

EMNERAPPORT – INSTITUTT FOR BIOMEDISIN

ANNUAL EVALUATION REPORT – DEPARTMENT OF BIOMEDICINE

Emnekode: <i>COURSE CODE:</i>	BMED320	Semester / år:	Høst / Autumn 2017
Emnenavn: <i>COURSE NAME:</i>	<i>Methods in Medical Cell Biology</i>	SEMESTER / YEAR:	
Emneansvarlig: <i>COURSE COORDINATOR:</i>	Inari Kursula	Godkjent: <i>APPROVED: (admin.)</i>	Studieleder ved IBM 06.04.2018
Rapporteringsdato: <i>DATE OF REPORT:</i>	12.3.2018		

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.

Methods in Medical Cell Biology (25 ECTS) is a required course for students attending the Master's Programme in Biomedical Sciences. The course is aimed at giving the student a theoretical overview of methods and technology commonly used in basic medical research, and also to give the student practical experience of selected methods.

The course begins with 4 weeks of lectures, and continues with experimental laboratory work under supervision for several weeks, full time. Teaching languages is English. The students are evaluated based on a home exam (45%) and an assignment that is to write a scientific paper based on the lab work (55%).

For course description, visit <http://www.uib.no/en/course/BMED320>

20 students were registered for the course Autumn semester 2017.

STATISTIKK / STATISTICS (admin.):

Antall vurderingsmeldte studenter: <i>NUMBER OF CANDIDATES REGISTERED FOR EXAMINATION:</i>			20	Antall studenter møtt til eksamen: <i>NUMBER OF CANDIDATES ATTENDED EXAMINATION:</i>			20
Karakterskala GRADING SCALE	«A-F»	A:	B:	C:	D:	E:	F:
		-	6	12	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.

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.

15 out of 20 registered students gave their response via the evaluation scheme at the course page at Mitt UiB. The questionnaire included questions where the students were asked to give their assessments on a scale, as well as questions that asked for feedback and input with the students' own words. Students were asked to provide feedback on the topic as a whole and on individual parts (i.e. lectures, practical lab work etc).

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 students need to be given a clearer description of the scope of the home exam and how it will be evaluated. Also it seems that many basic concepts of methods were unclear to a large number of students. This should be taken into account in the lectures next year. It should be made clear to the students that, in addition to attending the lectures and studying the lecture notes, they have to read the text book (Molecular Biology of the Cell) and for selected methods study from other sources if necessary.

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

I will address the problems in understanding the scope of the written assignments in my introductory lecture(s) for the course.

I would like to talk to the other lecturers and gather their impressions and discuss how to improve the learning outcome.

It seems that this time the weighting between the home exam and article manuscript was the wrong way around. This needs to be corrected for next year.

The external examiner indicated that she does not wish to continue this task anymore. I would like to, instead of having an external examiner, rather involve some of the lecturers in evaluating some parts of the exams, which concern methods not so familiar to me.

As for the article manuscripts, I would like the grade to be decided between myself and the supervisor for the work, so that every student has me as an “outsider” and their supervisor to evaluate the written work.



FS580.001 Resultatfordeling

Eksamen: BMED320 0 HO 2017 HØST

Metoder i medisinsk cellebiologi - Semesteroppgave og hjemmeeksamen

25,0sp

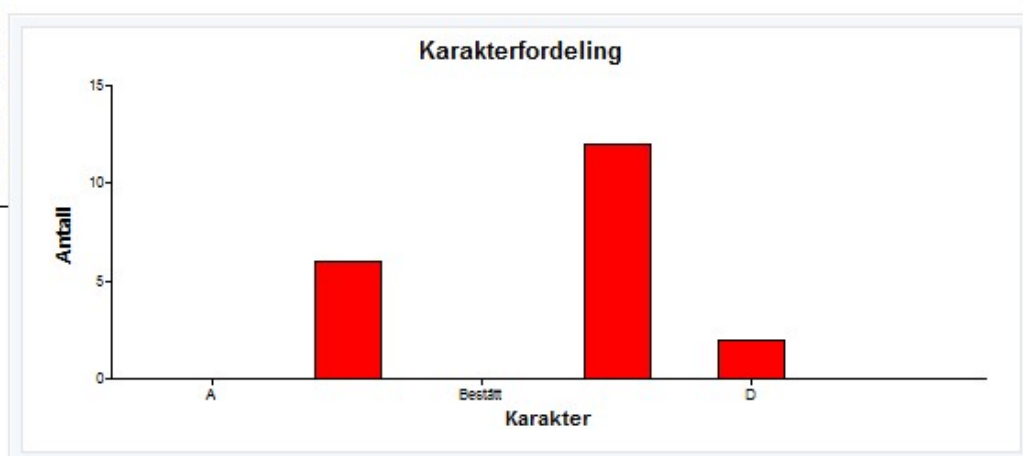
Karakterregel: A-F eller Bestått/Ikke bestått

	Totalt
Antall kandidater (oppmeldt):	20
Antall møtt til eksamen:	20
Antall bestått (B):	20
Antall stryk (S):	0
Antall avbrutt (A):	0
Gjennomsnittskarakter:	C
Antall med legeattest (L):	0
Antall trekk før eksamen (T):	0

0%

Karakter Antall

E	0
D	2
C	12
B	6
A	0
Bestått	0



EMNERAPPORT – INSTITUTT FOR BIOMEDISIN

ANNUAL EVALUATION REPORT – DEPARTMENT OF BIOMEDICINE

Emnekode: <i>COURSE CODE:</i>	BMED330	Semester / år:	Spring semester 2017
Emnenavn: <i>COURSE NAME:</i>	<i>Cell Communication and Intracellular Signaling</i>	SEMESTER / YEAR:	
Emneansvarlig: <i>COURSE COORDINATOR:</i>	Donald Gullberg	Godkjent:	Undervisningsmøte, IBM 26.04.2017
Rapporteringsdato: <i>DATE OF REPORT:</i>	2017-04-23	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.

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 aim is to give the attendants an overview of cellular interactions with the cellular microenvironment and the signaling events resulting from these interactions. The course runs over a period of 4-5 weeks, and will consist of 6-8 hours of mandatory lectures per week.

A total number of 15 were registered as attendees to the course spring semester 2017, 14 students as well as 1 PhD Candidate, all at The Faculty of Medicine and Dentistry. 2 of these were visiting/exchange students through an international agreements, 12 were Master Students in different programmes; 9 in Biomedical Sciences (MAMD-MEDBI), 2 in Oral Sciences (MAOD-ORAL) and 1 in International Health (MAMD-INTH).

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

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

STATISTIKK / STATISTICS (admin.):

Antall vurderingsmeldte studenter: <i>NUMBER OF CANDIDATES REGISTERED FOR EXAMINATION:</i>			16	Antall studenter møtt til eksamen: <i>NUMBER OF CANDIDATES ATTENDED EXAMINATION:</i>			15
Karakterskala <i>GRADING</i>	«A-F»	A:	B:	C:	D:	E:	F:
		2	3	2	2	2	3

KOMMENTARER TIL KARAKTERFORDELINGEN / COMMENTS TO THE STATISTICS:

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Somewhat higher grades than previous years, probably due to digital exam and multiple choice questions.





