

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 CC BIO 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 CC BIO, 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 <i>GRADING SCALE</i>	«Bestått/ikke bestått» <i>«PASS/FAIL»</i>	Bestått / PASS:	Ikke bestått / FAIL:
		15	-
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 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.</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 MITT UIB, OTHER EVALUATIONS, RESPONSES FROM THE STUDENT REPRESENTATIVES AND/OR OTHERS.</i></p> <p>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.</p> <p><u>Regarding MCQ's</u></p> <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" <p><u>Regarding SAQ's</u></p> <p><i>What was good, what was bad?</i></p> <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 CC BIO, who suggest the speakers, will be encouraged to also consider researchers from elsewhere than Europe/USA. The costs, however, might exceed the series' budget.