

EMNERAPPORT – INSTITUTT FOR BIOMEDISIN

ANNUAL EVALUATION REPORT – DEPARTMENT OF BIOMEDICINE

Emnekode: <i>COURSE CODE:</i>	BMED340	Semester / år:	Spring semester 2026
Emnenavn: <i>COURSE NAME:</i>	<i>Cellular and Molecular Neuroscience</i>	SEMESTER / YEAR:	
Emneansvarlig: <i>COURSE COORDINATOR:</i>	Margaret Lin Veruki	Godkjent:	04.06.2026
Rapporteringsdato: <i>DATE OF REPORT:</i>	03.06.2026	APPROVED: (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 the Master's Program in Biomedical Sciences, as well as other students and PhD candidates who fulfil the prerequisites.

The course is designed as an introductory course in Neuroscience at the Master's level, with the expectation that the student has a Bachelor's degree in biological or physical science. Previous knowledge of neuroscience is not a prerequisite, but the course level is high with a fast progression. The course covers a large amount of material and aims to give students the basic intellectual tools to work in the field of Neuroscience. The format for the course is a series of 2-hour lectures and 3-4 workshops where special topics and techniques are discussed in more detail. The course runs over ~10-12 weeks to allow time for the students to read the recommended text book and work with the material.

16 students were registered for the course this semester

- 13 Master Students in Biomedical Sciences (MAMD-MEDBI), and
- 2 visiting/exchange student (INTL-MED)

at the Faculty of Medicine, and

- 1 Master student in Molecular biology (MAMN-MOL)

at the Faculty of Science and Technology.

For course descriptions, visit <https://www4.uib.no/en/studies/courses/bmed340>

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

The evaluation report for 2025 listed following changes planned for 2026:

We have two ideas to increase student participation and thereby student learning outcomes.

First, we could change the format of the course from (non-mandatory) lectures to (mandatory) seminars where we add a participation component such as a student-led discussion or a 15 min lecture by one student at each meeting. This would contribute to 10% of the final grade.

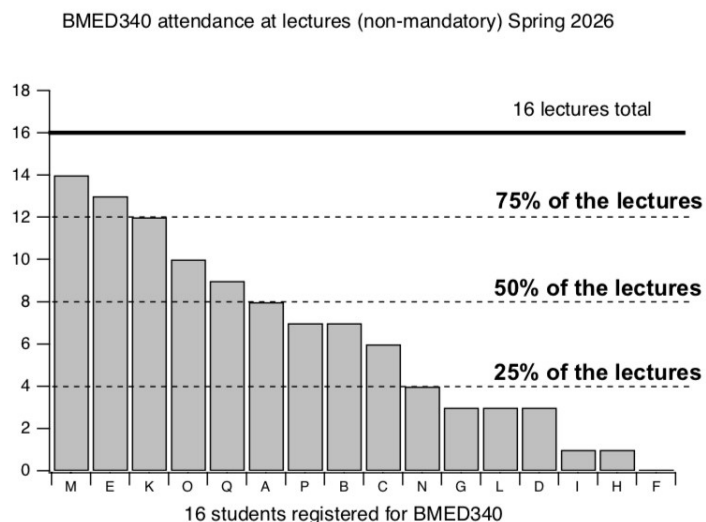
The other idea is to start or end each lecture with a short quiz that will contribute to 10-15% of the final grade. These quizzes can be implemented in Canvas/MittUiB and will be only available during the lecture period.

For 2026, we plan to lengthen the period of teaching to ~12 weeks to endure that students have enough time between lectures to read the material.

We will implement one of the suggestions above to increase student participation.

Comments to this:

For 2026, the course lectures were indicated as mandatory on the electronic schedule, but on the first day of class the students protested and said that this information was not available when they registered. So, it was suggested that they aim to attend 80% of the lectures. We had the students sign in for each lecture, so we have an accurate picture of which students attended the individual lectures. Unfortunately, the attendance result for 2026 was very poor as can be seen in the chart. The course was taught over an 11-week period. We did not implement quizzes.