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.

12 among 15 students gave their responses on the course evaluation at Mitt UiB this semester.



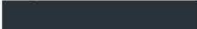
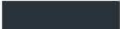

Hvilken studentgruppe tilhører du? / Which group of students do you belong to?

Master in Biomedical Sciences	8 respondents	67 %	 ✓
Exchange student from abroad	2 respondents	17 %	
Student at an other faculty	1 respondents	8 %	
Other	1 respondents	8 %	

Hvordan vurderer du det faglige innholdet? / Do you find the academic contents of this course to be:

Alt for enkelt / Far too easy		0 %	 ✓
For enkelt / Too easy		0 %	
Passe / Average	8 respondents	67 %	
For komplisert / Too complicated	3 respondents	25 %	
Alt for komplisert / Far too complicated	1 respondents	8 %	

Hvordan vurderer du det pedagogiske nivået? / How do you rate the educational level of the teaching on the course?

Alt for dårlig / Far too low		0 %	 ✓
Dårlig / Too low	1 respondents	8 %	
Greit / Average	7 respondents	58 %	
Godt / High	4 respondents	33 %	
Svært godt / Very high		0 %	

Hvordan vurderer du arbeidsmengden i emnet? / How do you evaluate the total workload of the course?

Alt for lite / Far to little		0 %	✓
For lite / Too little		0 %	
Passe / Average	6 respondents	50 %	
For mye / Too much	6 respondents	50 %	
Alt for mye / Far too much		0 %	

Hvordan vurderer du organiseringen av emnet? / What do you think of the general organization/structure of the course?

Alt for dårlig / Far too poorly organized	1 respondents	8 %	✓
Dårlig / Too poorly organized	1 respondents	8 %	
Grei / Average	5 respondents	42 %	
God / Well organized	4 respondents	33 %	
Svært god / Excellently organized	1 respondents	8 %	

What did you think about the review articles and organization in groups to present them?

Unyttige / Not useful at all		0 %	✓
Lite nyttige / Somewhat useful	2 respondents	17 %	
Nyttige / Average	6 respondents	50 %	
Meget nyttige / Useful	2 respondents	17 %	
Svært nyttige / Highly useful	2 respondents	17 %	

Do you think it is a good idea to present articles with a two day delay, with respect to corresponding lectures?

Unyttige / Not useful at all		0 %	✓
Lite nyttige / Somewhat useful	1 respondents	8 %	
Nyttige / Average	3 respondents	25 %	
Meget nyttige / Useful	3 respondents	25 %	
Svært nyttige / Highly useful	5 respondents	42 %	

In addition to these, the students were asked to give their responses to the following questions:

- Course lectures: What was good, what was bad?
- What did you appreciate about the course?
- What did you find disappointing about 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.

Three changes were made to the 2017 course:

- Review articles were presented with two days delay, compared to the lecture dealing with the subject of the review.
- Review articles became part of pensum.
- Digital exam and a digital quizz midway in course.

The change in presentation times for review articles seems to have been smooth, but most students disliked including articles in pensum.

Digital exam was also a novel moment for a majority of the teachers, but overall this also went smooth. IT will be important to keep some essay question and not completely resort to multiple choice questions.

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

1. I invested some effort into making students fill out course evaluation which was successful and resulted in substantial amount of input. These can be summarized as follows:

Teachers have to improve by:

- posting their lecture powerpoints (ppts) in time online
- summarizing their lectures and spend some time telling students what is important for exam
- interacting more with student during their article presentations, ask questions, give critique etc.
- make sure that the review articles have a focus on signalling

2. Consider if: a) Quizz should be considered as a half-way exam that should count towards final grade. b) Article presentation should also be considered for credit towards final grade (maybe also include a written summary by the presenting group).

3. It would be good if we could find overlapping moments between lectures so to create a red thread.

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

Somewhat higher grades than previous years, probably due to digital exam and multiple choice questions.

Re-exam will be given in June and will hopefully result in 1-2 more students passing the exam.



UiB-Studieadministrativ avdeling (BIH)

FSUIB

(04.04.2017 Kl. 15:14)

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FS580.001 Resultatfordeling

Eksamen: BMED330 0 S 2017 VÅR

Cellekommunikasjon og intracellulær signalering - Skoleeksamen

10,0sp

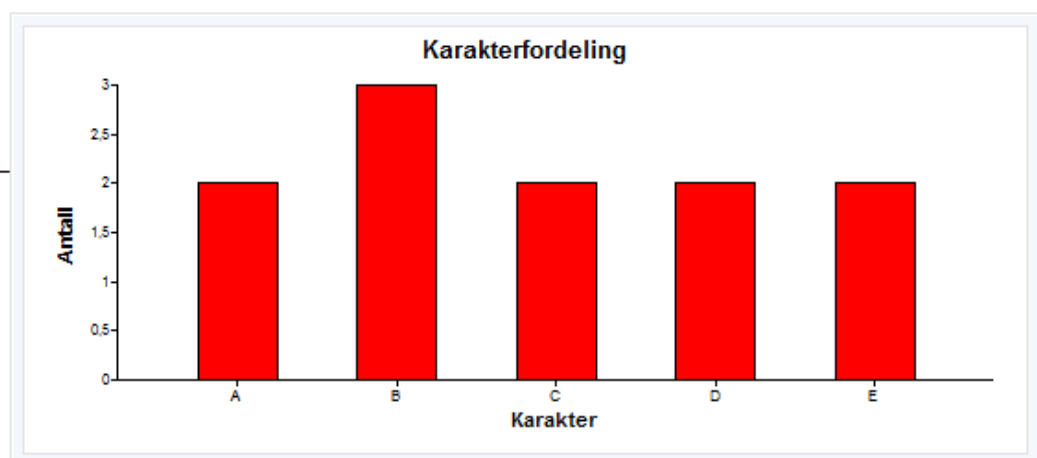
Karakterregel: Beste: A, Bestått: E, Dårligste: F

	Totalt
Antall kandidater (oppmeldt):	16
Antall møtt til eksamen:	15
Antall bestått (B):	11
Antall stryk (S):	3
Antall avbrutt (A):	1
Gjennomsnittskarakter:	C
Antall med legeattest (L):	0
Antall trekk før eksamen (T):	0

27%

Karakter Antall

E	2
D	2
C	2
B	3
A	2



EMNERAPPORT – INSTITUTT FOR BIOMEDISIN

ANNUAL EVALUATION REPORT – DEPARTMENT OF BIOMEDICINE

Emnekode: <i>COURSE CODE:</i>	BMED331	Semester / år:	Spring semester 2017
Emnenavn: <i>COURSE NAME:</i>	<i>Tumor Biology</i>	SEMESTER / YEAR:	
Emneansvarlig: <i>COURSE COORDINATOR:</i>	Camilla Krakstad	Godkjent: <i>APPROVED:</i> (admin.)	Studieleder IBM, 25.09.2017
Rapporteringsdato: <i>DATE OF REPORT:</i>	010917		

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.

