3-year course evaluation

Course: **MOL214**

Semester and year for completed course evaluation: **V2026**

Name of course coordinator(s): **Timothy Lynagh**

Contents (headings from three-year evaluation template)

1. ***Describe and justify pedagogical choices in the course, reflect on the students' learning as a result of these choices.*** **Pages 2-5**
   Also includes:
   - ***3. Student evaluation and other evaluations that are relevant to the course***
   - ***7. Assessment of whether the progress and structure of the course's learning outcome description and teaching, learning, and assessment methods***
   - ***8. Assessment of whether the progress and structure of the course is in accordance with the established goals for the course and program.***

2. **Follow-up of previous evaluations.** **Page 6**

4. **Experiences from others who contribute to the teaching of the course, both students and staff.** **Pages 6-7**

5. **The percentage of failure in the course.** **Page 7**

6. **Possible peer review.** **Page 7**

9. **In those cases where there is associated practice or work relevance in the course, it must be evaluated whether the scheme works satisfactorily.** **Page 7**

Appendix 1: student feedback from 2024, 2025, 2026. **Pages 8-23**

Appendix 2: distribution of grades 2024, 2025, 2026 **Page 24**

1. ***Describe and justify pedagogical choices in the course, reflect on the students' learning as a result of these choices. Also includes:***
    3. Student evaluation and other evaluations that are relevant to the course
    7. Assessment of whether the progress and structure of the course's learning outcome description and teaching, learning, and assessment methods
    8. Assessment of whether the progress and structure of the course is in accordance with the established goals for the course and program.

Goals for the course

MOL214, "Molecular biology of the nervous system" was set up to give bachelor's and master's students a strong grounding, mostly with knowledge but also with some laboratory skills, in a key aspect of neuroscience – neuronal excitability. This should (1) set them up for more detailed study of neurophysiology or molecular biology of the nervous system or (2) give them a good knowledge of key fundamentals of the nervous system should they pursue something else. In official terms on the course webpage, the "Learning outcomes" are:

> **"Knowledge - The student can explain**
> - The major groups of membrane proteins that mediate electrical excitability of cells
> - Basic aspects of neurophysiology
> - Molecular or biophysical bases of membrane protein function
> - Some of the major recent directions of protein and neurophysiology research or biotechnology
>
> **Skills - The student can**
> - Assess research and present it clearly to other scientists
> - Perform basic experiments assessing ion channel function
> - Perform basic pharmacological data analysis
> - Write research reports"

Understanding neuronal excitability meant (1) studying biophysical concepts that describe excitability, (2) a lot of learning of proteins contributing to neuronal excitability and how these proteins function in neurons, and (3) some consideration of physiology deriving from all of this. Thus, in a sense the course was broad, with reminders of chemistry and physics, with protein biology, and with a hint of physiology. But it was also designed to be feasible. The chemistry and physics were included because it is key to making sense of the protein biology, and from what I remember of undergraduate study and from my experience as a researcher in neuroscience, it is all too easy to miss the links between those topics. This meant the course was designed with some very basic knowledge and some repetition: the first two lectures were about physical/chemical concepts, the third was about membrane biophysics, and then there were with reminders/repetition throughout the course, trying to show how these concepts (and the various lectures) fit together. This pops up in the student feedback below under *V2026, Do you have any comments to the lectures?* "I liked that background for each lecture were repeated." Another instance of feedback, though not really documented, was interesting. After the last lecture of V2026, as five students were leaving the lecture room, we briefly chatted. One student, who clearly performed well in the course, said that the basics at the start of the course were not really necessary. Another student responded right away that those aspects of the course were great.

Staff for the course

Lecturers are experts in their field. I (Group Leader/Researcher at Michael Sars Centre (MSS)) lead the course and lecture on some biophysics/biochemistry basics, membrane excitability, ion channels, and receptors and leads relevant journal clubs. Marios Chatzigeorgiou (formerly Group Leader/Researcher at MSS, since moved to Imperial College London) lectured on sensory biology and led relevant journal clubs. Pawel Burkhardt (Group Leader/Researcher at MSS) lectures on synapses and leads relevant journal clubs. Valeriia Kalienkova (formerly postdoc, now Group Leader/Researcher at UiB Dept. Biomedicine) lectures on ion and substrate transport and leads relevant journal clubs. Postdocs from MSS have also contributed to journal clubs, including Jeffrey Colgren, Anna Ferraioli, and Rodolfo Da Silva Mazzarini Baldinotti. PhD students and postdocs /researchers at MSS have contributed to the lab course, including Léa Longueville, Yuhong Wang, Shahid Iqbal, and Bhuvaragavan Sreeramulu. Shahid Iqbal, who works in electrophysiology, also gave the lecture on electrophysiological techniques that precedes the lab course (in 2026).

Format of the course, including relevant student feedback (full student feedback appended to the end of this document)

In short, for each student the course consists of 27 x one-hour-45-minute lectures/sessions in a classroom, and two three-hour sessions in a laboratory for the laboratory course.

- 18 of the 27 classroom sessions are **regular lectures**. Nine are given by me, nine are given by four other group leaders/postdocs, so far not from BIO but from MSS or other departments. These are not compulsory, but I strongly advise the students to attend. The lectures are usually posted on MittUiB two to three days in advance of the lectures. MOL214 does not use a text book: lecture slides have all the examinable material, but the slides also contain links to other sources for the students to read more about the topics in the words of others if they wish. Attendance is usually around 80%.
    - Feedback suggests students have the required background knowledge. This fits with my approach of linking together bits of chemistry, physics, and biology together with new information on proteins and function in the nervous system to give them a good understanding of the topic
    - Feedback from 2024, 2025, and 2026 suggests that I (and other lecturers) got much better at the lectures after the first iteration of the course in 2024. Answers to “How useful do you find the lectures?” have gone from 38% very useful and 50% useful (2024), to 71% very useful and 29% useful (2025), to 43% very useful and 57% useful (2026)
    - This was due in part to the lecturing team considering student feedback from 2024 under *Do you have any comments to the lectures?,* including “Upload them some days in advance to be able to prepare for the lecture”; “Liked most lectures. But Valerias lectures was a bit to long for only 2 sessions, so there was not really time to ask questions”; ”I liked the order that the lectures were given in, and I appreciated the "animations" for the action potential (neuron with ions in or out), since it helped alot with understanding the concept. I think that lecture 9 and 10 contained a little too much information for the given lecture time, so it would have been better to either reduce some of the info, or maybe split them into 3 lectures.” The lecturing team discussed these and made changes, e.g. Marios Chatzigeorgiou’s lectures refocused from 2024 to 2025 to 2026 on sensory biology in more detail and less about development, e.g. Valeria

Kalienkova's lectures no longer include structural biology basics and spend more time explaining transporter proteins and concepts.

- Three of the 27 classroom sessions are **tutorials**, where e.g. I spend ~50 minutes discussing material from my lectures and another lecturer spends ~50 minutes discussing material from their lectures, according to the students' wishes. These are not compulsory. Attendance ranges from 60-100%.
    - Feedback from students here suggests that students generally appreciate the tutorials, 75% (2024), 86% (2025), and 72% (2026) finding the tutorials either very useful or useful over the three years.
    - We might consider reshuffling the schedule to have one more class dedicated to a tutorial and one less to a journal club.
- Six of the 27 classroom sessions are **journal clubs**. Here, two or three students give an oral presentation describing a research article related to a recent MOL214 lecture. 10 minute presentation and five to 15 minute questions/discussion. The articles are chosen by me and the other lecturers and randomly assigned to the students. Attendance is mandatory and all students – presenters and audience – have access, well in advance, to the articles that are presented. The lecturer whose topic the journal article was related to attends the session and makes sure the discussion goes smoothly. In my experience, although on some days the discussion never really gets going and I have to ask the questions, oftentimes, the discussion takes off on the volition of the students in the audience which is great.
    - Feedback from students here suggests somewhat of an opposite trend to feedback on lectures, with a decreased percentage of respondents finding the journal clubs very useful or useful. 38% and 50% (2024), 14% and 29% (2025), 14% and 57% (2026) of the respondents found this part of the course very useful and useful, respectively.
    - However, I will keep certainly keep these journal club sessions – again, it's a chance for students to synthesize and use the knowledge they are building in the course. It also forces students who have not tried to understand the material to try and understand it. And I have been very impressed by some of the discussions that have taken place in question time. These discussions are an important part of science – analysing the data and making the best possible interpretation.
    - I will try and think of how we can re-invigorate the journal clubs for 2027 in terms of what journal articles we select and how we set up the discussions. Possibly picking more recent articles (rather than key, classical papers) with more modern techniques. Also, we might able to reshuffle the schedule to have one more class dedicated to a tutorial and one less to a journal club (by e.g. having more journal club presentation in one class).
    - Here is an example of feedback from 2024 that I think suggests that the students might not understand what they can get out of this as a reader/audience member, suggesting I need to explain the concept to the student better. "I don't really learn much from hearing others talk about an article i have not read myself. Which also makes it hard to Ask questions afterwards, because i struggle to remember what they talked about. I needed to read my article many times before starting to understand. But i think it was good practise to present an article by myself." And from 2025, "Perhaps it would be useful to include more discussion after, rather than encouraging questions", suggesting that more discussion could be facilitated, rather than questions, although I'm not really sure how to do that without questions (or without more lecturing from the lecturers). And finally, from 2026, an example of mixed feelings on journal club in the four respondents who wrote about journal club directly: "Maybe less useful"; "It was very

interesting"; "No"; "Was interesting to hear about different papers and what previous researchers have done"