STATISTIKK / STATISTICS (admin.):

Antall vurderingsmeldte studenter: <i>NUMBER OF CANDIDATES REGISTERED FOR EXAMINATION:</i>		14	Antall studenter møtt til eksamen: <i>NUMBER OF CANDIDATES ATTENDED EXAMINATION:</i>				10	
Karakter- skala <i>GRADING SCALE</i>	«A-F»	A:	B:	C:	D:	E:	F:	
		1	3	2	-	2	1	

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.

10 of the originally 16 registered students attended the exam.

8 of 10 students passed the exam, 1 student (10 %) failed and 1 student withdrew during the exam.
Mean grade: C

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.

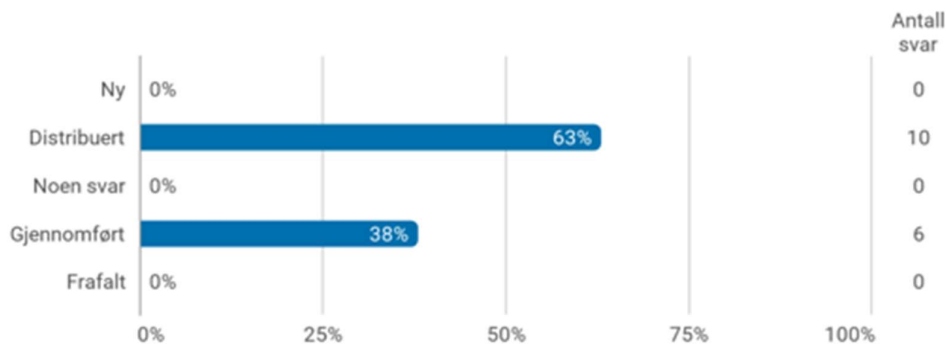
SurveyXact was used as the digital evaluation system. Some of the questions were Multiple Choice Questions (MCQ), while others opened for the students to give their own opinion as written text.

The survey was set up as an anonymous survey, and distributed to the students by use of their E-mail addresses at UiB (one of the students had only an external E-mail address). The Survey was distributed on the 20th April to all students registered for the course. Examination took place the 4 May. Reminders were sent on the 24th of April and 5th of May to those (respectively 16 and 14) that had not yet responded. This year an announcement was also sent from the Course page at Mitt UiB on the 8th May as a reminder of the survey.

The attendees were asked about the academic content, the organization, the educational level of the teaching, their attendance and asked to evaluate the total workload of the course. There were also some questions regarding the exam and their learning outcomes. Open fields for comments were provided.

When the survey closed the 11 May, one week after the exam, responses from 6 students (38 %) were registered.

Overall status:



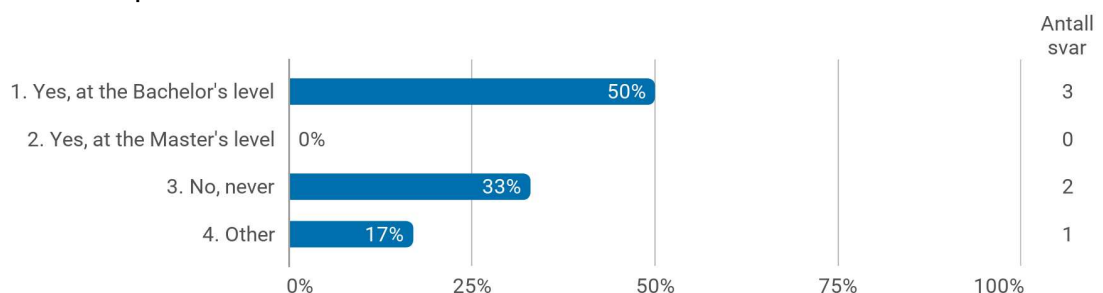
Distributed (but no responses): 10 (63 %)

Partial answers: 0

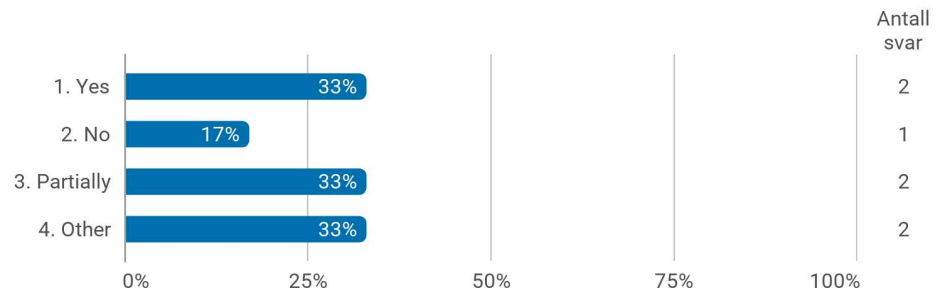
Completed: 6 (38 %)