Tumor Biology (10 ECTS) is a course available for students who fulfill the pre-requirements given by a background in Biology, Molecular Biology or equivalent on bachelor level, preferably completed with a degree.

The course provides knowledge about fundamental processes leading to cancer development, how cancer cells differ from their normal counterparts, how molecular peculiarities of cancer cells leading to their successful survival in the body, and the molecular and cellular mechanisms of cancer therapy.

32 students were registered for attending the course this semester, among them 10 Master's students in Biomedical Sciences (MAMD-MEDBI), and 11 visiting students through different international agreements with The Faculty of Mathematics and Natural Sciences (2) or The Faculty of Medicine and Dentistry (9). Other attendees were 2 Bachelor students and 1 Master student in Molecular Biology (BAMN-MOL and MAMN-MOL), 2 Master's students in Nanoscience (MAMN-NANO), 1 Master student in Oral Sciences (MAOD-ORAL), 1 Master student in Pharmacy (MATF-FARM), 3 Medical student at the Medical Student Research Programme (MEDFORSKL) and 1 PhD Candidate at the Faculty of Medicine and Dentistry.

For course descriptions, visit <http://uib.no/course/BMED331>

For previous evaluation reports, please visit
<https://kvalitetsbasen.app.uib.no/popup.php?kode=BMED331>

STATISTIKK / STATISTICS (admin.):

Antall vurderingsmeldte studenter: <i>NUMBER OF CANDIDATES REGISTERED FOR EXAMINATION:</i>	31	Antall studenter møtt til eksamen: <i>NUMBER OF CANDIDATES ATTENDED EXAMINATION:</i>	28
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Karakters kala GRADING	«A-F»	A:	B:	C:	D:	E:	F:
		-	7	3	3	6	9

KOMMENTARER TIL KARAKTERFORDELINGEN / COMMENTS TO THE STATISTICS:

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No student was graded A, while 9 students (32%) failed the exam. None of the students in Master program in Biomedical Sciences failed. Among the 9 failed students, 3 were not included in any program (ikke med i utdanningsprogram), while 6 students were in international programs (4 INT_MED/2 INT_MN).

Two students asked to meet the course coordinator after having the final grade, only one met. This student had been graded B and asked for feedback on why A was not given. None made a formal complaint.

There might still be a mismatch between the student's idea of scientific level and the actual expectations from the lecturers. The textbook was changed prior to this semester and is now the same book as is used at UiO and Department of Molecular Biology, Faculty of Nat Sciences in corresponding courses ("The Biology of Cancer", R Weinberg). This was done to raise the awareness among students that this course requires detailed knowledge on cancer biology. This textbook is more detailed than the previously recommended book and focuses more on the complex signaling pathways involved in cancer development and progression. The exam was not regarded as hard by the course coordinator and a higher average grade was expected.

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.

The students were asked to give their feedback in a short survey at Mitt UiB. 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 attendees were asked MCQ's about the academic content, the organization and the educational level of the teaching, and to evaluate the total workload of the course. In addition to these, the students were asked to give their responses to the following questions:

- Course lectures: What was good, what was bad?
- What did you appreciate about the course?
- What did you find disappointing about the course?

9 out of 31 attendants gave their feedback on the survey, less than 30 % of the total number of

students signed up for the course. None of them gave their best or worst score on any of the MCQ questions.



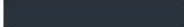
Most of them (67%) found the academic contents to be average, maybe a bit on the complicated side, while 11 % found it to be too easy. The educational level was found to be average (33%) to high (44%), and the general structure average (56%) to well (33%) organized, though there were some that found the educational level to be too low (22%) and the course to be too poorly organized (11%).

Slightly less found the total workload of the course to be too much (44%) than average (56%). None found it to be too little.



Do you find the academic contents of this course to be:

For enkelt / Too easy	1 respondents	11 %	
Passe / Average	6 respondents	67 %	
For komplisert / Too complicated	2 respondents	22 %	

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

Dårlig / Too low	2 respondents	22 %	
Greit / Average	3 respondents	33 %	
Godt / High	4 respondents	44 %	

What do you think of the general organization/structure of the course?

Dårlig / Too poorly organized	1 respondents	11 %	
Greit / Average	5 respondents	56 %	
God / Well organized	3 respondents	33 %	

How do you evaluate the total workload of the course?

For lite / Too little		0 %	
Passe / Average	5 respondents	56 %	
For mye / Too much	4 respondents	44 %	

Some open questions regarding the course were included **Course lectures: What was good, what was bad?/ What did you appreciate about the course?/ What did you find disappointing about the course?**

In general the feedback was good, and many of the students commented that the lecturers were enthusiastic and that they liked the textbook. Some commented that the lectures (slides) did not always match the book, and that it was difficult to know the degree of details that was expected for a good grade.

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.

Few students gave feedback, and in particular the lecturers enthusiasm and the new textbook were rated good. The lectures are maybe poorly matched with the textbook and this could represent a problem for some students. Individual lecturers should look through slides and set-up to improve concordance with textbook. However, the students commented that they find individual research projects as examples inspiring in a lecture and therefore a too close match with the textbook should maybe be avoided.

Locals are good.

Exam is fine, it is important that the individual lecturer design and correct own questions for the exam, this ensures that the match between what is thought and what is asked for at the exam is good.

Comment regarding the number of failed students: It should maybe be discussed whether the criteria for entering this course should be changed.

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

Individual lecturers should look through slides and set-up to improve concordance with textbook. Maybe remove one lecture on imaging methods and spend more time on already presented topics.

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



UiB-Studieadministrativ avdeling (BIH)

FSUIB (30.05.2017 Kl. 09:36)

Side 1 av 1

FS580.001 Resultatfordeling

Eksamen: BMED331 0 S 2017 VÅR

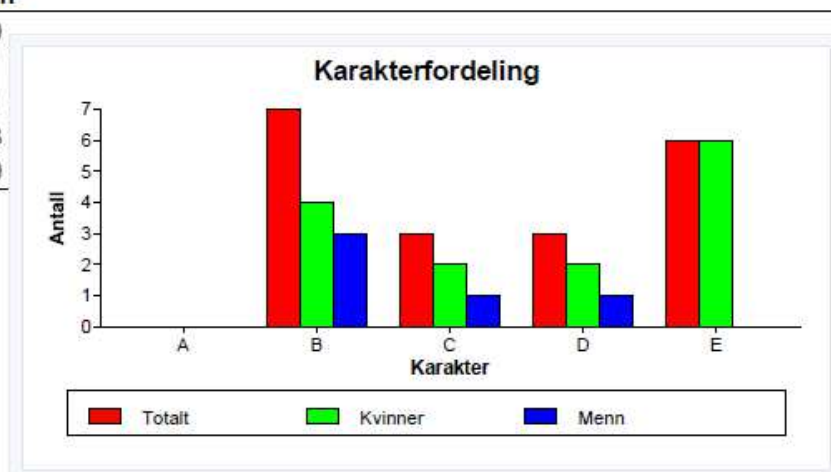
Tumorbiologi - Skoleeksamen

Karakterregel: Beste: A, Bestått: E, Dårligste: F

10,0sp

	Totalt	Kvinner	Menn
Antall kandidater (oppmeldt):	31	22	9
Antall møtt til eksamen:	28	21	7
Antall bestått (B):	19	14	5
Antall stryk (S):	9	7	2
Antall avbrutt (A):	0	0	0
Gjennomsnittskarakter:	C	D	C
Antall med legeattest (L):	0	0	0
Antall trekk før eksamen (T):	0	0	0