- The **lab course** takes place over two consecutive weeks toward the latter part of the semester. In groups of two or three, each student attends Part 1 in one week, and Part 2 in the second week, both three-hour lab sessions in the Lynagh Lab (my lab) at the MSS. Each group of two or three is closely guided by a supervisor from the Lynagh Lab, as they work through the lab course protocol. They receive this in advance of the lab course and have plenty of time to prepare. In each session, the student perform the type of experiments on the types of protein that they have learnt about in the lecture. Participation is mandatory, as is a written report they need to submit a few weeks later. I mark the report (pass/fail) and send it back to them with a little feedback for interest.
    - Feedback on this over the three years has been relatively solid. 63% and 38% (2024), 57% and 43% (2025), and 43% and 57% (2026) of respondents found it very useful/useful. Feedback on report writing was similar, except for 2026, where none found it very useful and 100% of respondents found it useful.
    - Student feedback included comments such as "Good practice to have as part of the course. Did really help in understanding the experiment and the course subject" (2024); "The lab course was really good. I liked that we were split into pairs and had a teaching assistant with us the whole day. It was a nice change of pace from other lab courses were one TA is split over 10-12 students, making it very hectic. In MOL214, I felt like I learnt a lot from the lab course because we had time to ask a lot questions and really understand what we were doing in the lab" (2025); and "They were pretty straight foward. Nothing in particular to comment" (2026).
    - I will continue the course the same way. I know that not all students will go on to do this type of research or even research at all, but (1) experimentation is such a key part of science and (2) we offer the students a unique chance to do experiments on the exact nervous system proteins they've been learning about in their lectures.
- The three-hour written **exam** is where the students' grades are determined (with other aspects being just pass/fail, described above). I intend to keep it this way, as (1) we spend a lot of time in lectures and tutorials making sure the students understand the content, with journal club and lab course being additional ways to understand the material more deeply.

General comments from student feedback under *Any comments on the course all together?* Include "Amazing!" and "Hoped it was more related to brain function when I choose this course, anyway there where a lot of other interesting topics, especially the last lectures with how the sensory system in our body works, enjoyed learning that" (2024); "A little too much curriculum and information on the powerpoints, but the course was really fun and the lab made me want to continue within the field :))" and "One of the best courses I have been enrolled in during my bachelors. Please pass on my compliments to Pawel, Marios and Valeriia" (2025); and "It was great!" and "I really really enjoyed the parts of the course where we got to see things a bit more in context and relate it to our experience. For example I thought the lecture about integration was very cool, and I would have loved to learn more about neuroplasticity. Same with everything we learned about drugs and medications, from alcohol to cocaine was super interesting to be able to actually understand how this affects our body. I would have enjoyed learning about more substances (e.g more drugs, caffeine, psychedelics etc) and their effects on the nervous system" (2026).

2. Follow-up of previous evaluations.

This is the first three-year evaluation for MOL214, as the course started in 2024.

4. Experiences from others who contribute to the teaching of the course, both students and staff.

General comments from student feedback under *Any comments on the course all together?* Include "Amazing!" and "Hoped it was more related to brain function when I choose this course, anyway there where a lot of other interesting topics, especially the last lectures with how the sensory system in our body works, enjoyed learning that" (2024); "A little too much curriculum and information on the powerpoints, but the course was really fun and the lab made me want to continue within the field :))" and "One of the best courses I have been enrolled in during my bachelors. Please pass on my compliments to Pawel, Marios and Valeriia" (2025); and "It was great!" and "I really really enjoyed the parts of the course where we got to see things a bit more in context and relate it to our experience. For example I thought the lecture about integration was very cool, and I would have loved to learn more about neuroplasticity. Same with everything we learned about drugs and medications, from alcohol to cocaine was super interesting to be able to actually understand how this affects our body. I would have enjoyed learning about more substances (e.g more drugs, caffeine, psychedelics etc) and their effects on the nervous system" (2026).

Generally the experience from others contributing to teaching has been positive. I don't have written feedback from the students/postdocs/researchers who contributed to journal club and lab course, but from speaking to them, I believe they appreciate the chance to do some teaching in a field they actually work in. Written feedback from the other lecturers included the following.

"The course organiser has developed a very engaging curriculum that covers both fundamental and cutting-edge topics in neuroscience while exposing students to a broad range of experimental techniques (via the lectures primarily but also with the lab practical). As a lecturer, I have greatly appreciated the structure and organisation of the course.

The support and guidance provided by the course organiser were very important in helping me prepare and deliver my lectures and journal club sessions. Feedback from students over the years has also been critical for refining and improving the course content. I was particularly pleased that we never encountered any major technical issues with the lecture rooms, projectors, or IT infrastructure. This was due primarily to the course organiser's proactive approach in identifying and resolving potential problems before they could affect us.

It has been a real pleasure to contribute to this course, and I sincerely hope it will continue in the years ahead. It fills an important gap in the undergraduate Biology curriculum at the University of Bergen by providing students with a strong foundation in modern neuroscience and exposing them to contemporary research approaches."

and

"Overall, my experience teaching in MOL214 has been very positive. The course is well organised and runs smoothly, and I have always found it straightforward and enjoyable to contribute to the teaching. From my perspective, there have been no major issues or concerns.

The course coordination has also been excellent. Communication is clear and efficient, and the organisation made it easy for me to contribute effectively.

I am very happy to be part of the course and appreciate the opportunity to contribute."

and

"It was a good experience, I've got enough input from the course leader what the content of my lectures should be, and the feedback from students helped adjust the lectures. Happy to be able to contribute!"

5. The percentage of failure in the course.

Over the three years, 44% of the students got a grade of A, 35% B, 12% C, 3% D, and 6% E (class size is between 10 and 12).

In 2024, from 12 students, the grades were reasonably broadly distributed: there were four A's, five B's, two C's and one E. In 2025 it was vaguely similar, from 12 students, there were five A's, three B's, two C's, one D, and one E. In 2026, from 10 students, there were six A's and four B's. There is no obvious difference between males and females.

I think the improvement in grades more recently, with no failures in 2026, is from the lecturers refining our teaching styles and refining the content of our lectures, e.g. knowing which aspects the students found more difficult to get into.

Full grades shown in Appendix 2, page 24.

6. Possible peer review.

Nothing planned.

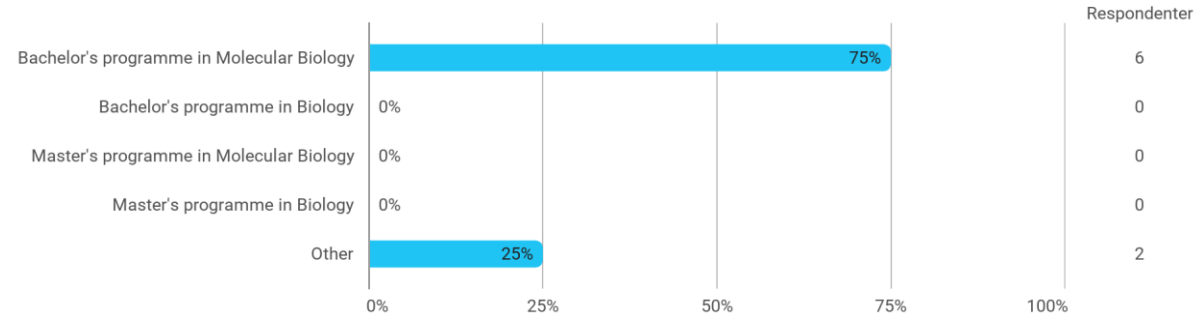
9. In those cases where there is associated practice or work relevance in the course, it must be evaluated whether the scheme works satisfactorily.

Not applicable.