RESULTS:

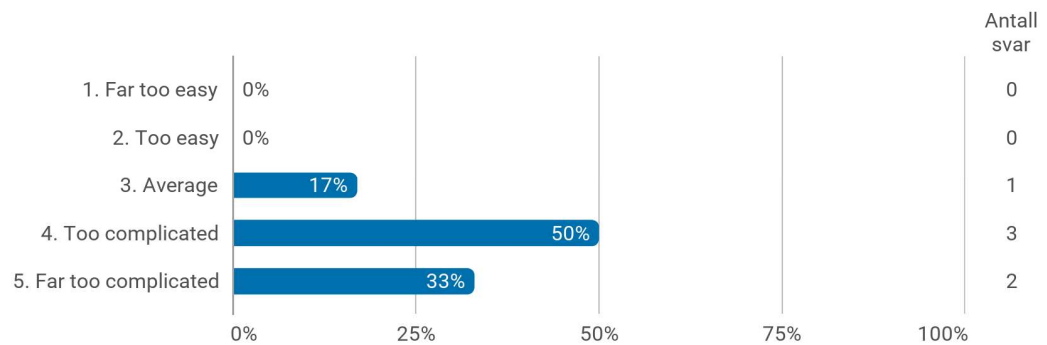
Have you had a previous Neuroscience course?



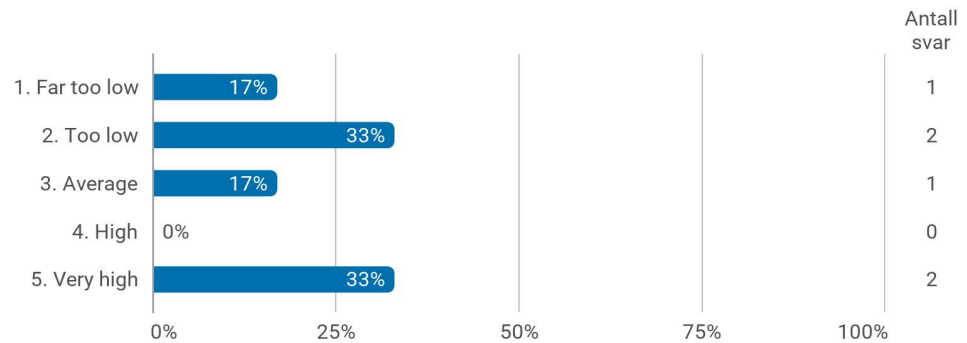
Do you think you had a sufficient background for the level of this course?



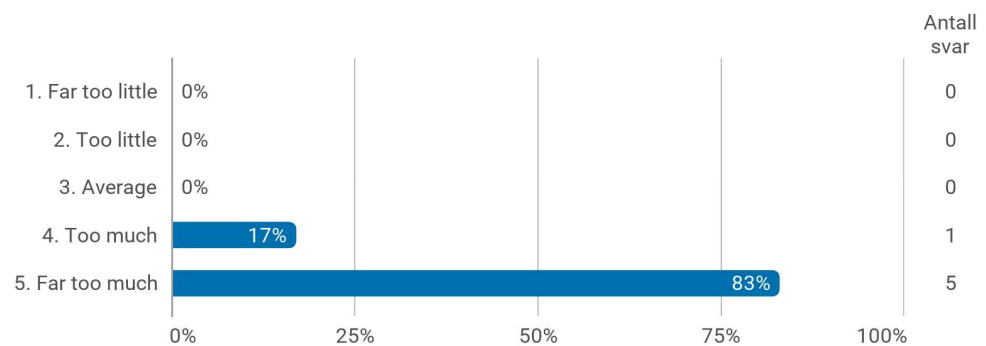
Did you find the academic content of this course to be:



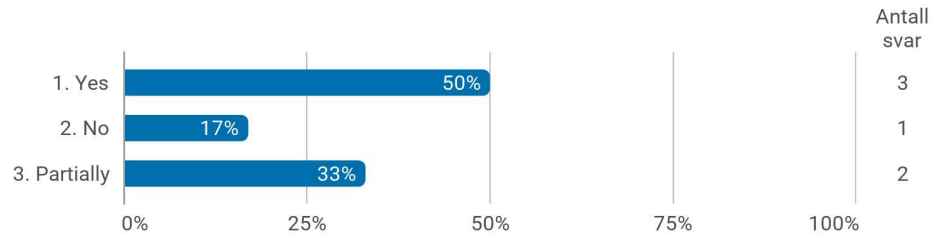
How do you rate the educational level of the teaching for the course?



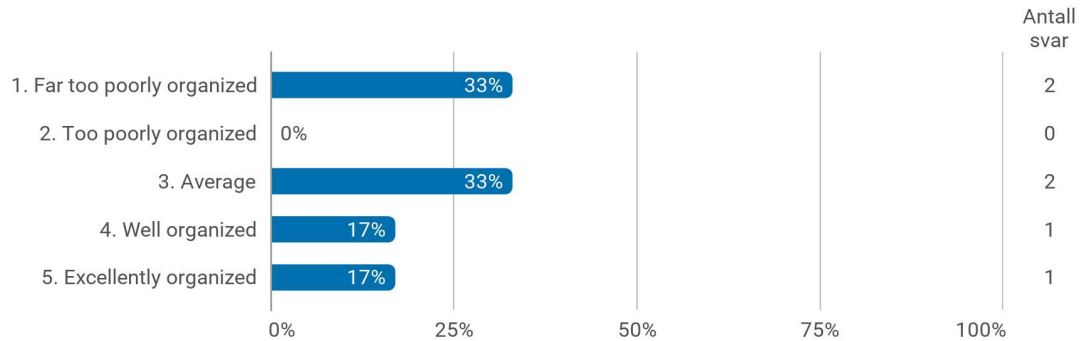
Total workload of the course.



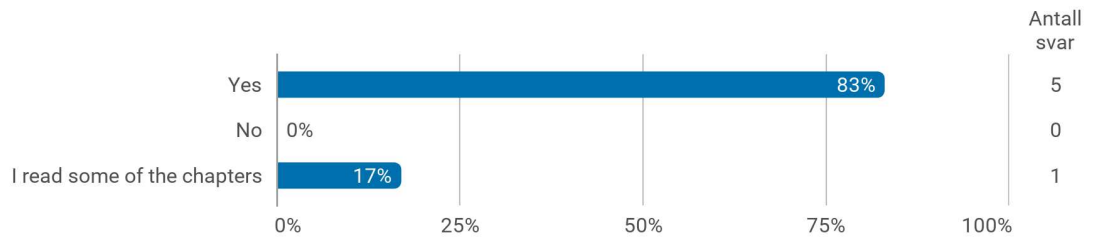
Did you find the workshops of value?



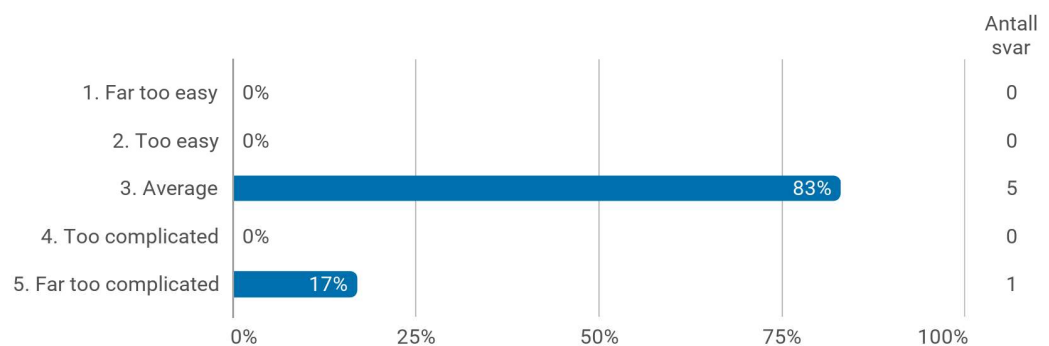
General organization/structure of the course.



