

## EMNERAPPORT – INSTITUTT FOR BIOMEDISIN

ANNUAL EVALUATION REPORT – DEPARTMENT OF BIOMEDICINE

Emnekode: <i>COURSE CODE:</i>	<b>BMED330</b>	Semester / år:	<b>Spring semester 2022</b>
Emnenavn: <i>COURSE NAME:</i>	<i>Cell Communication and Intracellular Signaling</i>	SEMESTER / YEAR:	
Emneansvarlig: <i>COURSE COORDINATOR:</i>	<b>James Lorens</b>	Godkjent: <i>APPROVED:</i> (admin.)	Utdanningsleder IBM 22.04.2022
Rapporteringsdato: <i>DATE OF REPORT:</i>	19.04.22		

### INNLEDNING / INTRODUCTION:

Kort beskrivelse av emnet, inkl. studieprogramtilhørighet. Kommentarer om evt. oppfølging av tidligere evalueringer.

*SHORT COURSE DESCRIPTION, INCLUDING WHICH STUDENTS/CANDIDATES MAY ATTEND. COMMENTS TO CHANGES BASED ON PRIOR EVALUATIONS.*

*Cell Communication and Intracellular Signaling* (10 ECTS) is a course available for students attending a Master's Programme, as well as PhD candidates and visiting students with required previous knowledge in biology, molecular biology or equivalent.

The course objective is to provide students an overview of important interactions in cellular communication and the cell signaling events resulting from these interactions. The course runs over a period of 4-5 weeks, comprising 6-8 hours of mandatory lectures per week.

At the Deadline for Semester Registration 1 February a total number of 33 students were registered as attendees for the course this semester. This is the highest number of students ever enrolled in this course.

- 26 Master students in Biomedical Sciences (MAMD-MEDBI),
- 4 PhD candidate (PHDMD) at the Faculty of Medicine,
- 1 Master student in Global Health (MAMD-GLOB), and
- 2 visiting/exchange students (INTL-MED) through an international agreement between their home institution and the Faculty of Medicine.

*Mitt UiB* (<http://mitt.uib.no>) is the Learning Management System (LMS) used by all courses at University of Bergen. The student can find Syllabus and information at the Course site, contact information and lecture notes (if given). All students have access to the course page at Mitt UiB as long as they are registered as attendees and/or for the exam.

For course descriptions, visit <http://www.uib.no/en/course/BMED330>

For previous reports, visit <https://kvalitetsbasen.app.uib.no/popup.php?kode=BMED330>

**As per the MEDFAK recommendations at the beginning of 2022 the course was held digitally using the established platform and procedures from 2021.**

All students were involved in the article presentations and discussion.

STATISTIKK / STATISTICS (admin.):								
Antall vurderingsmeldte studenter: <i>NUMBER OF CANDIDATES REGISTERED FOR EXAMINATION:</i>		<b>32</b>		Antall studenter møtt til eksamen: <i>NUMBER OF CANDIDATES ATTENDED EXAMINATION:</i>			<b>28</b>	
Karakter- skala GRADING SCALE	«A-F»	A:	B:	C:	D:	E:	F:	
		3	4	8	6	5	2	

#### KOMMENTARER TIL KARAKTERFORDELINGEN / COMMENTS TO THE STATISTICS:

Emnerapporten utarbeides når sensuren etter ordinær eksamen i emnet er klar. For muntlige eksamener er da resultatfordelingen endelig, men for skriftlige eksamener kan endelig resultatfordeling avvike noe om evt. klagebehandling ikke er fullført.

*THIS REPORT IS PREPARED AFTER ORDINARY EXAMINATION. FOR ORAL EXAMS, THE RESULTS ARE FINAL, FOR WRITTEN EXAMS, THE FINAL GRADING DISTRIBUTION MAY DIFFER SLIGHTLY IF CANDIDATE COMPLAINTS/APPEALS HAVE NOT BEEN PROCESSED.*

The exam was held in-person on March 11, 2022.

#### SAMMENDRAG AV STUDENTENE SINE TILBAKEMELDINGER / SUMMARY OF EVALUATIONS GIVEN BY THE STUDENTS

Spørreundersøkelse via Mitt UiB, annen evaluering, tilbakemelding fra tillitsvalgte og/eller andre.

*COURSE EVALUATION ON MITT UIB, OTHER EVALUATIONS, RESPONSES FROM THE STUDENT REPRESENTATIVES AND/OR OTHERS.*

SurveyXact was used as the digital evaluation system. Some of the questions were Multiple Choice Questions (MCQ), while others opened up for the students to give their own opinion as written text.

The survey was set up as an anonym survey, and distributed to the students (33) registered as attendees by use of their E mail addresses at UiB. The Survey was distributed the 7 February. Reminder was sent the 14 and 16 March to those (resp. 30 and 25) that hadn't responded before.