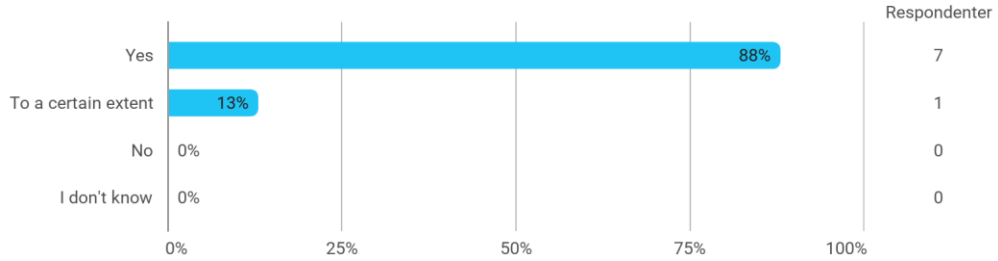
APPENDIX 1: student feedback 2024-2026

Student feedback 2024

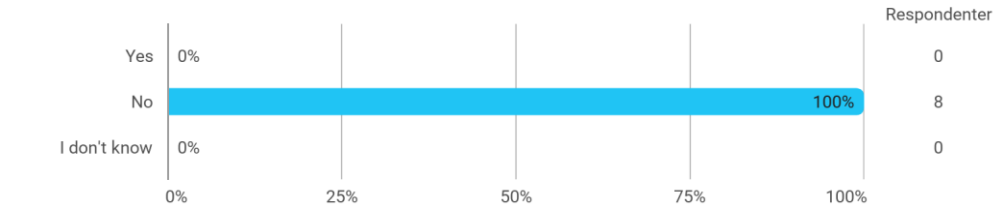
What program are you enrolled in?

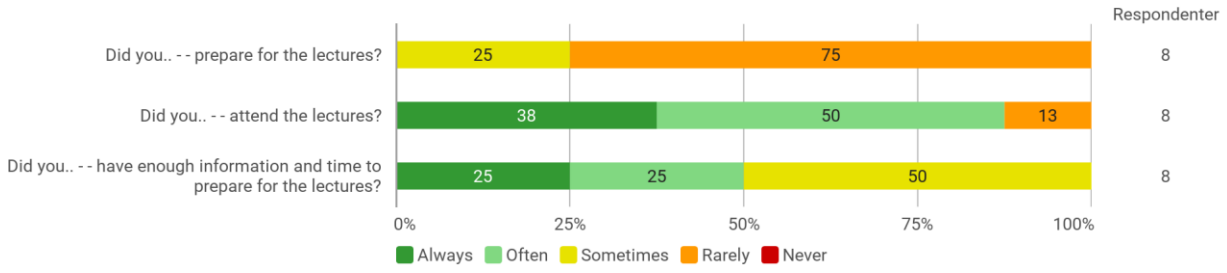


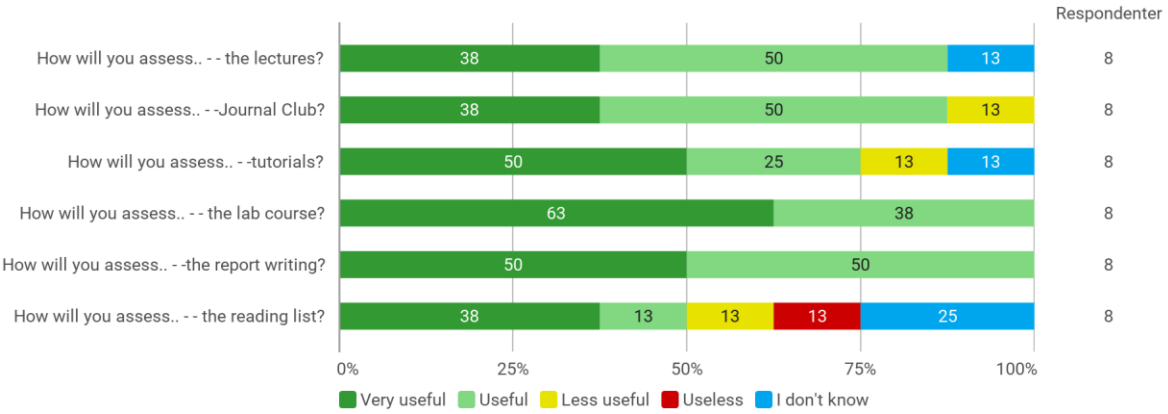
Does the subject fit its description at https://www4.uib.no/en/courses/MOL214?



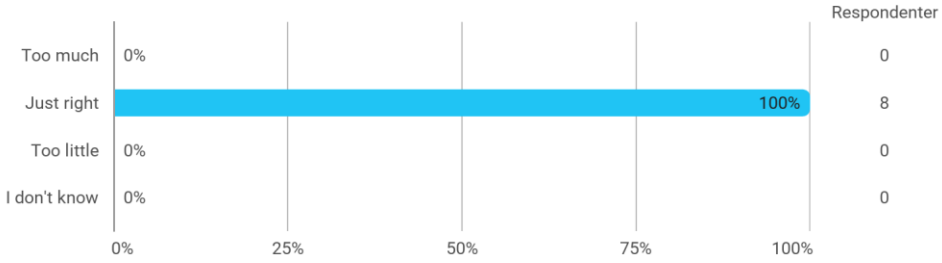
Did you lack any necessary background knowledge?







How would you consider the work load of MOL214?



Do you have any comments to the lectures?

- Amazing lectures, all lectureres were well prepared, and had good informative lectures.
- Upload them some days in advance to be able to prepare for the lecture
- Liked most lectures. But Valerias lectures was a bit to long for only 2 sessions, so there was not really time to ask questions. Mabye something should be a little less detailed or it should be divided over 3 lectures. Also I found marios lectures to be a bit unstrucured. It was a little difficult to understand which slides were connected to each other. And the language was also sometimes a bit difficult.
- I liked the order that the lectures were given in, and I appreciated the "animations" for the action potential (neuron with ions in or out), since it helped alot with understanding the concept. I think that lecture 9 and 10 contained a little too much information for the given lecture time, so it would have been better to either reduce some of the info, or maybe split them into 3 lectures.

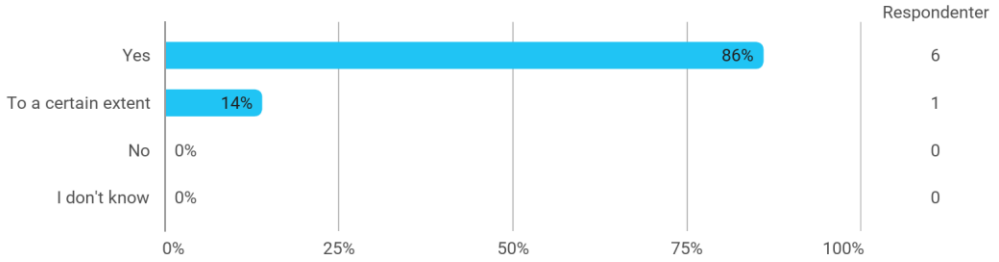
Do you have any comments on the lab course/report writing?

- Good practice to have as part of the course. Did really help in understanding the experiment and the course subject
- Really liked the lab course! Even though we did not Get to do everything we were supposed to.
- The lab course was really interesting, and it was fun to learn new techniques. I liked getting a "grade" for the report, even though it was pass/fail.

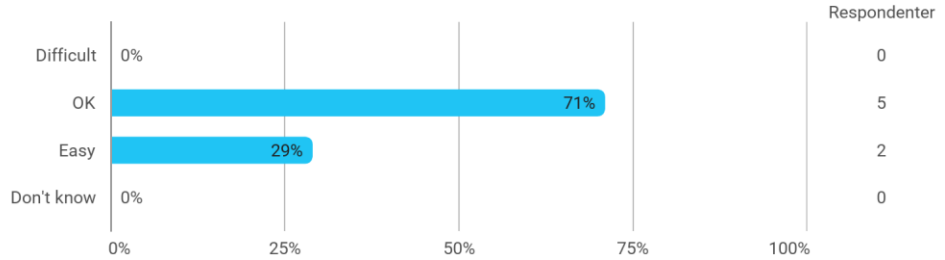
Do you have any comments to the Journal Club?

- A really good way to get a better understanding of the course, and good practice for presenting scientific material. Could have started the journal club a bit later in the course, just because early journal clubs were hard to understand because of limited knowledge at the start of the course.
- I don’t really learn much from hearing others talk about an article i have not read myself. Which also makes it hard to Ask questions afterwards, because i struggle to remember what they talked about. I needed to read my article many times before starting to understand. But i think it was good practise to present an article by myself.

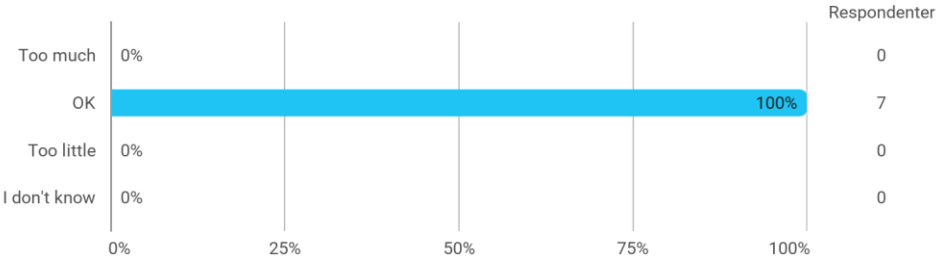
Did you feel the exam reflected the material covered in the lectures?



How did you find the final exam?



Was the amount of time given for the exam..

