

EMNERAPPORT – INSTITUTT FOR BIOMEDISIN

ANNUAL EVALUATION REPORT – DEPARTMENT OF BIOMEDICINE

Emnekode: <i>COURSE CODE:</i>	BMED325	Semester / år: <i>SEMESTER / YEAR:</i>	Høst / Autumn 2017
Emnenavn: <i>COURSE NAME:</i>	<i>Cellular Biochemistry and Nanobiochemistry</i>		
Emneansvarlig: <i>COURSE COORDINATOR:</i>	Knut Teigen	Godkjent: <i>APPROVED:</i> (admin.)	Studieleder ved IBM, 20.03.2018
Rapporteringsdato: <i>DATE OF REPORT:</i>			

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>

5 students were registered for the course autumn semester 2017.

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
Karakterskala GRADING SCALE	«A-F»	A:	B:	C:	D:	E:	F:
		1	2	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 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 course evaluation was not opened on My Space, and the students were not able to submit their evaluation online. However, this is a small group of students, and the students gave oral feedback at the gatherings we had exclusively for the bmed325 students – in particular when we got together to discuss the projects they were assigned to, after they had attended all the lectures on different methods. I also kept in contact with the students during their 4 weeks rotation in their respective research labs. Two of the students needed an extension to deliver their reports.

The students seem to like the introductory lectures on different methods in (nano-)biomedicine. Two of the students felt that 4 weeks was too short to produce results and write the report from the lab.

EMNEANSVARLIG SIN EVALUERING OG VURDERING / EVALUATION AND COMMENTS BY COURSE COORDINATOR:

Faglærerens 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 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 have 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.

It is challenging with censoring of the reports from the students when the deadline starts running on the date originally set in Inspira. In this case, when two of the students got a 2 weeks extension to hand in their reports, the deadline for censoring started running 2 weeks before the censors got the reports, which is somewhat peculiar.

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

More clearly define for the students that it is the presentation of a scientific question and the description of a method that is important for the written report, and not that they need to produce scientifically sound results.