Karakter	Antall	Kvinner	Menn
E	6	6	0
D	3	2	1
C	3	2	1
B	7	4	3
A	0	0	0



EMNERAPPORT – INSTITUTT FOR BIOMEDISIN

ANNUAL EVALUATION REPORT – DEPARTMENT OF BIOMEDICINE

Emnekode: <i>COURSE CODE:</i>	BMED340	Semester / år:	Spring semester 2017
Emnenavn: <i>COURSE NAME:</i>	<i>Cellular and Molecular Neuroscience</i>	SEMESTER / YEAR:	
Emneansvarlig: <i>COURSE COORDINATOR:</i>	Margaret Lin Veruki	Godkjent:	Undervisningsmøte IBM, 24.05.2017
Rapporteringsdato: <i>DATE OF REPORT:</i>	2017.05.22	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 a Master's Programme, as well as other master students at the University of Bergen and visiting students who fulfil the pre-requirements.

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 35 hours of lectures/seminars as well as 4 laboratory demonstrations each lasting 4 hours.

8 students were registered for the course this semester, all students at The Faculty of Medicine and Dentistry: 6 Master Students in Biomedical Sciences (MAMD-MEDBI), and 2 visiting/exchange students through international agreements (INTL-MED).

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>

This year the course started with a general introduction to brain anatomy, as requested by the students in the previous year, as well as a presentation about how to present at a journal club. In addition, there was a 3-week period between the last lecture and the exam, which the students appreciated.

STATISTIKK / STATISTICS (admin.):

Antall vurderingsmeldte studenter: <i>NUMBER OF CANDIDATES REGISTERED FOR EXAMINATION:</i>			8	Antall studenter møtt til eksamen: <i>NUMBER OF CANDIDATES ATTENDED EXAMINATION:</i>			8
Karakterskala <i>GRADING SCALE</i>	«A-F»	A:	B:	C:	D:	E:	F:
		1	2	4	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.

The final grades are based on an exam (50%), as essay (35%) and written lab reports (15%).

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.

The attendees were asked to give their feedback in a short survey at Mitt UiB. 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 attendees were asked if they had a previous Neuroscience course and about the academic content, the organization and the educational level of the teaching, and to evaluate the total workload of the course. They were also asked specific questions regarding the laboratory courses and about the text book used for the course.

In addition, they were asked to give their responses to questions about what they appreciate, or found disappointing about the course, and what changes they would like to see in the course. The final question was if their interest in Neuroscience had changed in one way or another.

6 out of 8 students signed up for the course gave their feedback, which is very good. In general the feedback is very positive. Two of the six students thought the academic level was too complicated and, correspondingly, thought there was too much work involved. The remaining 4 students thought the level and work-load was suitable. 5/6 students thought the course was well organized or excellently organized. 5/6 students thought the laboratory demonstrations were useful or very useful. Most students have found the textbook to be too complicated and a few too many chapters assigned for reading. However, the students liked that many different topics of neuroscience were covered and that the course ran over a longer time period, giving them time to read and absorb the information. All students reported that their interest in neuroscience was increased following 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, litteraturløst, 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.

No comments on the practical implementation of the course.

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

We will evaluate the usefulness of giving a grade for the lab reports and will consider changing that to a pass/fail.

The exam next year will be digital.

We are considering to change the textbook as a number of students find the current text book difficult. This will be decided in the early Autumn.

EMNERAPPORT – INSTITUTT FOR BIOMEDISIN

ANNUAL EVALUATION REPORT – DEPARTMENT OF BIOMEDICINE

Emnekode: <i>COURSE CODE:</i>	BMED350	Semester / år:	Spring semester 2017
Emnenavn: <i>COURSE NAME:</i>	<i>Circulatory Physiology</i>	SEMESTER / YEAR:	
Emneansvarlig: <i>COURSE COORDINATOR:</i>	Linda Stuhr	Godkjent:	Undervisningsmøte IBM, 24.05.2017
Rapporteringsdato: <i>DATE OF REPORT:</i>	28.04.2017	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.

Circulatory Physiology (5 ECTS) is a course available for students attending Master's Programme in Biomedical Sciences, as well as other Master's students and exchange students at the University of Bergen who fulfill the pre-requirements.

This course is an introductory course at the Master's level, offered for the first time spring semester 2016. Selected parts of circulatory physiology will be covered through self-studies, lectures, laboratory experiments, assignments, and article seminars. It is therefore a requirement that the student has a Bachelor's degree in the biological or physical sciences, but previous knowledge of the circulation system is not a prerequisite.

3 students were registered for the course this semester, 2 Master's students in Biomedical Sciences (MAMD-MEDBI) and one visiting/exchange student through an international agreement (INTL-MED). One of these didn't show up at all.

For course descriptions, visit <http://uib.no/course/BMED350>

For previous evaluation reports, please visit <https://kvalitetsbasen.app.uib.no/popup.php?kode=BMED350>

STATISTIKK / STATISTICS (admin.):

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

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Final grades are based on assignments (50%) and written digital exam (50%).

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.

With more students attending the course would they have been asked to give their feedback in a survey at "Mitt UiB", set up with a mix of button answer questions and questions who open up for the students to give their own opinion as written text. They would have been asked about all parts of the course, lectures and laboratory work as well as what they appreciate or found disappointing about the course, and if their interest in Circulatory Physiology increased, decreased or stayed the same after the course.

With as few as 2 active students, the course coordinator preferred to rather talk with the attendees directly. Their feedback was that they did find the course to be of good quality and that the course structure was sound.

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, litteraturløst, 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.

Both the practical and theoretical part of the course did go well, as did the assignments.

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

EMNERAPPORT – INSTITUTT FOR BIOMEDISIN

ANNUAL EVALUATION REPORT – DEPARTMENT OF BIOMEDICINE

Emnekode: <i>COURSE CODE:</i>	BMED360	Semester / år:	Spring semester 2017
Emnenavn: <i>COURSE NAME:</i>	<i>In Vivo Imaging and Physiological Modelling</i>	SEMESTER / YEAR:	
Emneansvarlig: <i>COURSE COORDINATOR:</i>	Arvid Lundervold	Godkjent: <i>APPROVED: (admin.)</i>	Studieleder ved IBM 06.04.2018
Rapporteringsdato: <i>DATE OF REPORT:</i>	2017-Sep-26		

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.

In Vivo Imaging and Physiological Modelling (10 ECTS) is a course mainly offered to students with a background in physics, computer science, mathematics or statistics, on bachelor level. The course is also among courses that have been offered for PhD candidates attending the Norwegian Research School in Medical Imaging, <http://www.ntnu.edu/medicalimaging>

The goal of the course is that the participants shall obtain theoretical and practical knowledge on functional and quantitative in vivo imaging in man and animal using magnetic resonance imaging (MRI) and computer-based image analysis.

