

EMNERAPPORT – INSTITUTT FOR BIOMEDISIN

ANNUAL EVALUATION REPORT – DEPARTMENT OF BIOMEDICINE

Emnekode: <i>COURSE CODE:</i>	BMED325	Semester / år:	Høst / Autumn 2015
Emnenavn: <i>COURSE NAME:</i>	<i>Cellular Biochemistry and Nanobiochemistry</i>	SEMESTER / YEAR:	
Emneansvarlig: <i>COURSE COORDINATOR:</i>	Knut Teigen	Godkjent: <i>APPROVED:</i> (admin.)	Undervisningsmøte, IBM 17.02.2016
Rapporteringsdato: <i>DATE OF REPORT:</i>	04.02.2016		

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 Biochemistry and Nanobiochemistry (5 ECTS) is a mandatory course for students attending Master's Programme in Nanoscience (MAMN-NANO) who are going for a master project in nanobiology.

The main goal for the course is to give the student a theoretical overview of methods and technology frequently applied in biomedical nanotechnology, and hands-on experience of a few selected methods. The course starts with lectures for several weeks, and continues with experimental laboratory work under supervision.

For course description, visit <http://www.uib.no/en/course/BMED325>

3 students were registered for the course autumn semester 2015.

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>	3				
Karakterskala GRADING SCALE	«A-F»	A:	B:	C:	D:	E:	F:
		-	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.

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 Mi side, annen evaluering, tilbakemelding fra tillitsvalgte og/eller andre.

COURSE EVALUATION ON MY SPACE, OTHER EVALUATIONS, RESPONSES FROM THE STUDENT REPRESENTATIVES AND/OR OTHERS.

2 out of 3 students gave response via the evaluation scheme at the course page at My space.

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 their individual 4 week rotation in the lab.

The students seem to like the introductory lectures on different methods in (nano-)biomedicine. One student felt that there was too much work involved in the 4 weeks visit in the laboratory, and that it was difficult to know how much time should be spent on the project.

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 Mi side, 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 MY SPACE, LITERATURE ACCESS, LOCALES AND EQUIPMENT.

The students seem to be pleased with the course and feel that it is a good way to prepare them for a master project in nano-biomedicine.

It is a challenge to provide the students with relevant 4 week nano-projects at the department. Some of the projects offered has been at other departments at our Faculty (Mihaela Cimpan and Lars Herfindal at K1) as well as at the Faculty of natural sciences (Øyvind Halskau at MBI). The course is thus dependent on "goodwill" from groups that are willing to invest time and effort in supervising these students for 4 weeks.

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

Define more clearly to both students and supervisors how much time is expected to invest during the 4 week lab period.