

EMNERAPPORT – INSTITUTT FOR BIOMEDISIN

ANNUAL EVALUATION REPORT – DEPARTMENT OF BIOMEDICINE

Emnekode: <i>COURSE CODE:</i>	BMED 381	Semester / år: SEMESTER / YEAR:	Spring semester 2019
Emnenavn: <i>COURSE NAME:</i>	<i>Biomedical Nutrition Physiology</i>		
Emneansvarlig: <i>COURSE COORDINATOR:</i>	Tanja Kögel	Godkjent: <i>APPROVED:</i> (admin.)	Studieleder IBM 27.05.2019
Rapporteringsdato: <i>DATE OF REPORT:</i>	24.5.2019		

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.

Biomedical Nutrition Physiology (5 ECTS) is a course available for students who have obtained skills in biology, biochemistry, molecular biology, cell biology, nutrition physiology - or equivalent - on bachelor level, preferably completed with a degree.

The aim of the course is to train the students to evaluate the effects of food and food supplements at a cell biological and physiological level in a broader scientific context relating to health and disease.

The course aims to give the students a research-based introduction into biomedical subjects (biochemistry, molecular biology, cell biology, physiology) in connection with human nutritional physiology. Focusing on areas like metabolism, signaling pathways and gene regulation, basic mechanisms that involve and are affected by the diet composition will be explored. Students will also learn about the background of lifestyle diseases, genetic diseases, and the effects of undesired toxicants in the diet.

The course aims at developing skills necessary for independent, critical research interpretation within this field, i.e. reading, interpreting and discussing scientific articles, writing and presentation. In addition to attending the lectures, we will ask the students to read relevant scientific articles, to discuss them in a small group, and to present them in the form of a small essay, a short oral presentation and a poster.

4 students were registered for the final exam in *Biomedical Nutrition Physiology* this semester;

- 1 visiting student through an international agreements with The Faculty of Medicine, and
- 3 Master students in Clinical Nutrition (MAMD-NUCLI)

Mitt UiB (<http://mitt.uib.no>) is the Learning Management System (LMS) used by all courses at University of Bergen. The student can find Syllabus and information at the Course site, contact information and lecture notes (if given). The Course site is also used for evaluation, see further down.

For course description, visit <http://uib.no/course/BMED381>

For previous evaluation reports, please visit <https://kvalitetsbasen.app.uib.no/popup.php?kode=BMED381>

Spring semester 2019:

The teaching was moved to January to be able to offer the course to medicine students in the elective period under the code ELMED224.

STATISTIKK / STATISTICS (admin.):					
Antall vurderingsmeldte studenter: <i>NUMBER OF CANDIDATES REGISTERED FOR EXAMINATION:</i>		4		Antall studenter møtt til eksamen: <i>NUMBER OF CANDIDATES ATTENDED EXAMINATION:</i>	
Antall studenter møtt til eksamen: <i>NUMBER OF CANDIDATES ATTENDED EXAMINATION:</i>		4		4	
Karakter- skala <i>GRADING SCALE</i>	«Bestått/ikke bestått» <i>«PASS/FAIL»</i>	Bestått / PASS:	4	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>Very good students, all deserved «pass» with good margins.</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 students were asked to give their feedback in a short survey at Mitt UiB. Some of these questions were Multiple Choice Questions (MCQ), while others opened up for the students to give their own opinion as written text.</p> <p>The survey was open from 28 February until 30 May, while the oral exam took place 18 February. None of the 4 students signed up for exam gave their responses this semester. This may have to do with that they had a very tight program and were somewhat stressed. I did not ask several times. I could do that next time.</p> <p>The students who went through the course told me that this course was designed with realistic effort required in relation to the study points: 5 points = 4 weeks full time effort, while some of the alternative courses can be passed with much less effort. That, they thought, lead to that fewer students took this course. They also thought that the course helped them and fills a need – not only for the subjects of nutrition physiology, but also for writing and presentation training. They said that such a course that trains understanding, writing and presenting, with feedback, is otherwise lacking, and that more students could benefit from taking it.</p>					
EMNEANSVARLIG SIN EVALUERING OG VURDERING / EVALUATION AND COMMENTS BY COURSE COORDINATOR:					
<p>Faglæreres vurderinger av emnet. <i>TEACHER COMMENTS.</i></p> <p><u>Eksempel:</u> Kommentarer om praktisk gjennomføring, undervisnings- og vurderingsformer, evt. endringer underveis, studieinformasjon på nett og Mitt UiB, litteraturtilgang, samt lokaler og utstyr.</p> <p><i>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></p> <p>The teaching was moved to January to be able to offer the course to medicine students in the elective period under the code ELMED224. That turned out to be very unfortunate:</p> <p>A large number of medicine and other students signed up to the course. The increased participant maximum of 20 was fully booked. After the first two meeting, all medicine students dropped out. Upon inquiry, some answered they had not calculated with such a large effort and that they needed to work with original research articles. I have designed the course willingly in a way that requires active participation, passive following is impossible. That leads to much better learning, I have written a pedagogic essay about</p>					

that. With half of the course dropped out, the group tasks had to be reassigned, and the following uncertainty led further students to drop the course. Furthermore, the condensation of the course that requires 4 weeks full time effort into one month was very demanding for all the other students that had parallel courses going on. That led to further drop-outs. The remaining four students were very active, talented and nice to work with – really interested. We elongated the timeframe, as all preferred that.

The students get also into contact with 9 different researchers, whom they can choose as the supervisor for their essay. That sometimes leads to new masterstudent-supervisor relations. The course opens up for writing the essay in the form of a review article and poster presentation about a topic close to a planned master thesis, which provides a very good start into independent work.

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

It is clear that, if the course is to continue, it should take place over at least 4 months, as the years before. Furthermore, maybe there should be an evaluation of the study points given for the different courses, so that the required effort is harmonized in relation to the study points – locally, nationally, internationally (?). The course can open for medical students, but should not be condensed to January. Up to 20 places. Otherwise good course structure (see report 2018).