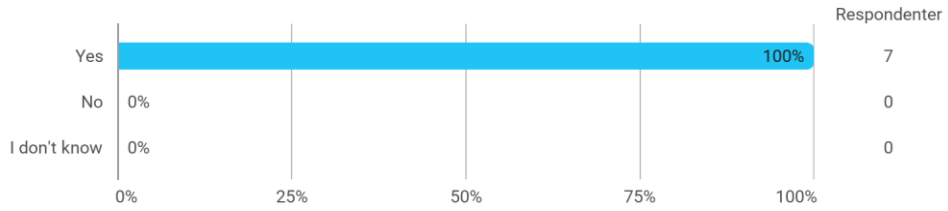


Do you have any comments on the exam?

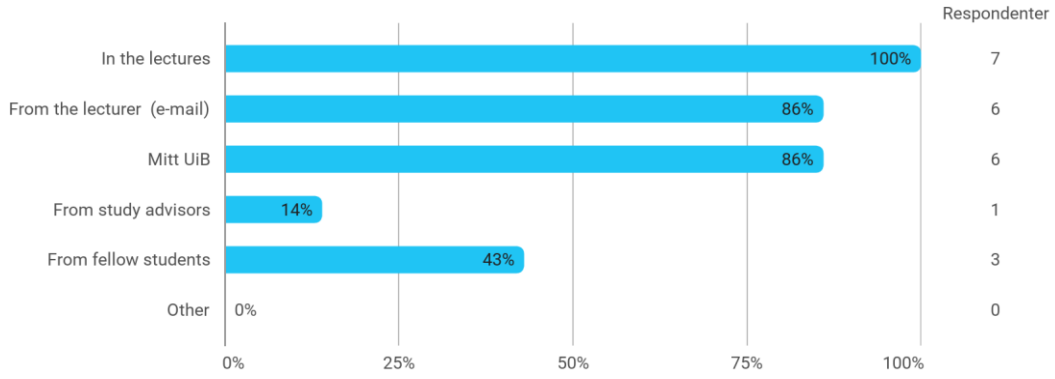
- The exam reflected well on what we learned in the course, and the questions were challenging but not impossible to answer.

- The questions related to sensory receptors and systems felt a bit like "trivia" questions compared to the rest of the exam. I think the exam overall was great.
- I saw that the allowed word count for the writing tasks was on the front page, but a tip is to put the allowed word count on the same page that the writing task is. Then it is easier to know what's expected, and just remind people of it.
- Good exam, questions from every corner of the pensum, question not too specific whic was good as there is a lot of details in this course, well made

Did you receive enough and correct information throughout the semester?



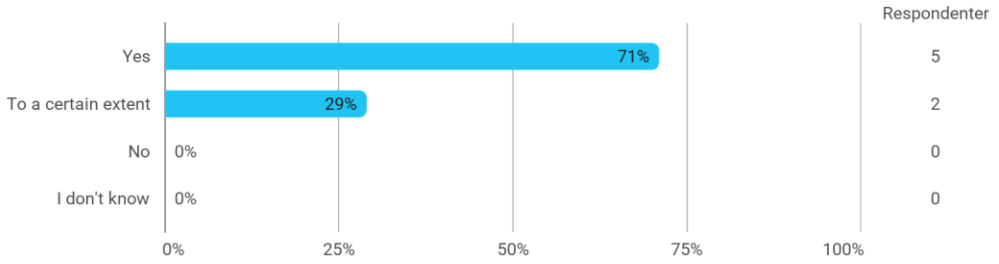
How did you receive information about MOL214 throughout the semester? Multiple answers are possible.



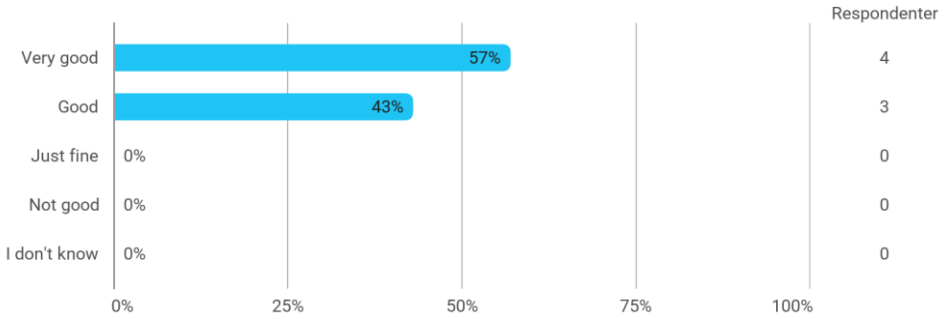
Do you have any comments on the information in MOL214 throughout the semester?

- Very good course, well planned and a lot of information so was never confused or unsure of what came next. Liked this course alot! Lectureres did a great job of planning the course, and liked that we were not too many students.
- Mabye the lectures could be posted at least 24 hours before the actual lecture so it is possible to prepare for the lecture. I know that it was difficult this semester because this was the first time it went. But it would have been helpful since there is no other reading material.
- I prefer if all the content and information is available from the start of the semester. I understand that this was not possible for this semmster as the subject is new.

Did the course correspond to your expectations?



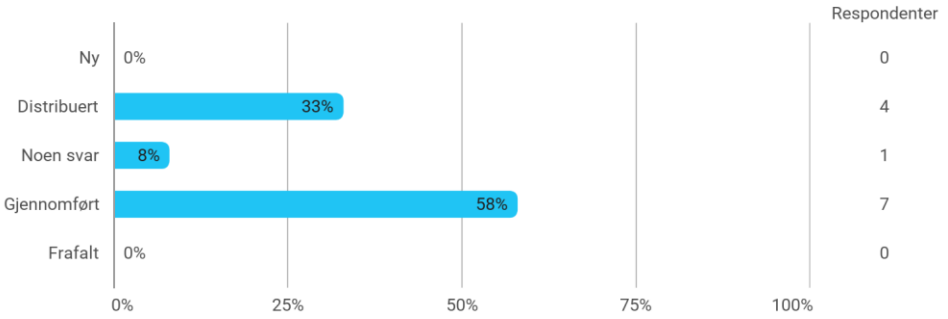
How would you characterize the course all together?



Any comments on the course all together?

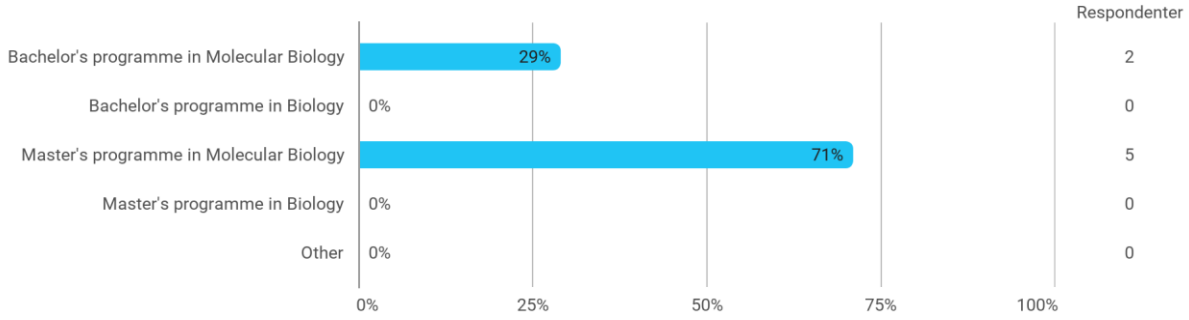
- Amazing!
- The workload, lecture order and learning curve felt well balanced.
- It was a very well organized course for it being the first time it goes, and the lecturers did a good job explaining their topics. I enjoyed this course a lot!
- Hoped it was more related to brain function when I choose this course, anyway there where a lot of other interesting topics, especially the last lectures with how the sensory system in our body works, enjoyed learning that. Don't know why we had a whole lecture of molecular techinueqes, like I feel every course just have a lecture with molecular teqnique for no reason and Im talking about NMR, X-ray, EM that have rlly little to do with neuroscience, electrophysiology technique is ofc important to know tho so its ok

Samlet status



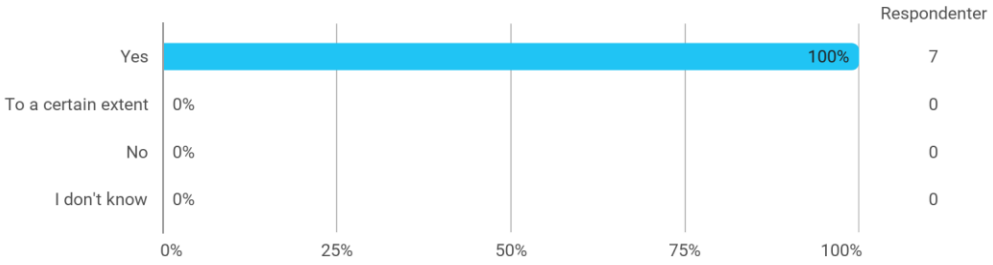
Student feedback 2025

What program are you enrolled in?