8 students were registered for the course this semester, among them 5 Master's students in Biomedical Sciences (MAMD-MEDBI) and 2 Medical students at the Medical Student Research Programme (MEDFORSKL) at The Faculty of Medicine and Dentistry, and 1 visiting student from another educational institution in Norway. <http://www.ntnu.edu/medicalimaging>. Three students had to withdraw due to heavy load with other courses.

For course descriptions, visit <http://uib.no/course/BMED360>

For previous evaluation reports, please visit <https://kvalitetsbasen.app.uib.no/popup.php?kode=BMED360>

STATISTIKK / STATISTICS (admin.):

Antall vurderingsmeldte studenter: <i>NUMBER OF CANDIDATES REGISTERED FOR EXAMINATION:</i>		5		Antall studenter møtt til eksamen: <i>NUMBER OF CANDIDATES ATTENDED EXAMINATION:</i>		5	
Karacterskala <i>GRADING SCALE</i>	«A-F»	A:	B:	C:	D:	E:	F:
		2	1	1	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.

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The final grade is based upon an oral presentation of a personal project (80%) in combination with a MCQ / Quiz test (20%). In order to pass, the students also have to get approved a midterm assignment "The kiwifruit segmentation challenge".

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.

Due to technical problems with the evaluation quiz at My UiB, only one of the attendees gave written feedback by e-mail.

In short:

"Som du kanskje har forstått, så har jeg ikke tenkt å ta eksamen i BMED360. Jeg ville bare gi en tilbakemelding om at dette ikke er pga faget (som jeg syntes er veldig spennende, supert satt opp og utført) men på grunn av andre faktorer, som blant annet en annen eksamen som kom for tett opp til den siste uka."

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 course is both untraditional (very broad, very dense, in between faculties), challenging to give, and attractive to students from quite different disciplines. It brings together topics from mathematics, physics, computer science, biology and medicine focusing on how to extract quantitative anatomical and physiological information from in vivo imaging in time and space using modelling and computational approaches. The interdisciplinary design and selected topics seems to be increasingly important, and future challenges relates to (i) teacher resources, their background and motivation (include teachers / guest lecturers from other faculties / institutions); (ii) how to adapt new material / interface to similar (possibly upcoming) courses related to systems biology and systems medicine and bioinformatics, and also reduce topics that are not fitting well; (iii) make distinction between PhD and MSc level within the course and in the assessment; (iii) make use of modern tools for e-learning, assessment, and recruitment, and tools that support efficient learning where lectures / introduction of new topics is very densely packed (2 + 1 week).

To meet these challenges, see below. We have also started to replace MATLAB with the, partly easier, open source / freely available, and increasingly popular Python / Jupyter notebook framework.

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

We are in the process of designing and introducing e-learning modules, supporting learning of selected topics in the course (e.g. basic principles of MRI, Python / Jupyter notebooks, image segmentation, statistical tissue classification and machine learning in imaging). For the production of such e-learning modules we will employ a scalable and accessible Open edX platform (<https://akademix.no>) planned to be used also in the recently funded Erasmus+ project Open Educational Resourced in Computational Biomedicine (OERcompBiomed).

This will make it easier for both UiB and external students to prepare for the course, study and keep in contact with the material independent of lecturing hours, and also as a source of information after the course has finished. Some of the modules can also be used as a supplement in other courses (e.g. OERcompBiomed) and for other groups of students. An updated course description was submitted to the PU on September 6th 2017.

We will also add that parts of the course have motivated, and will partly be incorporated in the new elective course ELMED219 (6 ECTS) for Medical students "Introduction to Computational Medicine and Biomedical Engineering" (<http://www.uib.no/en/course/ELMED219>) that is joint effort between Department of Biomedicine and Department of Computing, Mathematics and Physics at the Western Norway University of Applied Sciences, and will be given first time in January 2019.

EMNERAPPORT – INSTITUTT FOR BIOMEDISIN

ANNUAL EVALUATION REPORT – DEPARTMENT OF BIOMEDICINE

Emnekode: <i>COURSE CODE:</i>	BMED380	Semester / år:	Autumn semester 2016 – Spring semester 2017
Emnenavn: <i>COURSE NAME:</i>	<i>Seminar Series</i>	SEMESTER / YEAR:	
Emneansvarlig: <i>COURSE COORDINATOR:</i>	Beate Stern	Godkjent: <i>APPROVED:</i> (admin.)	Studieleder IBM, 2509.2017
Rapporteringsdato: <i>DATE OF REPORT:</i>	August 28, 2017		

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.

The *Seminar Series* (5 ECTS) is a course open for students who fulfil the pre-requirement of, at a minimum, a Bachelor degree in Biology, Molecular Biology, or equivalent.

The goal of the course is to provide the participants with an overview of different disciplines in bioscience and to give them training in listening to scientific presentations in English, as well as in interpreting, reflecting over, writing and discussing scientific information using the English language.

The course follows the weekly seminars being held at the Department of Biomedicine (*BBB Seminars – A combined BBB and CCBIO seminar series*), and lasts for 2 consecutive semesters.

Last semester (Autumn 2016) 17 students were registered for the course. 5 of them were in their last semester and completed the course, whereas 1 student terminated the course due to a heavy workload. This semester (Spring 2017) 11 students were registered, all of them having attended already Autumn semester 2016. 10 of them completed the course, whereas 1 student applied to extend the course by a third semester. This was accepted.

The group of 15 students having completed the course is comprised of 8 PhD candidates from The Faculty of Medicine (7 of them being supervised by the Departments of Clinical Medicine/Clinical Science or Helse Bergen and 1 by the Department of Biomedicine), 6 Master's students from The Faculty of Medicine (Department of Biomedicine) and 1 Bachelor's student from The Faculty of Mathematics and Natural Sciences (Department of Biology).

For the description of the course, please visit <http://uib.no/course/BMED380>

For previous evaluation reports, please visit <https://kvalitetsbasen.app.uib.no/popup.php?kode=BMED380>

Changes which have been introduced during the Spring semester are (i) the announcement on the *BBB Seminars* webpage of the chairpersons (and their contact details) hosting the respective seminar speakers, and (ii) the registration of students and serving of coffee already half an hour before the start of the seminars. The former, making it easier for the students to schedule an appointment with a speaker by contacting the chairperson beforehand. The latter, giving the students the opportunity to talk to the speakers during an informal mingling reception. This comes in addition to the “pizza mingling session” taking place once per month after the seminars arranged by CCBIO, which has become very popular and is well attended.

