EMNERAPPORT – INSTITUTT FOR BIOMEDISIN

ANNUAL EVALUATION REPORT – DEPARTMENT OF BIOMEDICINE

Emnekode: *COURSE CODE:*	**BMED325**	Semester / år: SEMESTER / *YEAR*:	**Høst / Autumn 2016**
Emnenavn: *COURSE NAME:*	*Cellular Biochemistry and Nanobiochemistry*		
Emneansvarlig: *COURSE COORDINATOR:*	**Lars Skjærven**	Godkjent: *APPROVED:* (admin.)	Undervisningsmøte IBM 15.02.2017
Rapporteringsdato: *DATE OF REPORT:*	**07.02.2017**		

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.

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 2016.

STATISTIKK / *STATISTICS* (admin.)**:**

Antall vurderingsmeldte studenter: *NUMBER OF CANDIDATES REGISTERED FOR EXAMINATION:*	**3**	Antall studenter møtt til eksamen: *NUMBER OF CANDIDATES ATTENDED EXAMINATION:*	**3**

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

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.

Only 1 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.

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.

I included a separate lecture on scientific writing in order to give more guidelines for the lab report. I used the book “writing scientific research articles” by Cargill og O’Connor.

I received good feedback on the course- in particular the lab part- but also the individual lectures.

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

We could introduce stricter guidelines on the lab reports – e.g. author guidelines from a journal where it is more detailed description on the length and format of the “article”. Guidelines from PNAS could be a good template for this (6 pages). This will provide the students with more concrete guidelines and would faciliatet more objective evaluation of the reports.