Did you read the assigned chapters in the textbook?

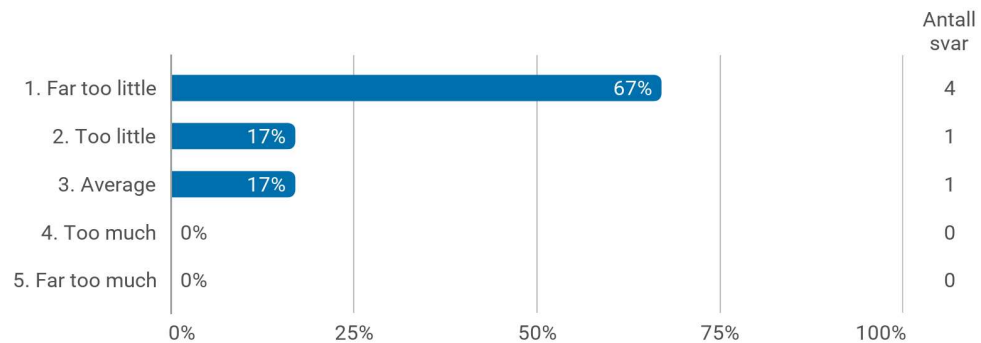


Level of the textbook was:

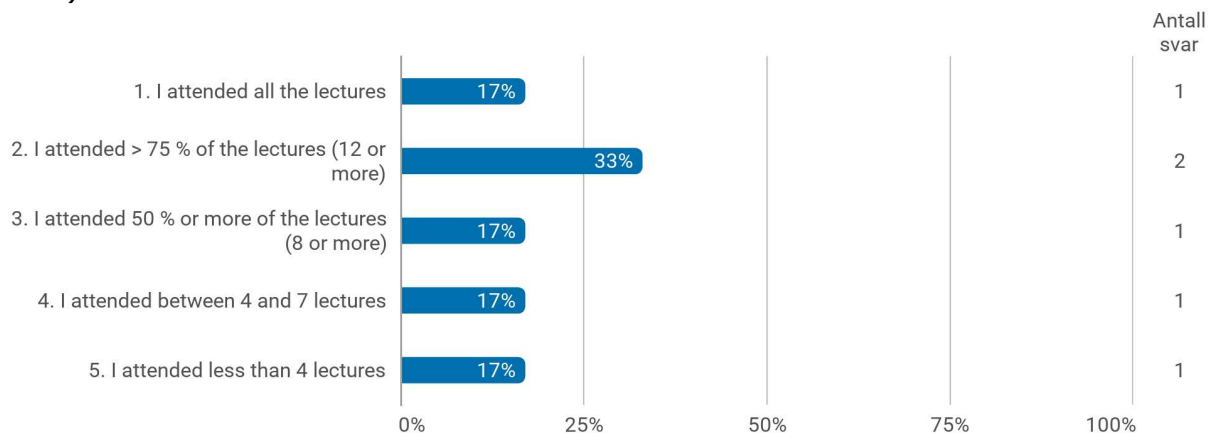


Comment: The textbook used is written at the Bachelor level.

Was there enough time scheduled between the lectures to read the assigned chapters in the textbook?