STATISTIKK / STATISTICS (admin.):					
Antall vurderingsmeldte studenter: <i>NUMBER OF CANDIDATES REGISTERED FOR EXAMINATION:</i>		16	Antall studenter møtt til eksamen: <i>NUMBER OF CANDIDATES ATTENDED EXAMINATION:</i>		15
Karakterskala GRADING SCALE	«Bestått/Ikke bestått» «PASS/FAIL»	Bestått / PASS:	15	Ikke 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. <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/APEALS HAVE NOT BEEN PROCESSED.</i> The course is awarded with pass/fail; there are no grades given. A measure for the learning outcome was that the second reports having been submitted by the students were in all cases better than their first ones (on average 12% improvement) and reached on average 17.6 out of 20 points. Evaluation of the reports is based on the following criteria: 1) Organisation of the report and layout, 2) Level of scientific understanding, 3) Did the student make many mistakes? and 4) Overall language skills demonstrated.					
SAMMENDRAG AV STUDENTENE SINE TILBAKEMELDINGER / SUMMARY OF EVALUATIONS GIVEN BY THE STUDENTS Spørreundersøkelse via Mitt UiB, annen evaluering, tilbakemelding fra tillitsvalgte og/eller andre. <i>COURSE EVALUATION ON MITT UIB, OTHER EVALUATIONS, RESPONSES FROM THE STUDENT REPRESENTATIVES AND/OR OTHERS.</i> The attendees were asked to give their feedback in a short survey at Mitt UiB. Some of the questions were Multiple Choice Questions (MCQ), while others were Short Answer Questions (SAQ) opening up for the students to give their own opinion as written text. 8 out of the 15 students who completed the course gave their feedback. In general it was very positive. <u>Regarding MCQ's</u> <ul style="list-style-type: none"> • Evaluation of the academic content: 7 “adequate”, 1 “complicated” • Evaluation of the educational level: 1 “very high”, 5 “high”, 2 “sufficient” • Evaluation of the total workload: 8 “adequate” • Evaluation of the general organization/structure of the course: 3 “excellently organized”, 3 “well organized”, 2 “adequate” • Evaluation of the lecture giving advice on how to write a seminar report: 2 “highly useful”, 5 “useful”, 1 “useful to some extent” • Evaluation of writing the reports and getting feedback in one-to-one discussions: 3 “highly useful”, 3 “very useful”, 2 “useful” • Answer to the question whether the free choice of selecting a seminar for writing a report was good and did improve the understanding of the subject area: 3 “yes, very much so”, 5 “yes” <u>Regarding SAQ's</u> What was good, what was bad? <ul style="list-style-type: none"> • General organization, structure and content of the course were excellent. • Veldig bra utvalg av tema. Av og til blir seminarene lange og detaljerte, noe som gjør det vanskelig å følge med. Men alt i alt, veldig bra seminarer. 					

- Enkelte seminar er svært kompliserte, men med dette mener jeg ikke nødvendigvis at det er en dårlig ting. Dersom man er forberedt, eller vet noe om emnet på forhånd, ligger de fleste seminarene på et nivå som er greit. Det som er dumt er at de som holder seminaret har for lange presentasjoner, slik at slutten går i et tempo det ikke er mulig å holde følge med. I tillegg syntes jeg at 1 time er lenge i forhold til å holde konsentrasjonen på topp, spesielt med tanke på at de fleste seminarene er komplisert. Foreslår om mulig, å legge inn en pause på 10 min.
- Mange gode seminarer, med mye godt innhold. Noen ganger har det være vanskelig å henge med på seminarene, fordi temaene er litt avanserte.
- I appreciated the wide array of topics addressed in the seminars, a bit for everyone.
- Veldig bra å få tilbakemelding på hvordan man skriver.

What did you appreciate about the course?

- I learnt a lot from how to give a scientific talk, how to think scientifically and also how to tackle problems in a scientific way. Above all, the course offered me the opportunity to listen and learn from different scientists in different fields of biology and medicine, which I couldn't afford if I had to pay for different international conferences to learn or listen to these presentations.
- Det er svært kjekt å føle at man får høre noe "for første gang" av dyktige forskere. Ikke minst, spennende at dere får fatt i forskere utenfor Norge. Gjennom dette emnet føler jeg at jeg har fått en større forståelse for "forskermiljøet", og jeg har blitt minnet på hvor mye spennende som skjer i verden.
- Jeg setter pris på hvordan emnet varer over lang tid og gjør det mulig for oss studenter som liker å lære/vite litt om alt til å kunne gjøre det og ta det som et fag. Også nyttig for oss å skrive et essay (passelig lengde og arbeidsmengde) for å øve oss på våre "soft skills" med god og ordentlig tilbakemelding.
- The flexibility of obtaining credit points for attending interesting seminars.
- Får muligheten til å delta på presentasjoner om ulike type forskning.

What did you find disappointing about the course?

- Sometimes, it was difficult to get materials and the power points slides from the speakers because most of the data they used in the presentation were unpublished.
- Actually nothing, it was well organised and it offered both passive learning opportunities (listening) and active learning opportunities (writing reports), and getting direct feedback for that.
- Det er lite jeg har funnet skuffende med emnet. Veldig bra og hyggelige mennesker som leder faget.
- Synes ikke det har vært noe dårlig med emnet.

What do you think could be done to improve the course?

- In my opinion, I think the course is well organised and I do not have any suggestion for improvement. However, I really enjoy the pizza, please keep it coming more often!!
- En liten pause under foredraget tror jeg er en god ide. Jeg ser også på andre i salen, at etter 30 min (med spennende, likevel tungt stoff) hadde det vært ok og fylle på med kaffi og ta en ørliten pause.
- It may be expensive, but bringing speakers from the far East, not just Europe and US.
- Ingenting som jeg kommer på :)
- Kan ikke komme på noe spesifikt.

Further, several students have sent their comments by email or included them in the "Evaluation section" of their reports. Here a selection:

- Jeg er interessert i å holde meg oppdatert på ny forskning, og vil gjerne delta på faget BMED380.
- Jeg synes det er så fint å få en smakebit av alt.
- Jeg vil fortsette å anbefale faget til alle, det er eit flott opplegg!
- Hadde eg fått bestemme hadde faget vert obligatorisk for oss masterstudenter.
- I enjoyed the seminar series and ... will continue to attend the seminars.
- I found ... the approach of the speaker to go from molecular to clinical features very appealing.
- In my opinion the seminar was influential because optimizing drugs ... is important not only to provide the best treatment but also to understand the mechanism of a disease.

- The presentation ... included the history of the field, and how the accumulated knowledge from the 1970s has contributed to what we know today.
- The techniques presented were cutting-edge developments in current research.
- The speaker presented the topic in a way that captured the audiences' attention. However, in my opinion, too much data was presented. This made it difficult to take notes throughout the seminar and challenging to write the report.
- For the two semesters the "Seminar Series" course gave me a lot of inspiration and broadened my views and knowledge for myself to be a better researcher in the near future. Thank you very much!

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.

In my opinion and supported by the feedback of the participants, I consider the goal of the course to be achieved. Although the course is less formal than most of the other Master's/PhD courses, the students participate with great commitment. This is reflected by their regular appearance at the seminars, many enthusiastic conversations I had with them, the well-thought-out reports they submitted and by them taking an active part during the information meetings, the lecture given on "how to write a seminar report" and the individual meetings where the corrected reports are discussed.

Other indications that the goal is met are (i) the requests of several students for a meeting with a particular speaker – potentially also to discuss a later engagement in his/her group – and (ii) the observation that students having taken the course continue to come to the seminars, thus having adopted "good scientific practice".