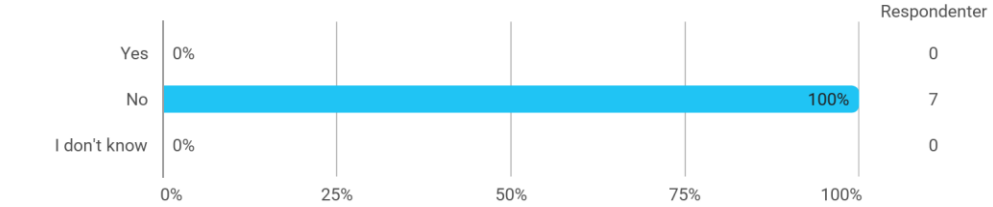


What program are you enrolled in? - Other

Does the course fit its description at https://www4.uib.no/en/courses/MOL214?

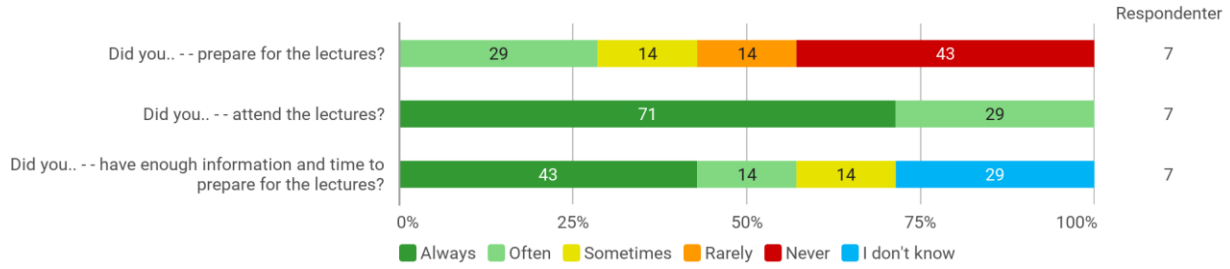


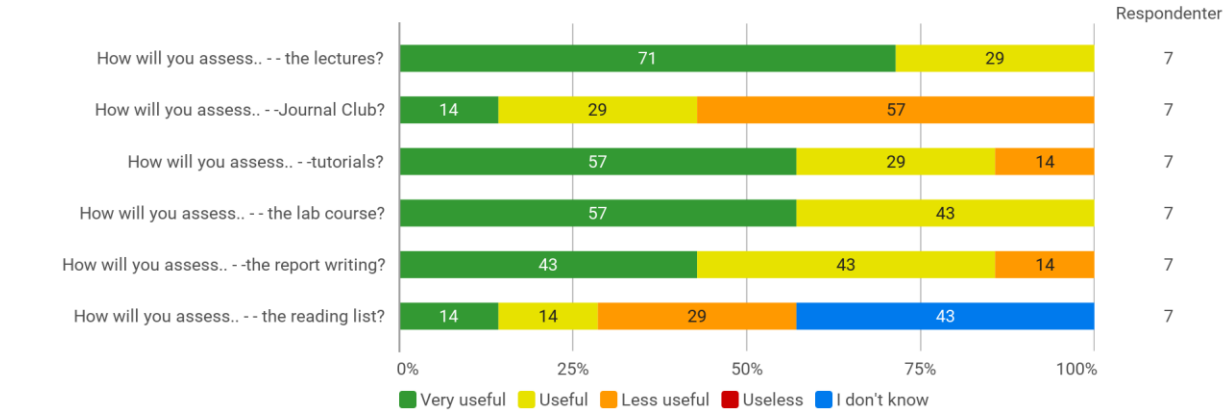
Did you lack any necessary background knowledge?



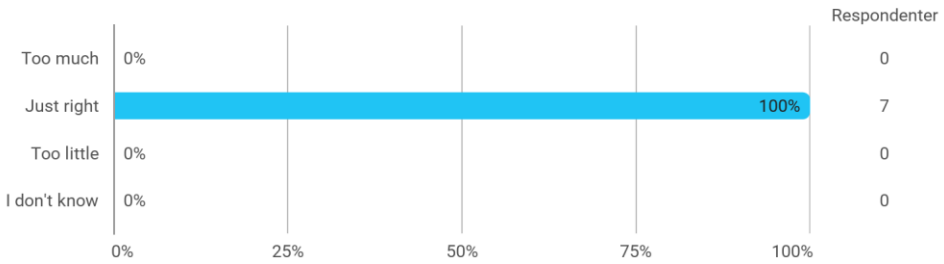
If any, what background knowledge did you lack?

- I didn’t but I think the lecture on development (placode development) might have been difficult to follow if someone hadn’t had MOL213 previously





How would you consider the work load of MOL214?



Do you have any comments to the lectures?

- I think the lectures were good for the most part. Some of the earliest lectures could be merged, I think, to avoid having two lectures a week. I think two a week is a bit much, and causes a lot of people to not attend/not take the course, because it seems like the course is very heavy, when actually most of the lectures are done after the 45-minute mark (at least in the beginning). By merging some of the lectures, some time could be saved and lectures would be done earlier in the semester, giving more time to prepare for the exam. This semester, we only had two weeks between the last lecture and the exam, which is too short in my opinion.

  I also think that some of the lectures were a little irrelevant/unnecessary to the course, such as the lecture on structural biology techniques and on developmental biology. I don't think the techniques lecture was relevant, making it hard to relate to the rest of the course, while the

developmental biology lecture was very hard to get into for some people. I have had MOL213 myself, which is why I think the lecture was okay, but developmental biology is such a huge subject that I think only having one introductory lecture on it did more harm than good. A lot of the lectures also focused more on memorization of terms and names than actual understanding of concepts, such as the lecture on sensory receptors, where we were asked to remember which end organ structures can be found in glabrous skin, but not what these structures do/how they are important to anything.

In summary, I think the lectures were generally good, but some improvements in structure and pace could be made.

- Some of the lectures were way too long, with too much curriculum. It was at times hard to follow, and seemed like the lecturer was just trying to get through the slides. This was the impression of Valeriia's lectures. Other than those, the lectures were good and we had time to discuss and ask questions. In my experience, the total curriculum was a bit too much. It was a lot of details to remember, and some of it should be cut for further semesters.
- Lectures 21 and 22 (transporters and techniques) could have been shortened. These lectures were quite dense, with little time to reflect between topics or slides, which also meant there was limited time for questions.

  Lecture 19 (development and comparative neurobiology) felt somewhat out of place in this course. Its content was quite similar to parts of the curriculum in MOL213, so I imagine Lecture 19 might have felt overwhelming for students who had not taken MOL213.
  Otherwise, very interesting and "useful" lectures.
- I didn't really see why the lecture on structural biology methods were that relevant for the course, or evolution of the nervous system. I would have liked a deeper dive into how everything works instead
- Because there is no single textbook, and not all lectures had citations its difficult to study after the lecture.

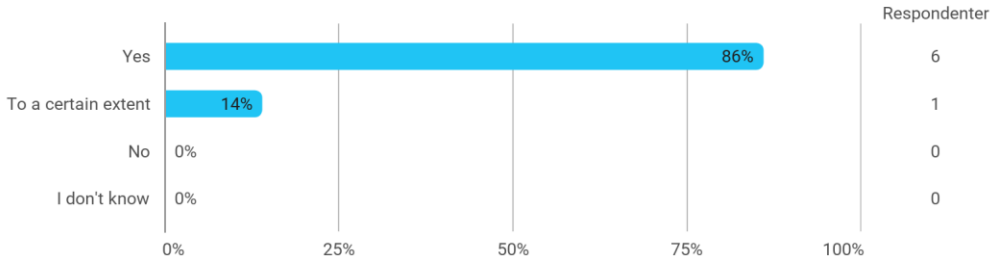
Do you have any comments on the lab course/report writing?

- The lab course was really good. I liked that we were split into pairs and had a teaching assistant with us the whole day. It was a nice change of pace from other lab courses were one TA is split over 10-12 students, making it very hectic. In MOL214, I felt like I learnt a lot from the lab course because we had time to ask a lot questions and really understand what we were doing in the lab.
- The report took a lot longer than we were told it should take - which was fine - but could be good to inform the future students of. The lab course was very fun, and it made it a lot easier to learn that part of the curriculum.

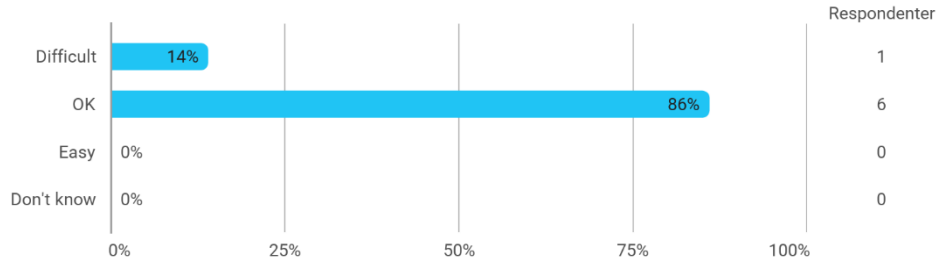
Do you have any comments to the Journal Club?

