

EMNERAPPORT – INSTITUTT FOR BIOMEDISIN

ANNUAL EVALUATION REPORT – DEPARTMENT OF BIOMEDICINE

Emnekode: <i>COURSE CODE:</i>	BMED380	Semester / år:	Autumn 2015 – Spring 2016
Emnenavn: <i>COURSE NAME:</i>	<i>Seminar Series</i>	SEMESTER / YEAR:	
Emneansvarlig: <i>COURSE COORDINATOR:</i>	Beate Stern	Godkjent: <i>APPROVED:</i> (admin.)	Undervisningsmøte IBM, 30.08.2016
Rapporteringsdato: <i>DATE OF REPORT:</i>	August 30, 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.

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, reporting and writing 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 CC BIO seminar series), and lasts for 2 consecutive semesters. Last semester (Autumn 2015) 9 students were registered for the course, 6 Master's students in Biomedical Sciences (MAMD-MEDBI) from The Faculty of Medicine and Dentistry, 1 visiting student through an international agreement with The Faculty of Mathematics and Natural Sciences, and 1 PhD candidate and 1 Master's student in Molecular Biology (MAMN-MOL) from The Faculty of Mathematics and Natural Sciences. This semester (Spring 2016) 14 students were registered, including 8 having attended already last semester, resulting in a mixed group of 3 PhD candidates and 7 Master's students in Biomedical Sciences (MAMD-MEDBI), 1 visiting student, 1 PhD candidate and 1 Master's student in Molecular Biology (MAMN-MOL) and 1 Master's student in Process Technology (MAMN-PRO) from The Faculty of Mathematics and Natural Sciences.

One student (Master's, MAMD-MEDBI) fulfilled the examination requirements last semester, and 4 students (1 Master's, MAMD-MEDBI; 1 PhD and 1 Master's, MAMN-MOL; 1 visiting student from The Faculty of Mathematics and Natural Sciences) this semester. Of the 8 students having attended already last semester, 1 student (Master's MAMD-MEDBI) was on sick leave this semester and therefore could not fulfil the examination requirements, whereas 3 students (Master's MAMD-MEDBI) had a sufficient number of credits for their Master's degree and therefore did not complete the course.

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

STATISTIKK / STATISTICS (admin.):					
Antall vurderingsmeldte studenter: <i>NUMBER OF CANDIDATES REGISTERED FOR EXAMINATION:</i>		Autumn: 1 Spring: 4	Antall studenter møtt til eksamen: <i>NUMBER OF CANDIDATES ATTENDED EXAMINATION:</i>		Autumn: 1 Spring: 4
Karakter- skala GRADING SCALE	«Bestått/Ikke bestått» «PASS/FAIL»	Bestått / PASS:	5	Ikke bestått / FAIL:	–
KOMMENTARER TIL KARAKTERFORDELINGEN / COMMENTS TO THE STATISTICS:					
<p>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.</p> <p><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></p> <p>The course is awarded with pass/fail; there are no grades given.</p> <p>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 15% improvement). 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.</p>					
SAMMENDRAG AV STUDENTENE SINE TILBAKEMELDINGER / SUMMARY OF EVALUATIONS GIVEN BY THE STUDENTS					
<p>Spørreundersøkelse via Mitt UiB, annen evaluering, tilbakemelding fra tillitsvalgte og/eller andre.</p> <p><i>COURSE EVALUATION ON MY SPACE, OTHER EVALUATIONS, RESPONSES FROM THE STUDENT REPRESENTATIVES AND/OR OTHERS.</i></p> <p>A course evaluation was returned from 4 students, 2 after the last semester (1 PhD and 1 visiting student; via Mi Side) and 2 after this semester (Master's students; via My UiB). A possible reason for the few feedbacks after the Spring semester could be, that the evaluation quiz at My UiB was not published in time.</p> <p>3 of the responders evaluated the academic content as “adequate” and 1 as “complicated”; 3 evaluated the educational level as “very high” and 1 as “average”; 3 evaluated the total workload as “adequate”, 1 as “too little”; 1 evaluated the general organization/structure of the course as “excellently organized” and 1 as “well organized”; 1 evaluated the lecture giving advice on how to write a seminar report as “highly useful” and 1 as “useful”; 2 evaluated writing the reports and getting feedback in one-to-one discussions as “highly useful”; 2 answered to the question whether the free choice of selecting a seminar for writing a report was good and did improve their understanding of the subject area with “yes, very much so” (the last four questions were not yet included in the Autumn questionnaire).</p> <p>The following questions were answered by the respondents in their own words:</p> <p>What was good, what was bad?</p> <ul style="list-style-type: none"> • I liked the variety of presenters that were involved and their different levels of sophistication in research. This gave me a wide range of research knowledge and communication skills to appreciate. Some presenters, however, end up using all the time such that they leave only a few minutes for questions and comments, and some even present beyond the allocated time, which means part of the audience will leave before the presenter has made his/her final conclusion(s). • The seminars were all good, but of course some were more relevant to my own interests than others. But knowledge never hurts. 					