In this context I repeat the statement of a student (see above): "*Gjennom dette emnet føler jeg at jeg har fått en større forståelse for "forskermiljøet", og jeg har blitt minnet på hvor mye spennende som skjer i verden.*"

Study information for the course is available on the webpage of the *BBB Seminars* (abstract, homepage of the speaker, chairperson details) and the course page at Mitt UiB (current messages, guidelines, lecture notes). Further, in many cases speakers are willing to hand out copies of their PowerPoint presentations (or parts of it) to students upon request.

The venue for the seminars is auditorium 4 at the BBB, which is well suited for this purpose.

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

There were 37 speakers involved in the *Seminar Series* during the Autumn 2016/Spring 2017 period, coming from 12 different countries (Canada, Denmark, Finland, France, Germany, Norway, Spain, Sweden, Switzerland, The Netherlands, UK, USA). In spite of this "uncertainty factor", the course went extremely smoothly, with very few changes in the programme. As appreciated by the students, the entire framework of the course is well established, such that there is no need for major changes.

I will, though, follow-up on two issues brought forward by the students, namely (i) some speakers running overtime and (ii) no speakers coming from the "Far East". Firstly, to limit the duration of the talks to 45 min as scheduled, the respective chairpersons will be asked to be more strict in keeping speakers on time. Secondly, to expand the spectrum of countries from which the speakers come from, the PIs at the Department of Biomedicine and at CCBIO, who suggest the speakers, will be encouraged to also consider researchers from elsewhere than Europe/USA. The costs, however, might exceed the series' budget.

EMNERAPPORT – INSTITUTT FOR BIOMEDISIN

ANNUAL EVALUATION REPORT – DEPARTMENT OF BIOMEDICINE

Emnekode: <i>COURSE CODE:</i>	BMED 381	Semester / år: SEMESTER / YEAR:	Spring semester 2017
Emnenavn: <i>COURSE NAME:</i>	<i>Biomedical Nutrition Physiology</i>		
Emneansvarlig: <i>COURSE COORDINATOR:</i>	Tanja Kögel	Godkjent: <i>APPROVED:</i> (admin.)	Studieleder IBM, 2509.2017
Rapporteringsdato: <i>DATE OF REPORT:</i>	28.06.2017		

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.

Biomedical Nutrition Physiology (5 ECTS) is a course available for students who have obtained skills in biology, biochemistry, molecular biology, cell biology, nutrition physiology - or equivalent - on bachelor level, preferably completed with a degree.

The aim of the course is to train the students to evaluate the effects of food and food supplements at a cell biological and physiological level in a broader scientific context relating to health and disease.

The course aims to give the students a research-based introduction into biomedical subjects (biochemistry, molecular biology, cell biology, physiology) in connection with human nutritional physiology. Focusing on areas like metabolism, signaling pathways and gene regulation, basic mechanisms that involve and are affected by the diet composition will be explored. Students will also learn about the background of lifestyle diseases, genetic diseases, and the effects of undesired toxicants in the diet.

The course aims at developing skills necessary for independent, critical research interpretation within this field, i.e. reading, interpreting and discussing scientific articles, writing and presentation. In addition to attending the lectures, we will ask the students to read relevant scientific articles, to discuss them in a small group, and to present them in the form of a small essay, a short oral presentation and a poster.

11 students were registered for *Biomedical Nutrition Physiology* this semester. Among these students were 4 visiting students through different international agreements with The Faculty of Medicine and Dentistry, 3 Master's students in Biomedical Sciences (MAMD-MEDBI), 3 Master's students in Clinical Nutrition (MAMD-NUCLI), and 1 Master's student in Human Nutrition (MAMD-NUHUM).

9 students came to the introductory lecture, and 6 students continued from there. Of the 6 students continuing and completing the course were 2 visiting students through different international agreements with The Faculty of Medicine and Dentistry, 1 Master's students in Biomedical Sciences (MAMD-MEDBI), two Master's students in Clinical Nutrition (MAMD-NUCLI) and 1 Master's student in Human Nutrition (MAMD-NUHUM).

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). The Course site is also used for evaluation, see further down.

For course description, visit <http://uib.no/course/BMED381>

For previous evaluation reports, please visit <https://kvalitetsbasen.app.uib.no/popup.php?kode=BMED381>

STATISTIKK / STATISTICS (admin.):

Antall vurderingsmeldte studenter: <i>NUMBER OF CANDIDATES REGISTERED FOR EXAMINATION:</i>		11	Antall studenter møtt til eksamen: <i>NUMBER OF CANDIDATES ATTENDED EXAMINATION:</i>		6
Karakter- skala GRADING SCALE	«Bestått/Ikke bestått» «PASS/FAIL»	Bestått / PASS:		6	Ikke 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/APEALS HAVE NOT BEEN PROCESSED.

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.

The students were asked to give their feedback in a short survey at Mitt UiB. Some of these questions were Multiple Choice Questions (MCQ), while others opened up for the students to give their own opinion as written text.

The Survey should have normally have been opened no later than 14 days before the exam, and closed before the students got their grade. This year however, was it opened at the exam day, and then available for 1 month.

I, the course leader was not aware that this was the norm. My rationale for the evaluation after the exam was that the students would not need to fear negative consequences of their critique if asked after the exam. I can change the date for next year, and switch on the "anonymous" function.

Four of six students answered the questionnaires multiple choice alternatives per 6.6.. However, when I looked at it again the 28.6, after the evaluation was closed, one student had turned all answers to "no answer", which I hope was just an error.

Hvilken studentgruppe tilhører du? / Which group of students do you belong to? Please specify in comments.

- 1: Exchange student from abroad, 1: Master in clinical nutrition, 1: Master in Human Nutrition, 1: No answer.

Hvordan vurderer du det faglige innholdet? / Do you find the academic contents of this course to be:

- 3: Appropriate. 1: No answer

Hvordan vurderer du det pedagogiske nivået? / How do you rate the educational level of the teaching on the course?

- 3: High 1: No answer

Hvordan vurderer du arbeidsmengden i emnet? / How do you evaluate the total workload of the course? Please specify in comments.

- 3: Appropriate, 1: No answer.

Hvordan vurderer du organiseringen av emnet? / What do you think of the general organization/structure of the course? Please specify in comments.

- 1: Too poorly organized, 2: Well organized. 1: No answer.

Hva var bra med emnet? / What did you appreciate about the course?

- Vi lærer å lese forskningsartikler, og fokusere på hva som er viktig. Lærerikt å få skrive et essay som introduksjon til master, dette ga meg mye! Likte veldig godt at vi hadde mulighet til å sitte å snakke med forskere på temaene vi hadde hatt forelesning i og se litt hvordan ting fungerer etc...
- Spennende temaer i forelesningene, flinke forelesere som er oppdatert på ny forskning. Kjekt å kunne følge med på forelesninger uten å måtte tenke på hva som er relevant til eksamen.
- Jeg syntes oppbyggingen av faget var bra, at det var delt inn i forelesninger, lese artikler, essay og posterpresentasjon. Dette lærte jeg svært mye av.

Hva bør forbedres med emnet? / What would you like to see changed in the course?