- I think the journal club was okay as well. I didn't really "learn" a lot of the curriculum through it, but it was a good experience in reading and understanding an academic paper and presenting it to others.
- Some of the articles were quite extensive - while others were only a few pages long. I had an article that had over 20 pages in writing, and made the exercise more stressful than anything else. But it is a nice excercise! Perhaps it would be useful to include more discussion after, rather than encouraging questions.
- Instead of having two presenters in each journal club, it might be worth considering three. This way, the total number of lecture weeks could be reduced, allowing the final lecture (neuropharmacology) to be scheduled three or four weeks before the exam, instead of just two. It was somewhat stressful to be introduced to a new topic so close to the exam.
- It said mandatory attendance but that wasn't checked(?)
- They take up a lot of time from the schedule.
  Maybe do more on the same day.

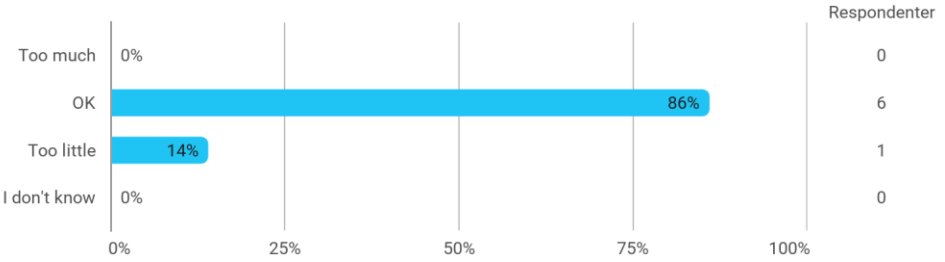
Did you feel the exam reflected the material covered in the lectures?



How did you find the final exam?



Was the amount of time given for the exam..



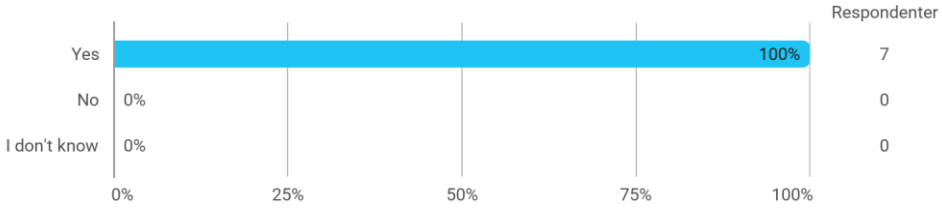
Do you have any comments on the exam?

- I think the negative points should be removed from the exam. It causes a lot of anxiety and doubting, which leads to second-guessing and not writing/selecting things you are a little unsure about. Instead, I would suggest only giving a full score if the student manages to get ALL answer correctly, and 0 points if they only choose a partially correct answer. So more in the lines of: "select all correct answer" and then the choices being "A", "B", "C", "A and B", "A and C", or "B and C".
- It was a really good exam! I feel like it reflected the lectures, however, I felt like a knew a lot that I didn't get to express. With the level of detail and examples in the lectures, it was expected to get more focus on this on the exam.
- The exam questions were good, reflected the curriculum well, and covered all the lectures.

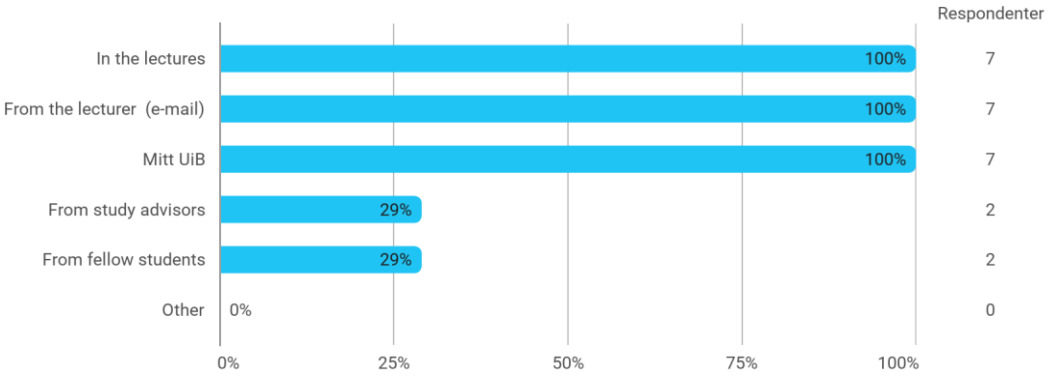
  It would be highly beneficial to extend the exam duration from three to four hours. The number of questions should NOT be reduced just to fit within the current three-hour limit.
  Answering 15 questions per hour, including several written responses, was quite intense and left little time to think.
  I allocated 1.5 hours for the final seven questions and for revising all the multiple-choice questions, but I still did not manage to finish this.

- It was more difficult than the practice questions, but I think it went fine anyways

Did you receive enough and correct information throughout the semester?



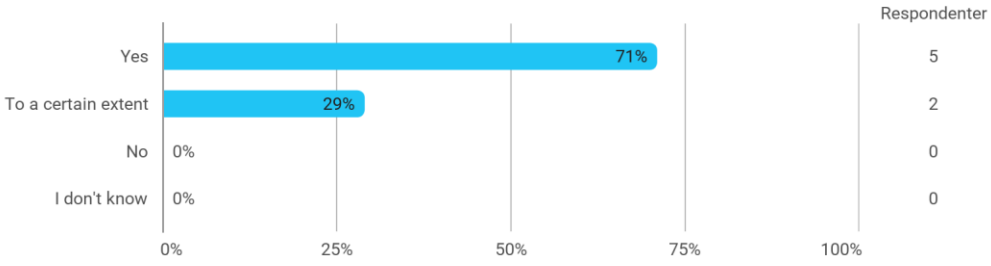
How did you receive information about MOL214 throughout the semester? Multiple answers are possible.



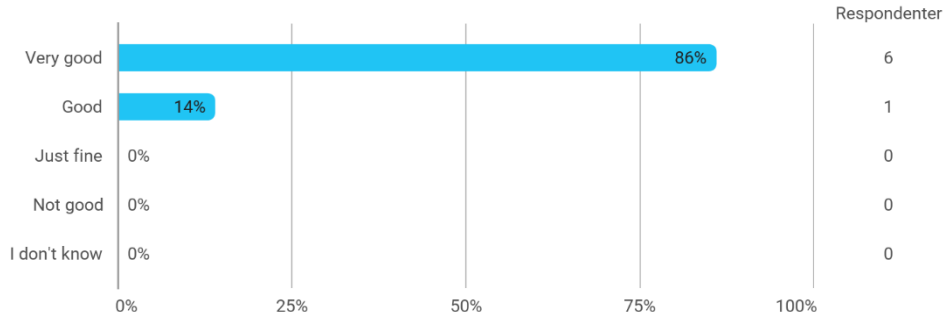
Do you have any comments on the information in MOL214 throughout the semester?

- I always felt updated and knew where to look for information. The resources on MittUiB were really organized!

Did the course correspond to your expectations?



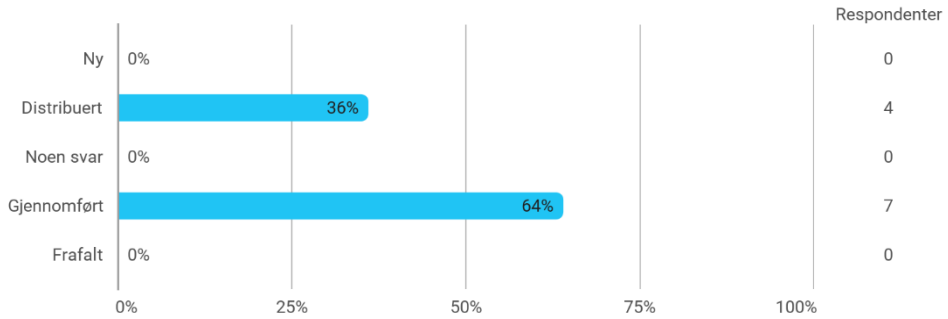
How would you characterize the course all together?



Any comments on the course all together?