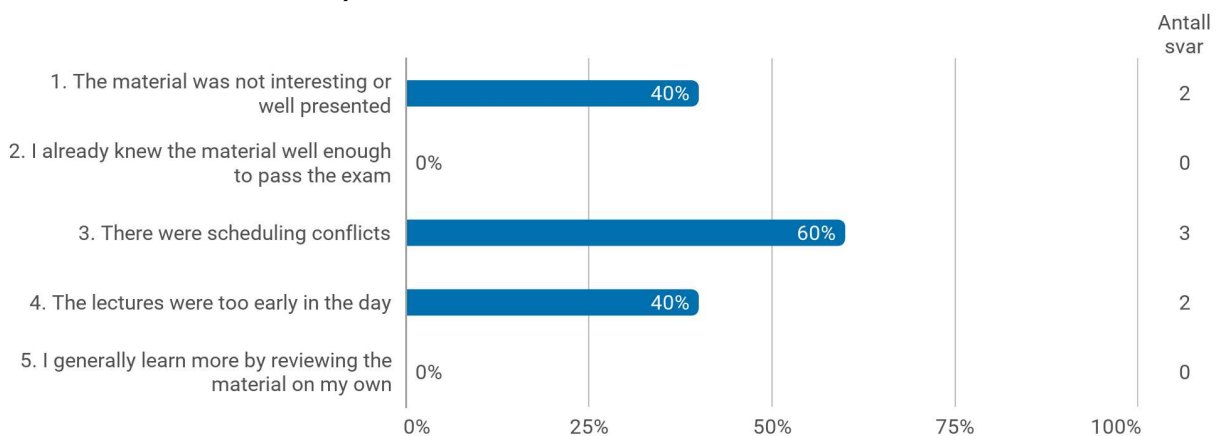


Attendance for the lectures, not including mandatory workshops (16 lectures total)

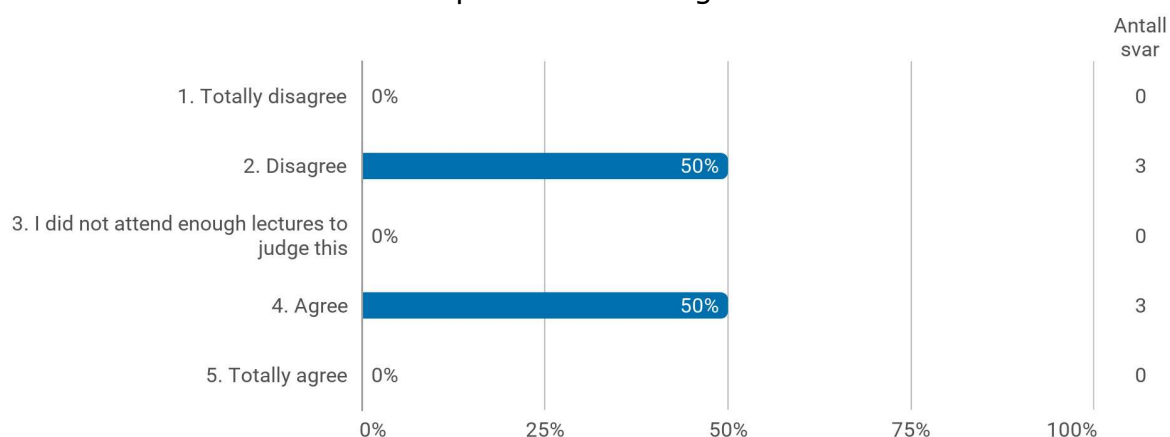


Comment: No student attended all the lectures.

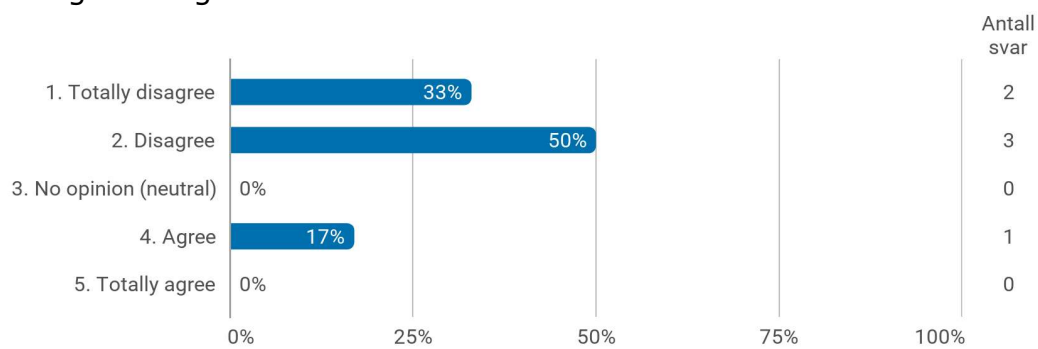
For those who skipped lectures, which statements are most relevant (you can choose more than one)?



