

EMNERAPPORT – INSTITUTT FOR BIOMEDISIN

ANNUAL EVALUATION REPORT – DEPARTMENT OF BIOMEDICINE

Emnekode: <i>COURSE CODE:</i>	BMED340	Semester / år:	Spring semester 2022
Emnenavn: <i>COURSE NAME:</i>	<i>Cellular and Molecular Neuroscience</i>	SEMESTER / YEAR:	
Emneansvarlig: <i>COURSE COORDINATOR:</i>	Margaret Lin Veruki	Godkjent:	Utdanningsleder IBM 09.06.2022
Rapporteringsdato: <i>DATE OF REPORT:</i>	07.06.2022	<i>APPROVED:</i> (admin.)	

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.

Cellular and Molecular Neuroscience (10 ECTS) is a course available for students attending our Master's Programme, as well as other master students, PhD students, and medical students at the University of Bergen, and visiting students who fulfil the prerequisites.

The course aim is to give the students necessary intellectual tools to understand and appreciate the complexities of the nervous system at the molecular and cellular level. The course runs over a period of about 15 weeks, and consists of about 35 hours of lectures/seminars as well as laboratory demonstrations each lasting 4 hours.

19 students were registered for the course this semester

- 6 visiting/exchange student (INTL-MED), and
- 12 Master Students in Biomedical Sciences (MAMD-MEDBI) at the Faculty of Medicine, and
- 1 visiting/exchange student (INTL-MN) at the Faculty of Mathematics and Natural Sciences.

For course descriptions, visit <http://www.uib.no/en/course/BMED340>

For previous evaluation reports, please visit <https://kvalitetsbasen.app.uib.no/popup.php?kode=BMED340>

The evaluation report for 2021 listed following changes planned for 2022:

- We will continue with the workshop on Neurohistology which will replace one of the laboratories.
- We will continue with the laboratory assignment as a series of questions, to activate student learning.

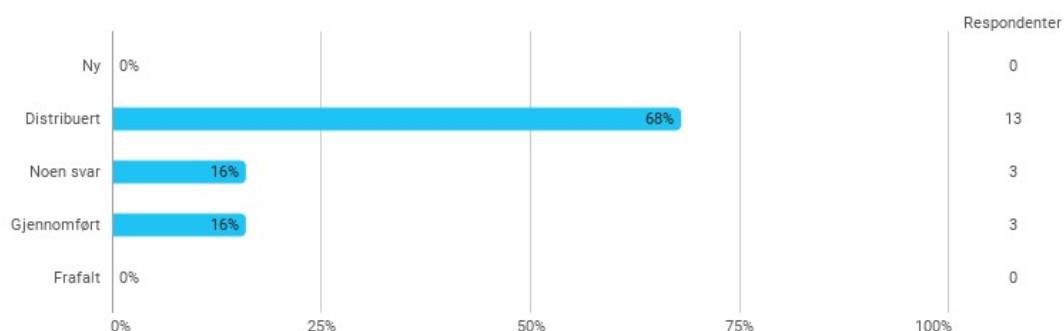
Changes due to the outbreak of global COVID-19 (coronavirus disease):

The various levels of "lockdown" during the Spring semester 2022 had minor impact on the course.

- All lectures were taught in person, essentially no impact of COVID-19.