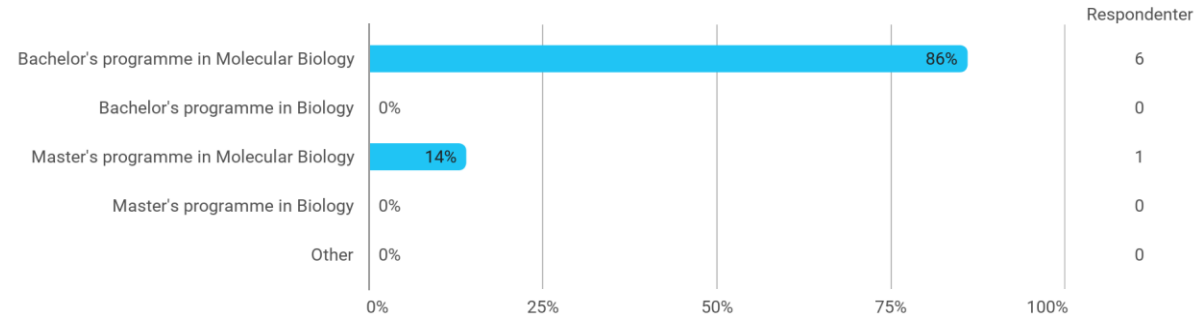
- A little too much curriculum and information on the powerpoints, but the course was really fun and the lab made me want to continue within the field :))
- One of the best courses I have been enrolled in during my bachelors. Please pass on my compliments to Pawel, Marios and Valeriia.
- Favourite course this semester, a little confused about why some of the lectures were that relevant for the rest that we discussed, but ok. Think we could have managed with one lecture a week some weeks as they often didn't use the whole time, but also nice to get to go early

Samlet status



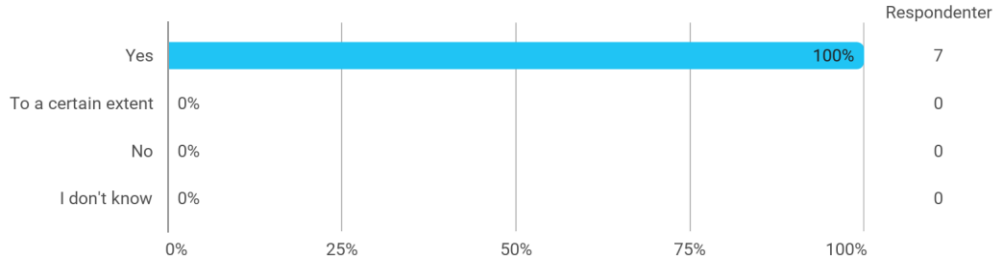
Student feedback 2026

What program are you enrolled in?

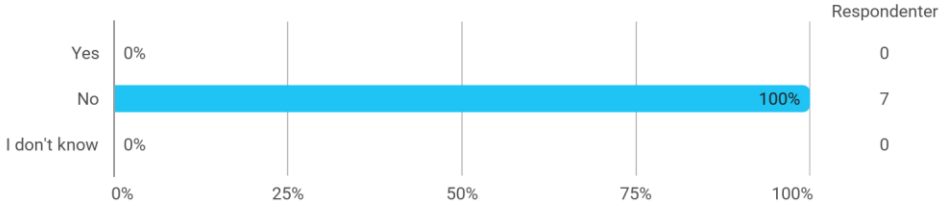


What program are you enrolled in? - Other

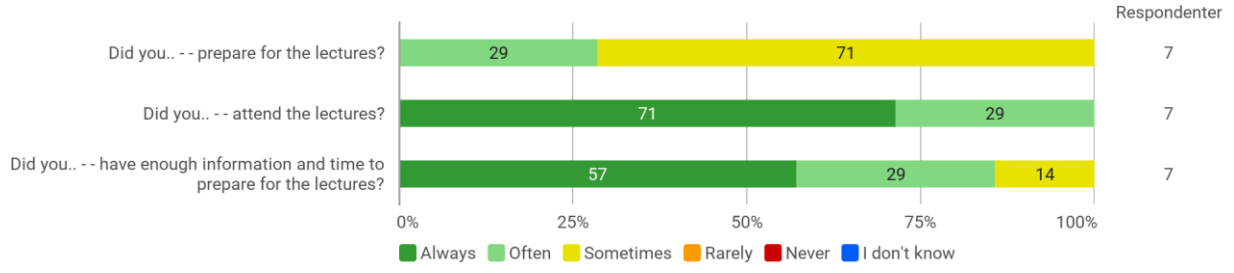
Does the course fit its description at https://www4.uib.no/en/courses/MOL214?

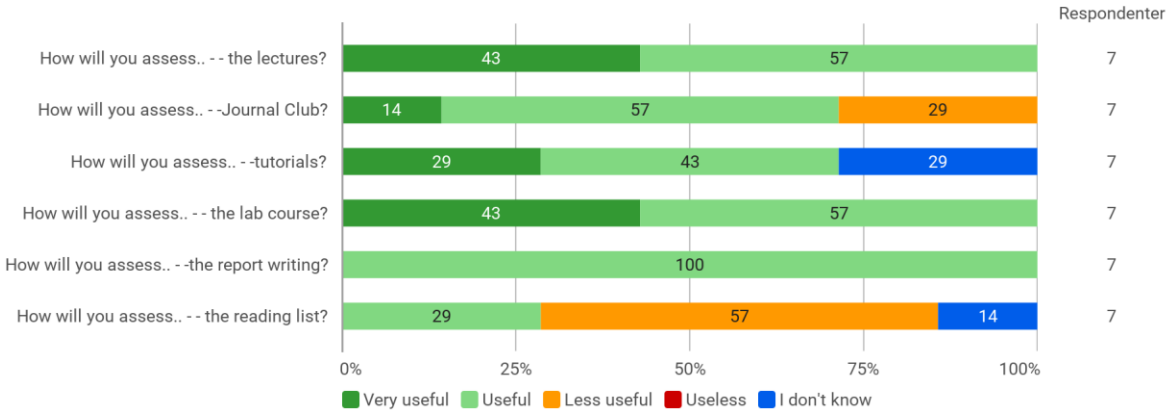


Did you lack any necessary background knowledge?

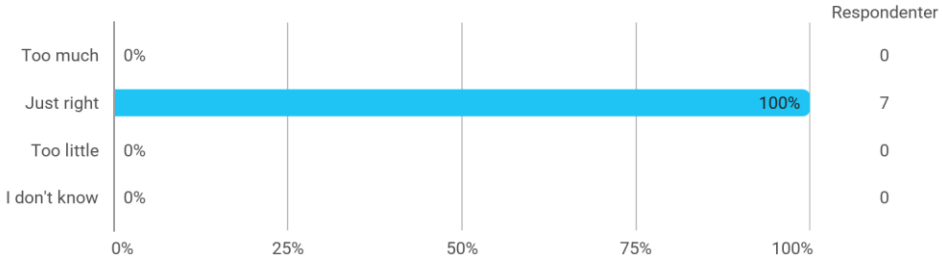


If any, what background knowledge did you lack?





How would you consider the work load of MOL214?



Do you have any comments to the lectures?

- Nope it was good!
- The lectures were great! Very interesting, and great lecturers. I really appreciated the animation on many of the slides, which made things easier to understand and also helped a lot when reviewing for the exam.
- I liked that background for each lecture were repeated.
- I liked Tims lectures the best, he had the most understandable powerpoints and teached good
- No, no comments

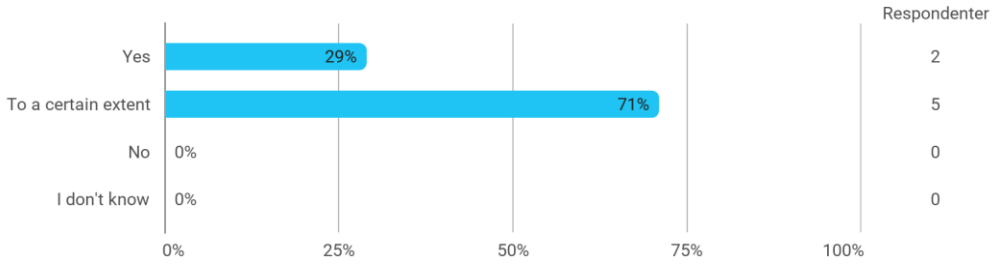
Do you have any comments on the lab course/report writing?

- Good too!
- No
- They were pretty straight foward. Nothing in particular to comment

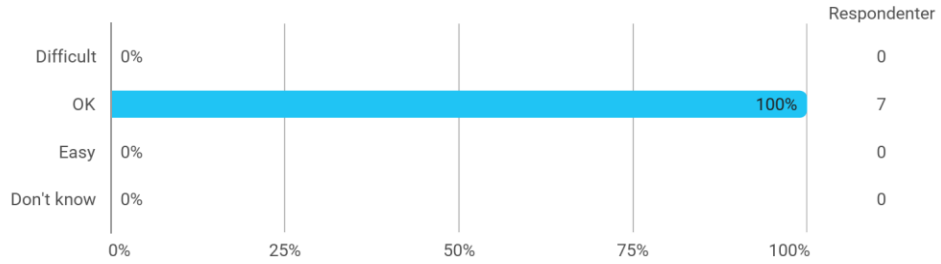
Do you have any comments to the Journal Club?

