

EMNERAPPORT – INSTITUTT FOR BIOMEDISIN

ANNUAL EVALUATION REPORT – DEPARTMENT OF BIOMEDICINE

Emnekode: <i>COURSE CODE:</i>	BMED330	Semester / år:	Spring semester 2018
Emnenavn: <i>COURSE NAME:</i>	<i>Cell Communication and Intracellular Signaling</i>	SEMESTER / YEAR:	
Emneansvarlig: <i>COURSE COORDINATOR:</i>	Frode Selheim	Godkjent: <i>APPROVED:</i> (admin.)	Studieleder ved IBM 05.06.2018
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.

Cell Communication and Intracellular Signaling (10 ECTS) is a course available for students attending a Master's Programme, as well as PhD candidates and visiting students with required previous knowledge in biology, molecular biology or equivalent.

The course aim is to give the attendants an overview of cellular interactions with the cellular microenvironment and the signaling events resulting from these interactions. The course runs over a period of 4-5 weeks, and will consist of 6-8 hours of mandatory lectures per week.

A total number of 15 students were registered for the exam this semester.

- 2 visiting/exchange students (INTL-MED) through an international agreement between their home institution and the Faculty of Medicine at University of Bergen,
- 12 Master students in Biomedical Sciences (MAMD-MEDBI) at the Faculty of Medicine, and
- 1 Master student in Molecular Biology (MAMN-MOL) from the Faculty of Mathematics and Natural Sciences.

1 PhD Candidate were registered as attendee, but not for the exam.

For course descriptions, visit <http://www.uib.no/en/course/BMED330>

For previous reports, visit <https://kvalitetsbasen.app.uib.no/popup.php?kode=BMED330>

STATISTIKK / STATISTICS (admin.):

Antall vurderingsmeldte studenter: <i>NUMBER OF CANDIDATES REGISTERED FOR EXAMINATION:</i>		15	Antall studenter møtt til eksamen: <i>NUMBER OF CANDIDATES ATTENDED EXAMINATION:</i>				15
Karakterskala GRADING SCALE	«A-F»	A:	B:	C:	D:	E:	F:
		1	1	8	1	1	2

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.

Similar results as 2017, same average = C , but less B, E and students not passing.

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 students were asked to give their feedback in a short survey at Mitt UiB. Some of the questions were Multiple Choice Questions (MCQ), while others opened up for the students to give their own opinion as written text.

The attendees were asked MCQ's about the academic content, the organization and the educational level of the teaching, and to evaluate the total workload of the course. In addition to these, the students were asked to give their responses to the following questions:

- Course lectures: What was good, what was bad?
- What did you appreciate about the course?
- What did you find disappointing about the course?

The survey registered 6 responses on the course evaluation at Mitt UiB this semester, but 1 was missing in the final report. All registered responses was from Master's students in Biomedicine.

Hvordan vurderer du det faglige innholdet? / Do you find the academic contents of this course to be:

Alt for enkelt / Far too easy		0 %	✓
For enkelt / Too easy		0 %	
Passe / Average	5 respondents	83 %	
For komplisert / Too complicated		0 %	
Alt for komplisert / Far too complicated		0 %	
No answer	1 respondents	17 %	

Hvordan vurderer du det pedagogiske nivået? / How do you rate the educational level of the teaching on the course?

Alt for dårlig / Far too low		0 %	✓
Dårlig / Too low	1 respondents	17 %	
Greit / Average	3 respondents	50 %	
Godt / High	1 respondents	17 %	
Svært godt / Very high		0 %	
No answer	1 respondents	17 %	

Hvordan vurderer du arbeidsmengden i emnet? / How do you evaluate the total workload of the course?

Alt for lite / Far to little		0 %	✓
For lite / Too little		0 %	
Passe / Average	3 respondents	50 %	
For mye / Too much	2 respondents	33 %	
Alt for mye / Far too much		0 %	
No answer	1 respondents	17 %	

Hvordan vurderer du organiseringen av emnet? / What do you think of the general organization/structure of the course?

Alt for dårlig / Far too poorly organized		0 %	✓
Dårlig / Too poorly organized		0 %	
Grei / Average	4 respondents	67 %	
God / Well organized	1 respondents	17 %	
Svært god / Excellently organized		0 %	
No answer	1 respondents	17 %	

What did you think about the review articles and organization in groups to present them?

Unyttige / Not useful at all		0 %	✓
Lite nyttige / Somewhat useful	1 respondents	17 %	█
Nyttige / Average	3 respondents	50 %	██████████
Meget nyttige / Useful	1 respondents	17 %	█
Svært nyttige / Highly useful		0 %	
No answer	1 respondents	17 %	▨

Was the selection of review articles good? Did they improve your understanding of the subject area?

Alt for dårlig / Far too poorly organized		0 %	✓
Dårlig / Too poorly organized	2 respondents	33 %	██
Grei / Average	3 respondents	50 %	██████████
God / Well organized		0 %	
Svært god / Excellently organized		0 %	
No answer	1 respondents	17 %	▨

Do you think it is a good idea to present articles with a two day delay, with respect to corresponding lectures?

Unyttige / Not useful at all	2 respondents	33 %	██████████ ✓
Lite nyttige / Somewhat useful		0 %	
Nyttige / Average	1 respondents	17 %	█
Meget nyttige / Useful	2 respondents	33 %	██████████
Svært nyttige / Highly useful		0 %	
No answer	1 respondents	17 %	▨

In addition:

Hva var dårlig med emnet? / What did you find disappointing about the course?

- I think that the presentation made by students were not usefull at all because we have to read and make a presentation about something that we dont know. So it takes time to understand and some people even did not try to explain what is in the article but just read straight from article. So i think it is just waste of time. But i think it could be better if the students read the article (it should be a must) then after everybody should partipicate and say at least 5 sentences what they read and what they think about article. The teachers should be there and listen and correrct us, i think that could help more to understand the topic.

- Of course the presentations are good thing and it helps us for future to stand up and talk about something, but then it should be like everybody choose one article (about cell signalling or something that is related to course) and present what they choose.
- noen av artiklene var veldig avanserte og litt over vårt nivå både faglig og språkmessig, som gjorde det vanskelig å forstå.
- I enjoyed reading the articles and presenting them, but some of the papers were not as related to our material as they could be. Some lecturers need to review their powerpoint making process. The presentation comes out extremely messy if you make an unorganised powerpoint and present basically what it says on the slide

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.

Same procedure and changes that were done in 2017 were followed:

- Review articles as part of pensum
- Digital exam and quiz (trial exam) at midway

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

All students must be involved in the article presentations and discussion, not only the group presenting.



FS580.001 Resultatfordeling

Eksamen: BMED330 0 S 2018 VÅR

Cellekommunikasjon og intracellulær signalering - Skoleeksamen

10,0sp

Karakterregel: Beste: A, Bestått: E, Dårligste: F

	Totalt
Antall kandidater (oppmeldt):	15
Antall møtt til eksamen:	15
Antall bestått (B):	12
Antall stryk (S):	2
Antall avbrutt (A):	1
Gjennomsnittskarakter:	C
Antall med legeattest (L):	0
Antall trekk før eksamen (T):	0

20%

Karakter Antall

E	1
D	1
C	8
B	1
A	1