- Introduksjon av essay oppgaven bør komme i begynnelsen av semesteret, med klare retningslinjer slik at den kan begynnes på mye tidligere. Da bør også første innlevering være i mars, slik at man har litt tid til å forbedre og ikke kun 2 uker mitt oppi eksamensperioden. Synes også at når vi holder artikkel presentasjonene hver uke, så kan man fokusere på at disse skal være like de man skal ha som posterpresentasjon i slutten/ eksamen. Da lærer man hvordan dette skal gjøres før eksamen, slik at vi neste gruppe som skal ha poster presentasjon/ eksamen ikke føler seg like usikre som oss... Synes også at mer informasjon må komme skriftlig. Som feks poster presentasjon, der jeg sendte ut et utkast først og fikk til svar at jeg måtte følge de instruksene som var gitt, men det ble siktet til ble forespeilet som eksempler og poster eksemplene på ppt var noe helt annet enn hva dere forventet ble presentert fra oss... Datoer bør også ligge ut og ikke bare komme muntlig.
- Likt arbeid for alle, framføre like mange ganger. Kan framføre artikler i form av poster for å øve til eksamen. Kollokvie var lite nyttig med 1-2 person per gruppe. Beskjeder og tilbakemeldinger ang. essay og eksamen må være tydeligere. Gjerne innlevering via MittUiB eller eksamen.uib.no, og ikke via mail til lærer. Emneansvarlig må godkjenne problemstilling/hypotese til essay før skrivingen starter. Bedre gjennomgang av poster, og klare retningslinjer.
- Forelesningene om hvordan en skal skrive et essay kunne gjerne kommet tidligere, da mange allerede hadde startet å skrive essayet på dette tidspunktet.

Har din interesse for ernæringsvitenskap økt, minsket eller er ved det samme etter å ha gjennomført emnet? Has your interest in nutrition science increased, decreased or stayed the same after this course?

- Økt innenfor noen temaer.
- Samme
- Økt! Var svært bra at kurset var lagt frem på en mer vitenskapelig måte, og en lærte mye av å få feedback på essay og posterpresentasjon.

Imagine another module would have been added to the course: Mini peer-review. After getting one round of feedback on your essay from the course leader, every participant would read two other essays (from two different participants) and give written feedback to them, before the essays are evaluated by the censurer. The censurer would need to see all comments given, and take into account if the feedback has been taken into account appropriately for the preparation of the last version of the essay. The course would get one credit point more.

- 1: It would have decreased the likelihood that I would have chosen this course. 2: I believe fewer students would have chosen this course. 1: No answer.

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, litteraturløst, 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.

- 1) Some of the lessons were not attended by all students because they had other courses. If that could be avoided, it would be good.
- 2) From last year's course evaluation: "Some students believe that the course provides easy credit, and are surprised by the amount of work an essay and poster presentation is. Wake-up occurs late during the course. They need to be made aware of that sooner." Therefore, I made the workload very clear in the first session. Three students left after the first session, but the remaining six stayed to the end. Therefore, I think this was a successful tactic. It is better that the students which are not motivated drop out earlier, than later.
- 3) The **former** course coordinator informed that the current concept works well and the students learn much during the presentation assignments, but that there might be **motivation issues** during the lectures. Several teachers were reporting of unresponsive students, except those students assigned for the week's presentation. After the lecture and presentation, the subjects will be discussed. For **enforced attention**, the discussion was more formalized than it has been before. The students that were not part of the presenting group were asked to prepare three questions to the article. At least one of the questions had to be asked in the discussion by each student. The asking student should indicate which part of the paper is addressed (introduction, methods, results or discussion). I also asked the lecturers to prepare 3 multiple-choice questions. The students had to take them after the course on the courses webpage. This time, **I got feedback from the teachers that the students were participating actively**. This points towards that multiple choice tests and enforced participation in asking questions works well as a method to tease the students towards higher activity. The students also did like the multiple choice quizzes. They actually asked for longer ones. However the teachers are more reluctant to provide more questions.
- 4) I divided the students to working groups for the entire course during the first lesson (which was taking rather long time) and then several students dropped out. Therefore, I had to redistribute them. That has led to some confusion. Next time I will only establish the work group for the first two colloquia in the first lesson, and the remainder when it is clear who will finish the course.
- 5) A student gave feedback that the workload was distributed unevenly and that the attendance of the colloquia, which was not compulsory, was low, rendering the colloquia useless. **Can they be made compulsory?** (Attendance to 75% of the ones one is assigned to)?
- 6) I presented some guidelines clearly in the general competence lessons, but had not written them down in the handouts. Not all students attended or memorized the guidelines. For example, many of the students did not realize that the poster should be in landscape for better readability on power point. **I will write more details on the handouts next year, so the students can follow the written guidelines**. This was also suggested by some students in the feedback.
- 7) One student gave feedback that the dates should be presented written on the webpages. They were. But I will try to make it easier accessible next time.

8) The students would certainly benefit from a round of peer-review among themselves, and from a round of feedback for their posters. However, I evaluate the workload of this course to be already high for 5 credit points. I asked if they would want to do that for more credits, and they answered that higher workload would probably keep them from taking the course. Therefore we should do this, if at all, only facultatively.

9) One student did not find the “comment bubbles” in the feedback word-document of the essay. Therefore, she only corrected the suggestions I made in “track changes”, but not the (more serious) overall instructions. The censurer almost did not admit her to the final exam, amongst others because she had not followed up my comments. Therefore, next year, I will **add a thorough instruction into word comment bubbles and “track changes” in the “how to write a review article” lesson.**

10) **Students asked to get the “how to write” lesson earlier during the course. That can be arranged.**

11) Students asked to get to **present the article presentations as poster-presentations**, in order to prepare themselves for the final exam. That can be arranged. Then also the **“how to make a poster” lesson needs to come before the scientific topic lessons.**

12) There were some issues between students and the supervisors for the essays in those cases when the supervisors were not the supervisor for the planned master thesis. One student did not show up to the appointment and complained later about the supervisor, who was travelling then, not being available. Another student said the supervisor was unresponsive. Next year, I will **remind the supervisors to be responsive, as the students have deadlines, too, and the students to show up to appointments, as professors/researchers often live a busy life.**

Overall, the concept worked well. The students showed a clear development from task to task and I had the impression of steep learning curves in scientific reading, understanding, writing and presentation and in knowledge about nutrition physiology. I deem the course to be very informative for the nutrition students, who else do not go into that much of depth in cell biological mechanisms. I find it very important for this group of students to have some insight into how the basis of the nutrition guidelines is researched, as they will use the outcomes in their professional life. Also for biologists, it is important to demonstrate that nutrition science is a potential professional field for them. This sense of meaningfulness is motivating me.

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

«How to present» and «how to write» lessons earlier during the course.

More content on the written guidelines. Easier to find on webpage.

Set up colloquia teams at first session only for the first two colloquia. Set up the remainder when it is clearer who will finish the course. Compulsatory colloquia?

Add a thorough instruction into word comment bubbles and “track changes” in the “how to write a review article” lesson.

Remind the supervisors to be responsive as the students have deadlines, too, and the students to show up to appointments, as professors/researchers often live a busy life.

Course evaluation ends with exam and be set to “anonymous”.

Otherwise, course as 2017.