- Maybe less useful
- It was very interesting.
- No
- Was interesting to hear about different papers and what previous researchers have done

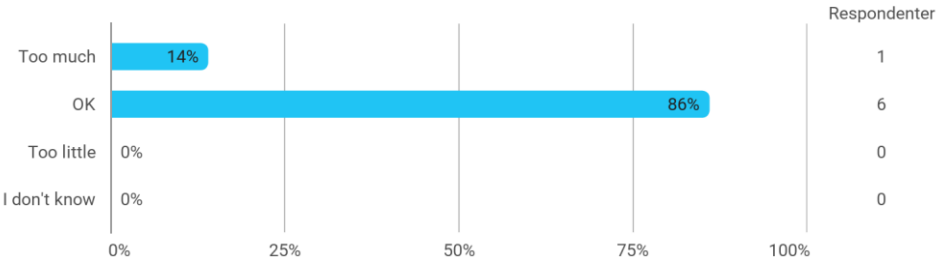
Did you feel the exam reflected the material covered in the lectures?



How did you find the final exam?



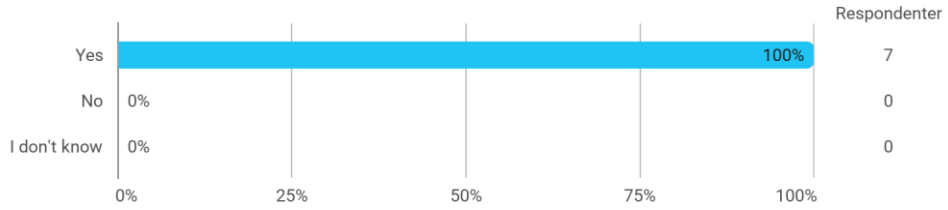
Was the amount of time given for the exam..



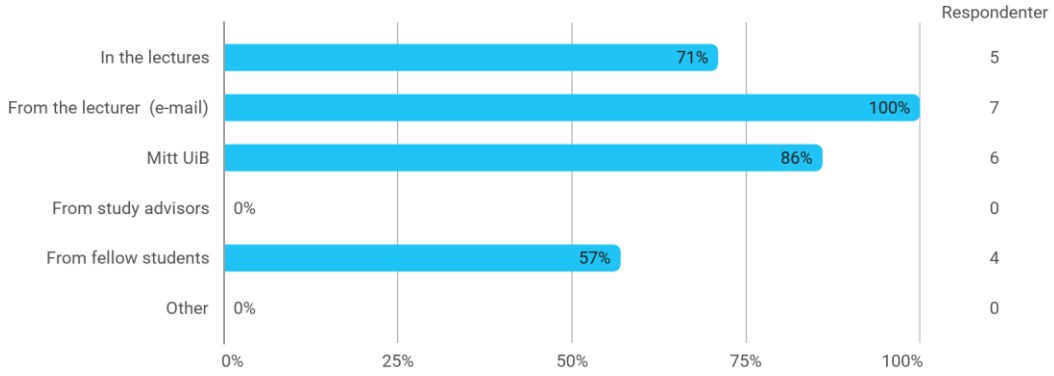
Do you have any comments on the exam?

- There were a few questions on topics that have not been covered in the slides/lectures. And quite a few important topics were not covered (or very little covered) in the exam such as Piezo channels, SERCA, vesicular transporters and transporters for reuptake, structures for all the different proteins and more… Instead we were asked about «across-fibre pattern» which has not been mentioned once in the slides.
- I think the others have already said plenty, but the exam could have been a bit more extensive concidering everything we learned. We really appreciate you taking out some of the questions:)
- There were some questions that we had never learned about (across-fiber and the question about K5+ daughter cells.... never heard about). one of the short answer questions was about the gustatory system, but instead of asking about the labelled-line stuff, you could have chosen to ask about the different taste mechansims, that the lecture was about. Then there was a lot of important stuff that was nowhere to be found... such as mechanisms, ion selectivity, piezo, etc. Seemed like some questions were copy/paste from the exam example questions, which is fine, but they need to actually match with our lectures.
- Some questions showed up that we hadn't learned about. Other than that, it wasn't too difficult

Did you receive enough and correct information throughout the semester?



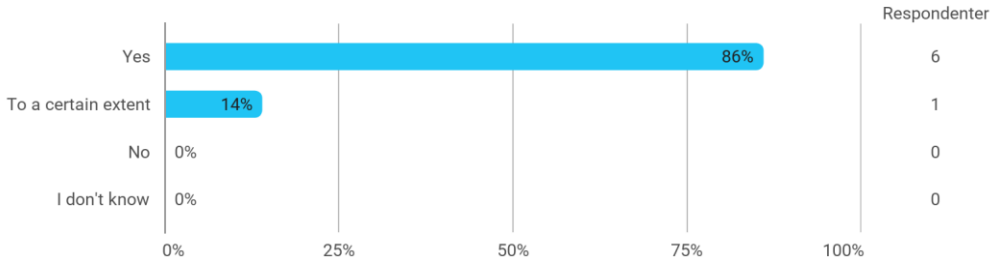
How did you receive information about MOL214 throughout the semester? Multiple answers are possible.



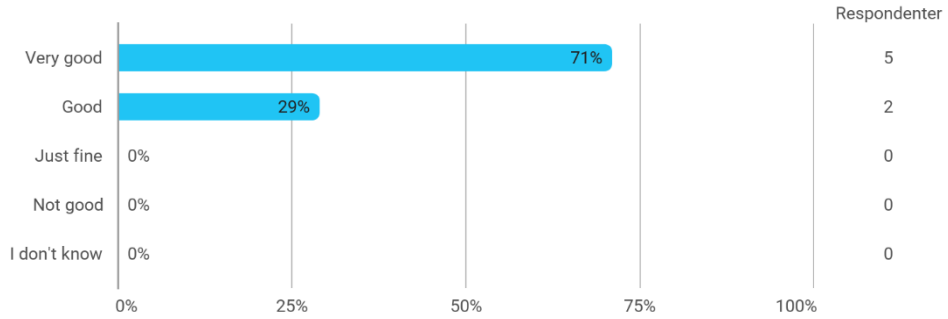
Do you have any comments on the information in MOL214 throughout the semester?

- Not really, the course was very interesting and enjoyable. The course responsible has been very helpful!
- No

Did the course correspond to your expectations?



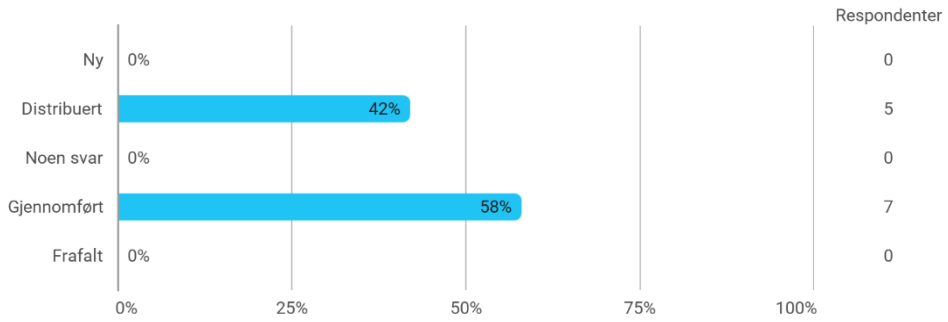
How would you characterize the course all together?



Any comments on the course all together?

- It was great!
- I really really enjoyed the parts of the course where we got to see things a bit more in context and relate it to our experience. For example I thought the lecture about integration was very cool, and I would have loved to learn more about neuroplasticity.
  Same with everything we learned about drugs and medications, from alcohol to cocaine was super interesting to be able to actually understand how this affects our body. I would have enjoyed learning about more substances (e.g more drugs, caffeine, psychedelics etc) and their effects on the nervous system.
- There is a lot of details to learn and this can be overwhelming, but I think there is enough time to study for the exam and the course teaches you a lot of interesting things

Samlet status

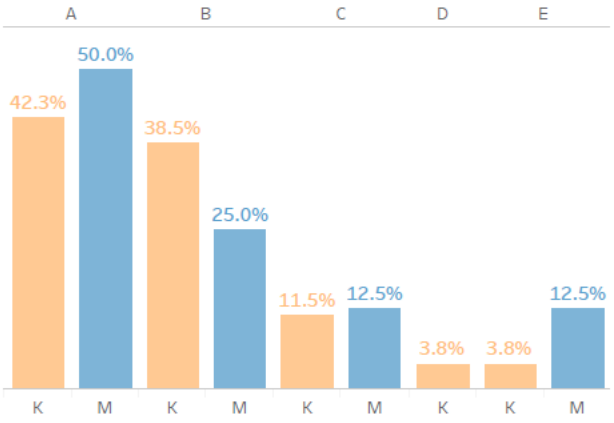


APPENDIX 2: distribution of grades 2024-2026

Karakterfordeling tabell

	A	B	C	D	E
2024	4	5	2		1
2025	5	3	2	1	1
2026	6	4			

Karakterdistribusjon på kjønn



Karakterfordeling i hele perioden.