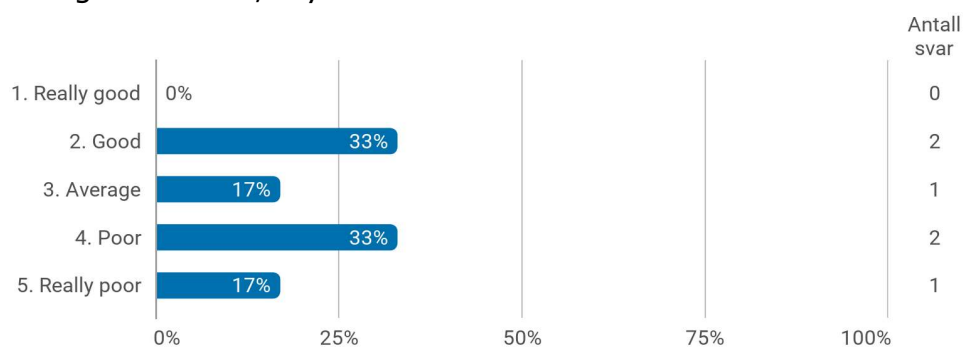
The exam reflected the material presented during the lectures.



There was enough time given for the exam.



Based on the Learning Outcomes, my outcomes have been



The last question opened for the students to make comments about the course in general.

Of the 16 students that were sent the electronic evaluation, 6 students responded. In addition to the responses above, these 6 students provided written comments, some of which were very short, and some being longer. Most students said the exam was too long and too detailed and was too much work and reading was expected for a 10-credit course. Some students wanted the course to cover different topics than what were presented. The students were divided on whether the exam reflected the lectures, with 3 students agreeing, and 3 students disagreeing. 4/6 students thought that the organization/structure of the course was average to excellent, with 2 students finding the course very poorly organized. Longer

comments made suggestions to improve the course by adding colloquia (led by the lecturers), flipping the classroom, adding extra meetings for discussions, requiring fewer and shorter written answers for the exam (more multiple choice), presenting less material over a longer period, and highlighting the more important material so the students would know what to learn for the exam. One student stated they enjoyed the course and learned much. One student stated it was the worst course they ever took.

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.

As in the past few years, attendance at the lectures was very low with the same few students attending most lectures (see chart above). This was apparently related to several issues, including time conflicts and lack of interest in the subject matter and presentation.

Another problem with the low attendance is that many of the lectures build on the previous lecture, so, if students miss lectures it is difficult to understand the next lecture and extra time is sometimes needed to increase the understanding during the later lectures. This is frustrating for all.

The students seem satisfied that the lectures have not been mandatory, with many choosing not to attend lectures. This had the predictable and unfortunate effect that as the exam came up they realized they did not know what material had been presented and discussed in the lectures.

An interactive review session was held before the exam with only 8 (of 16) students attending. The students that were present were engaged and active and this session seemed to have high learning value.

A problem this year was that early in the course, a small number of students seemed to misinterpret a teaching situation and were upset. It was brought to my attention by the students and I thought I handled the misunderstanding. However, some of these students chose not attend further lectures. This was unfortunate.

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

BMED340 has been taught for over 10 years. In the last few years, attendance at the lectures has been a large problem. We have not markedly changed the material that is presented in the course over the years, but we sense that the students are less interested in understanding basic neuroscience at the cellular level and would prefer more translational topics.

As of 2024, a similar Neuroscience course (MOL214) has been taught at the Faculty of Science and Technology. The overlap between the courses is more than expected. This course is aimed at BSc and MSc students. Few students seem to take both courses, so the courses essentially compete with each other, which is unfortunate.

We therefore recommend that BMED340 be discontinued and replaced by a different course that better meets the interests and needs of the Masters students at the Medical Faculty. It is difficult to justify the resources required to continue to teach a 10-credit course with 16 double-lectures (and 4 mandatory workshops) over an 11-12 week period when, as in the case from this year, only 3 students (~20%) regularly attended the lectures.

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



FS580.001 Distribution of results

Exam: BMED340 0 S1 2026 VÅR
 Cellular and Molecular Neuroscience - Skoleeksamen
 Grading scale: Letter grades - Passed

10,0sp

	Total
Number of candidates (registered):	14
Number appearing at the examination:	10
Number of passes:	8
Number of failures:	1 11%
Number of withdrawals during examination	1
Mean grade:	C
Number presenting medical certificates:	1
Number of withdrawals before examination	0

GradeNumber	
E	2
D	0
C	2
B	3
A	1
Passed	0

