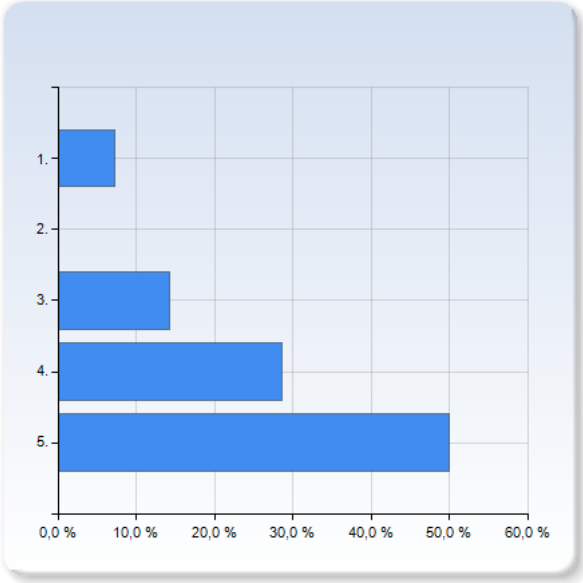
	Medelvärde	Standardavvikelse
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,6	0,5

Life Science PhD course Matlab for biologists, week 44 2013

Antal svar: 14

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Antal svar
1.	1 (7,1%)
2.	0 (0,0%)
3.	2 (14,3%)
4.	4 (28,6%)
5.	7 (50,0%)
Summa	14 (100,0%)



	Medelvärde	Standardavvikelse
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,1	1,2

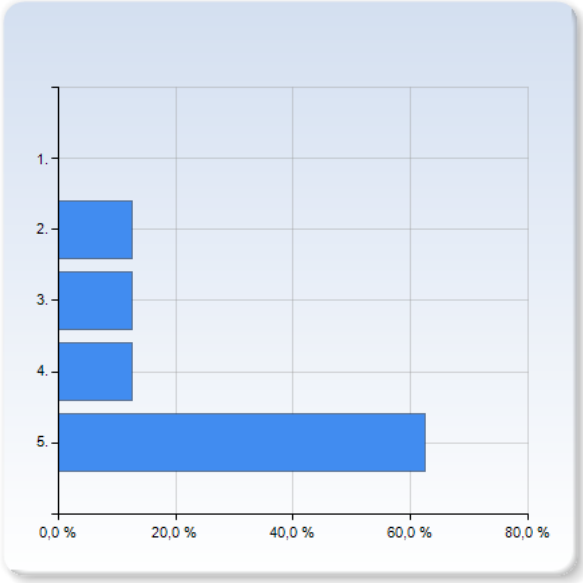
Comment:
Very good - would recommend
very good for biginner
I would recommend the course to others. It's a great introduction to Matlab. More time could however been spent on the more advanced topics. The first units were quite straightforward and did not need as much time as they took.
The course is quite broad and complete in order to introduce the students in MatLab. However, since it is everyday and so many hours, after the 3rd day sometimes was hard to follow everything. It would be nice to have a bigger break at lunch time for example.
It gives a good introduction to MatLab for further specialisation.
I think that, most of the students are not from mathematics background and never used matlab. If the course is taken slowly and more details it will be more helpful
Especially useful when you have actual data to be processed during the course or just about to have. Good general introduction to MATLAB.

Life Science PhD course Quantitative PCR, week 48 2013

Antal svar: 8

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Antal svar
1.	0 (0,0%)
2.	1 (12,5%)
3.	1 (12,5%)
4.	1 (12,5%)
5.	5 (62,5%)
Summa	8 (100,0%)



	Medelvärde	Standardavvikelse
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,3	1,2

Comment:
I was quite happy with the lectures. I have learnt a lot about primer design and qPCR specific problems and things you need to be careful about.
yes I will recommend this course. really informative. especially those who are working with qpcr.

Life Science PhD course Surface Plasmon Resonance (Biacore), week 51 2013

Answers from 5 students out of six:
(for technical reasons students in this course did not use electronic evaluation):

1. Overall rating of the course - would you recommend this course to others?
(Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

5= Absolutely

1. Overall rating of the course - would you recommend this course to others?
(Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time) 5! This was a really fantastic course and I really got alot of knowledge that I can now use to provide correct analysis of SPR results. It gave me a much better understanding of the principals behind SPR and what can be achieved with this technique.

1. Overall rating of the course - would you recommend this course to others?
(Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)
5

1. Overall rating of the course - would you recommend this course to others?
(Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)
5

1. Overall rating of the course - would you recommend this course to others?
(Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

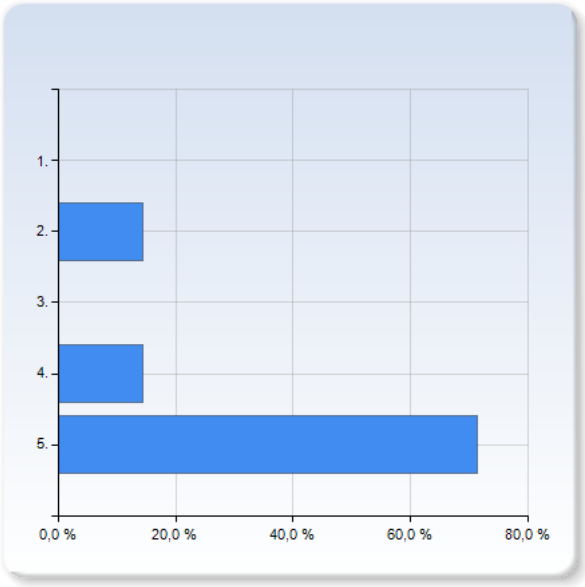
Answer: Number 5

Life Science PhD course Transcriptome analysis, week 47 2013

Antal svar: 8

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)

1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	Antal svar
1.	0 (0,0%)
2.	1 (14,3%)
3.	0 (0,0%)
4.	1 (14,3%)
5.	5 (71,4%)
Summa	7 (100,0%)



	Medelvärde	Standardavvikelse
1. Overall rating of the course - would you recommend this course to others? (Answer 1-5, where 5 = Absolutely, very good! and 1= No, this was a waste of time)	4,4	1,1

Comment:
The course covered different aspects of RNA-seq analysis as well as theoretical tips while we were thought the course.
4