- Veldig gøy at det er mulig å få med seg litt av mange forskjellige temaer, i enkeltstående bolker. Det er dette emnet som mest av alle får meg til å føle at jeg virkelig går på universitetet og får en slags "allmendannelse", istedenfor å bare gå noe yrkesretta på en skole! Kjempekjekt. Det er veldig bra at man får med seg mange eksperter på sitt felt som prater, men det vil naturligvis si at det ikke er sånn at man skjønner alt - enkelte ganger nesten ingenting ;) Det rent teoretiske læringsutbyttet er derfor ikke det samme som i andre fag, men det gjør ingenting, for man lærer isteden helt andre ting, får på en måte sett større perspektiver. Vanskelig å forklare. Rent praktisk er det dumt at det ikke starter ti minutter seinere sånn at det passer med campusbussen.

What did you appreciate about the course?

- That I learn a lot about various subjects that I wouldn't have on my own.
- I liked the variety of presenters that were involved and their different levels of sophistication in research. This gave me a wide range of research knowledge and communication skills to appreciate.
- I have yet to write an essay but I consider it a great opportunity to hone my writing skills.
- Masse bra, har skrevet det under punktet om bra og dårlig med seminarene.

What did you find disappointing about the course?

- Sometimes, I would find myself caught up between making the difficult decision of whether to first complete a particular experiment that I was previously working on in the lab or to stop everything and go attend the seminar. In most cases, when I attend the seminar and stop the experiment in the middle, I ended up getting bad experimental results at the end of the day after resuming with that work.
- Nothing yet.
- Ingenting! Bare fornøyd!

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

- Is it possible to request the various presenters to avail you with their presentations or parts of the presentation to be uploaded in our learning file folder? I think this would help those students who miss a few important presentations to catch up with whatever is presented in situations where it was impossible to attend a particular seminar.
- Not much, it runs smoothly as is. But consider working more on recruitment!
- Synes det burde være et "offisielt" valgemenue og legges inn som et alternativ i utdanningsplanen på master i biomedisin, ellers er det nesten umulig å komme på å ta hvis man ikke spesifikt leter etter det. Tror mange kunne ha nytte av å få denne bredden.

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 MY SPACE, 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 commitment and enthusiasm. This is reflected by their regular appearance at the seminars, many personal conversations, 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" (newly established in the Autumn semester) and the individual meetings where the corrected reports are

being discussed. In this context I repeat the statement of a student (see above): *“Det er dette emnet som mest av alle får meg til å føle at jeg virkelig går på universitetet”*.

Study information is available on the webpages of the *Seminar Series* (abstract, homepage of the speaker) and the course (current messages, guidelines, lecture notes). The request of a student to provide copies of the presentations of the seminars (see above) can, however, not be met, since most speakers present yet unpublished data.

The venue for the seminars is auditorium 4 at the BBB.

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

It has been repeatedly criticised by the students that BMED380 is not listed among the approved optional courses and therefore is difficult to find (see above and the following statement by a participant sent by email: *“Håper imidlertid at de på instituttet får lagt inn dette emnet på lista i studentweb over godkjente valgfrie emner i høst, for konseptet er veldig godt og flere studenter burde vite om at det finnes”*). A discussion on this matter with the leader of the Education Programme Board, Prof. Per Øyvind Enger, has been initiated.