STATISTIKK / STATISTICS (admin.):							
Antall vurderingsmeldte studenter: <i>NUMBER OF CANDIDATES REGISTERED FOR EXAMINATION:</i>		18	Antall studenter møtt til eksamen: <i>NUMBER OF CANDIDATES ATTENDED EXAMINATION:</i>			17	
Karakter- skala <i>GRADING SCALE</i>	«A-F»	A:	B:	C:	D:	E:	F:
		2	7	3	1	3	1
KOMMENTARER TIL KARAKTERFORDELINGEN / COMMENTS TO THE STATISTICS: <p>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.</p> <p><i>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.</i></p>							
SAMMENDRAG AV STUDENTENE SINE TILBAKEMELDINGER / SUMMARY OF EVALUATIONS GIVEN BY THE STUDENTS <p>Spørreundersøkelse via Mitt UiB, annen evaluering, tilbakemelding fra tillitsvalgte og/eller andre.</p> <p><i>COURSE EVALUATION ON MITT UIB, OTHER EVALUATIONS, RESPONSES FROM THE STUDENT REPRESENTATIVES AND/OR OTHERS.</i></p> <p>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.</p> <p>The survey was set up as an anonymous survey, and distributed to the students by use of their E-mail addresses at UiB. The Survey was distributed the 20 April to the 19 students registered for the course. Examination took place the 11 May. Reminders was sent the 13 and 16 May to those (resp. 19 and 17) that hadn't responded so far.</p> <p>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.</p> <p>Finally came some questions regarding the exam and their learning outcomes.</p> <p>Due to the ongoing pandemic all students at the department were also asked this question:</p> <p>“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.”</p> <p>When the survey closed the 18 May, one week after the exam, responses from 6 (32 %) students were registered.</p>							

Overall status:



RESULTS:

It is difficult to make conclusions from the student responses, as only three students answered all the questions and three students answered some of the questions.

The educational level of the course was rated "Average" to "High," and the workload was rated "Average" to "Too much". The academic content was found to be "Average" or "Too complicated" by 5 of the 6 respondents of this question, with one student finding the course "Far too complicated".

Generally, the respondents found that there was not enough time to read the assigned chapters between the lectures.

Comments about the method of teaching and the course lectures were generally good. One student was unhappy that the course was taught "in person" and "live" and expressed a preference for recorded lectures.

One student was critical and unhappy about the laboratories which were run as "workshops".

Most (3 of 4) of the responding students felt that the exam reflected what was taught in the course, with one student disagreeing.

Students felt that their learning outcome ranged from "Average" to "Really good".

We also got feedback from the students during the course. It seems that many students did not actually read the textbook chapters before the lectures and this led to limited discussion during the lectures. When asked during a lecture whether students had bought the book, most admitted they had not. This is unfortunate because the book comes with many online videos and quizzes which the students missed out on.

Finally, feedback from course lecturers suggests that some students were not actually interested in the subject matter, so it is unclear why they registered for the course.

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.

It is important that the course lectures be spread out as much as possible during the semester so the students have enough time to read the assigned chapters.

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

Changes for the future to be implemented.

- 1) Limit the course to 12 students.
- 2) Limit the course to students that are Master's students at the Medical Faculty, MATNAT, or students in MED, OD, NUTR or PHARM.
- 3) Do not open the course to ERASMUS/visiting students that are at the Bachelor level unless they have previously had a semester course in Neuroscience.
- 4) Rework the technical workshops to better meet the students' expectations and reduce the workload on the students.
- 5) Strongly encourage the students to buy the textbook so they have access to the on-line learning tools such as quizzes and videos.
- 6) Reduce the amount of material by reducing the number of chapters that are covered in the course.
- 7) Rewrite the course description to indicate that the course is taught at a high level and the subject matter is complex. Be clear that mastering the course material will require motivation and interest in the material taught.

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



UiB-Studieavdelingen (BIH)

FSUIB (01.06.2022 Kl. 14:06)

Side 1 av 1

FS580.001 Distribution of results

Exam: BMED340 0 S1 2022 VÅR
Cellular and Molecular Neuroscience - Skoleeksamen
Grading scale: Letter grades - Passed

10,0sp

	Total
Number of candidates (registered):	18
Number appearing at the examination:	17
Number of passes:	16
Number of failures:	1 6%
Number of withdrawals during examination	0
Mean grade:	C
Number presenting medical certificates:	0
Number of withdrawals before examination	0

GradeNumber

E	3
D	1
C	3
B	7
A	2

