EMNERAPPORT – INSTITUTT FOR BIOMEDISIN

ANNUAL EVALUATION REPORT – DEPARTMENT OF BIOMEDICINE

Emnekode: *COURSE CODE:*	**BMED370**	Semester / år: SEMESTER / YEAR:	**Spring semester 2022**
Emnenavn: *COURSE NAME:*	*Computational methods for drug design*		
Emneansvarlig: *COURSE COORDINATOR:*	**Ruth Brenk**	Godkjent: *APPROVED:* (admin.)	Utdanningsleder IBM 01.08.2022
Rapporteringsdato: *DATE OF REPORT:*	11.07.2022		

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.

Computational methods for drug design (5 ECTS) is a course that focuses on important aspects of biomolecular recognition which form the basis on which many computational methods are built. The principles of computational methods used for structure- and ligand-based drug design will be explained, and publicly accessible databases that are important for the field will be introduced. The students will gain hands-on experience with industrial standard modeling methods through practical exercises.

7 students were registered for the course this semester; 6 Master students in Biomedical Sciences (MAMD-MEDBI) and 1 visiting/exchange student (INTL-MED) at the Faculty of Medicine.

For course descriptions, visit http://uib.no/course/BMED370

For evaluation reports, please visit https://kvalitetsbasen.app.uib.no/popup.php?kode=BMED370

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

Based on student feedback, we will try to make the lectures in person and not online, if the global pandemic allows, to make sure all students follow the course and that there are no questions left unanswered. Also we will try to increase the one to one interaction time with the students especially during the practicals.

Changes due to the outbreak of global COVID-19 (coronavirus disease) spring semester 2020:

The spread of SARS-CoV-2 virus that make Norway to go for "lockdown" in the Spring semester 2020, had a strong impact in the Spring Semester 2022 as well. For this course these changes were made…

- This course was not effected by the pandemic. The course was conducted as planned.

STATISTIKK / *STATISTICS* (admin.)**:**

Antall vurderingsmeldte studenter: *NUMBER OF CANDIDATES REGISTERED FOR EXAMINATION:*	**6**	Antall studenter møtt til eksamen: *NUMBER OF CANDIDATES ATTENDED EXAMINATION:*	**6**

Karakter-skala *GRADING SCALE*	*«Bestått/Ikke bestått»* *«PASS/FAIL»*	**Bestått / PASS:**	**6**	**Ikkje bestått / FAIL:**	**-**

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.

All students have passed.

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 for all of our courses. 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 by use of their E mail addresses at UiB. The Survey was distributed the 18 March to the 7 students registered for the course. Oral examination took place the 9 May. Reminders was sent the 10 and 13 May to those (resp. 7 and 6) that hadn't responded before.

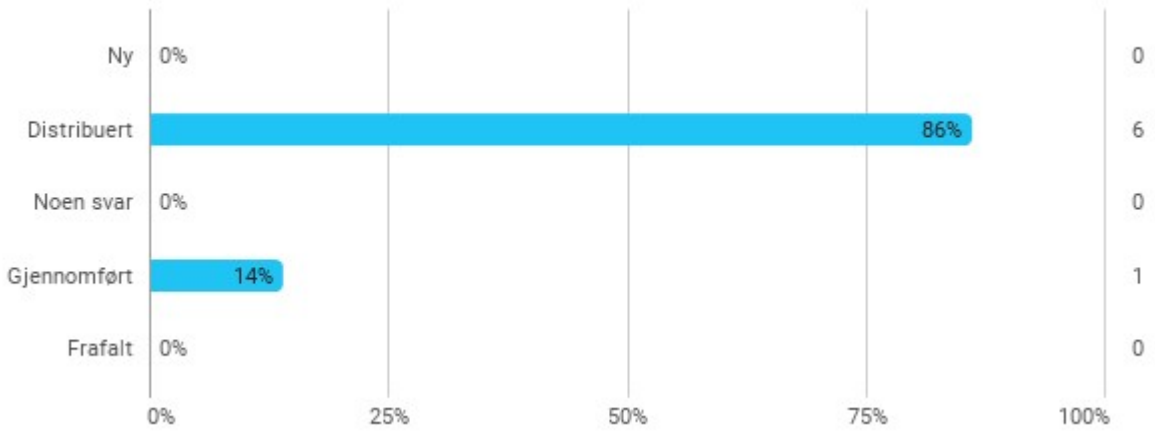
The attendees were asked about the academic content, the organization and the educational level of the teaching, and asked to evaluate the total workload of the course. They were asked to give their responses about the lectures, what they appreciate – or found disappointing – about the course, and to evaluate the practical course. 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 16 May, one week after the exam, responses from only 1 student was registered.

Overall status:



RESULTS:

As only one student has answered the survey, the results are not representative. At least this student was happy with the course. When talking to the students during the course, I also had the impression that most of them liked 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.

The goals for each practical session should be described more clearly in the instructions.

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

Next spring, the course will not take place due to a planned sabbatical of the course leader. The time will also be used to update the teaching material. Considering the general teaching content of our master program, I suggest extending this course to a 10 credits course to have more focus on drug discovery generally as this is lacking in the program but needed to set the course into context. Alternatively, one could have a 5 credits course about drug discovery in addition to this course, but make sure that the drug discovery part is taught before this course. In future, we should also consider grading the course because a mark will be more helpful for the students when applying for jobs or uptake into PhD programs, especially if they performed excellent in this course.