The attendees were asked about the academic content, the organization and the educational level of the teaching, and asked to evaluate the total workload of the course. They were asked to give their responses about the lectures, what they appreciate – or found disappointing – about the course, and to evaluate the given review articles.

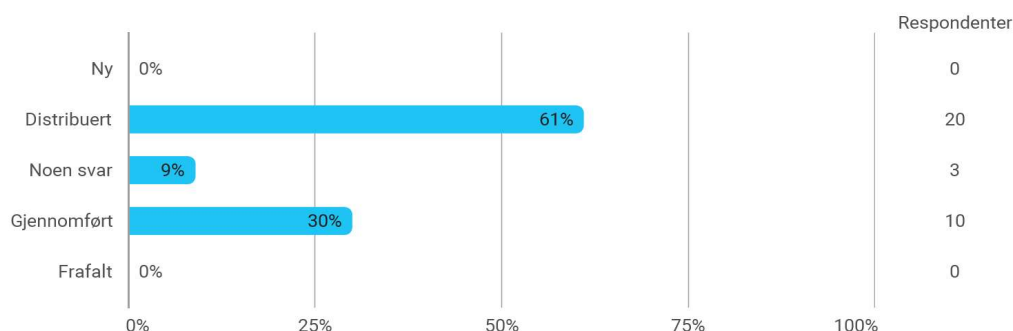
Finally came some questions regarding the exam and their learning outcomes.

Due to the ongoing pandemic was all our students at the department also asked this question:

“How have digital teaching methods and restrictions on education on campus affected your learning and your study life? Feel free to mention both negative and positive experiences.”

When the survey closed the 18<sup>th</sup> of March, responses from 13 (39 %) students was registered.

Overall status:



### Student feedback:

Overall, the students expressed satisfaction with the course. This is reflected in the exam grade distribution. As expected the students found the digital only course platform sub-optimal. Further there were comments regarding inequity among different paper presentations between groups. These concerns are noted by the course coordinator.

The organization, academic level and workload of the course was appropriate though the students emphasized the need for a better foundational introduction as per the course coordinators sentiments.

The students rated the teaching level and selection of articles for discussion as very high. This is particularly important.

Overall the students rated the exam as appropriate and reflective of the course material, and learning outcomes were overall successful.

### **EMNEANSVARLIG SIN EVALUERING OG VURDERING / EVALUATION AND COMMENTS BY COURSE COORDINATOR:**

Faglæreres vurderinger av emnet. *TEACHER COMMENTS.*

Eksempel: Kommentarer om praktisk gjennomføring, undervisnings- og vurderingsformer, evt. endringer underveis, studieinformasjon på nett og Mitt UiB, litteraturtilgang, samt lokaler og utstyr.

*EXAMPLE: COMMENTS ABOUT PRACTICAL IMPLEMENTATION, TEACHING AND ASSESSMENT METHODS, IF NECESSARY. FUTURE CHANGES/CHANGES IN PROGRESS, STUDY INFORMATION ON THE INTERNET AND MITT UIB, LITERATURE ACCESS, LOCALES AND EQUIPMENT.*

This is my first year as the course coordinator. This year a record number of students were enrolled, due to carryover from 2021 covid-related delays in student immatriculation. This number of students stretched the capacity of the course, with more students per group than in previous years. In general, this still worked and the feedback from both the students and instructors was generally positive and the grade distribution from the exam reasonable. With that said, this course functions optimally in-person with extensive student participation in the discussion. It is notable that the seven students that received an A or B displayed an excellent understanding of challenging exam questions, with the best students showing stellar command of the course material.

The course may be substantially improved by increasing the number introductory lectures that lay a conceptual foundation and reducing the number of in-depth specialized topic lectures to improve the overall balance and increase learning. There needs to be more emphasis on fundamental concepts in the beginning to create a foundation for the students to better absorb the in-depth specialized topics taught by experts. Strengthening this will improve the course both by increasing student participation as they will better grasp the "big picture" and enhancing informational uptake.

### **MÅL FOR NESTE UNDERVISNINGSPERIODE – FORBEDRINGSTILTAK / PLANNED CHANGES FOR THE NEXT TEACHING PERIOD – HOW TO BE BETTER:**

The number of introductory lectures that cover fundamental principles and concepts will be increased and the number of specialized topics reduced accordingly. The number of student article presentations will remain unchanged.

FS – resultatfordeling (graf) / FS – DISTRIBUTION OF GRADING (GRAPH):



FS580.001 Distribution of results

Exam: BMED330 0 S 2022 VÅR

Cell Communication and Intracellular Signaling - Written Examination

Grading scale: Letter grades

10,0sp

	Total
Number of candidates (registered):	32
Number appearing at the examination:	28
Number of passes:	26
Number of failures:	2 7%
Number of withdrawals during examination:	0
Mean grade:	C
Number presenting medical certificates:	0
Number of withdrawals before examination:	0

GradeNumber	
E	5
D	6
C	8
B	4
A	3

