

## MOL210 Lipid biochemistry: from chemistry to diseases

Autumn 2018

Valg emne

Evaluation report

Aurélia E Lewis (course responsible)

Co-lecturer: Øyvind Halskau

Teaching assistant: Espen Bariås

### Course content

This course was developed by AEL with the help of ØH and started in 2012 (autumn semester). It has run every year except in 2016 when AEL was on sabbatical.

The course consists of:

- 12 lectures and 1 question time (spørretime) 5 colloquia, each lasting 2x 45 min and all of them not mandatory. (21.5 h held by AEL, 9 h by ØH and 5.5 h by EB),
- 1 obligatory semester exercise but not graded, consisting of two parts: a presentation of about 15 min on a given research article on lipid biology and function, and a summary of the same article according to a set of questions (*see template highlighted in grey page 2*). The summary was evaluated and deemed approved or not. If not, feedback was given with specific changes to be made for further approval prior to the written exam.
- 1 written exam (4 h)

### Examination grades 2018

12 students took the exam and were awarded the following grades:

| A | B | C | D | E | F | average |
|---|---|---|---|---|---|---------|
| 2 | 5 | 1 | 3 | 1 | 0 | B/C     |

### Previous results and comments from course responsible

Since the course has started, the number of students taking the course has been stable, between 12 and 15 and the average grade has held on B-C.

### Comments from the course responsible

Overall the course was assessed positively by the students for 2018, as well as for the previous years. This course complements well other courses both in our molecular biology bachelor and master programs. Lipid biochemistry is a strong area of research in our faggroup as well as in others at BIO and at SARS. It also attracts students from other programs (pharma, chemistry, havforskning)...

### Response to student's comments (2018)

- A student meant that we should have more tutorials and that the answers to the tutorials should be published on mitt uib. We are unfortunately limited in the number of tutorials because of other courses, in particular MOL300, an intensive lab course for master students. We manage however to cover more or less all the course in the number of tutorials that we have. In addition, questions to all previous exams are provided to the students to test themselves. Handouts with answers to the tutorials cannot be distributed however. The students are responsible to attend the colloquia to get the answers with the colloquia leaders, to consult other students in the course or course lecturers in good time.
- Some animations overlay the text on the lecture slides. We will make sure that all the animations are readable and correct any mistake, if any.

### Overall comments and plans for changes:

This year I have introduced some, but not enough, active learning forms during the lectures. I am planning to introduce more next year. I am also planning to include short quizzes (2-3 questions) to be answered prior to the lectures.

The presentations are often not well attended by other students. This is a pity as the purpose of the presentations is to demonstrate how relevant the lectures are in the form of recent research in the field. I would like to find a way to encourage better attendance with group work for next year during the tutorials.

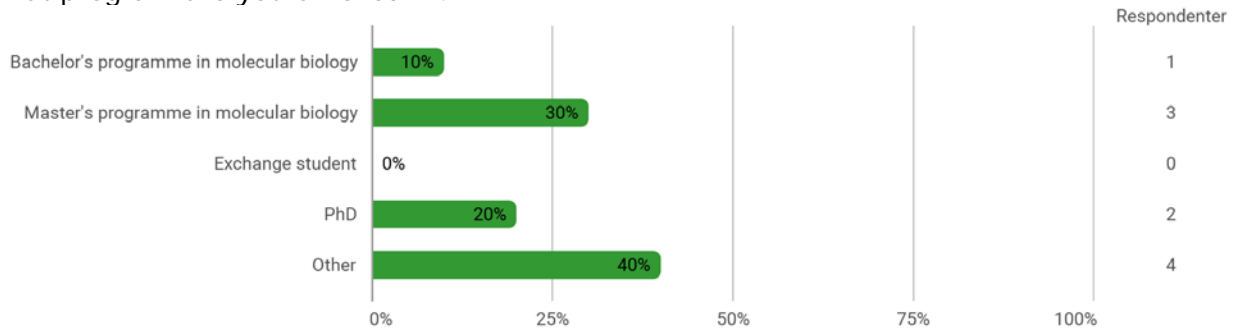
### **MOL210 article report information**

You have chosen an article to present. While you are reading it and preparing for your presentation, try to address some of these points. After having performed your presentation, write up a more thorough report answering each of these points. Send it to me by email ([aurelia.lewis@uib.no](mailto:aurelia.lewis@uib.no)) and you will receive some feedback. Your report will be either approved or not approved according to the comments given. If your report is not approved, consider the comments you have received and resubmit it to me.

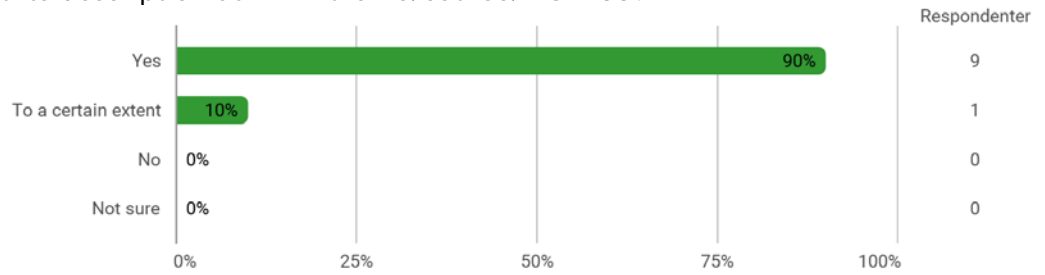
- 1- Article information: Authors, year, publication title, journal name, volume/issue: pages (first and last)]
- 2- What is this work about?
- 3- What are the main findings of this work?
- 4- What gap in our understanding does this work fill?
- 5- What is/are the main research approach/method(s) used?
- 6- How is this work connected to the wider research field? (*Mention specific papers/researchers if possible*)
- 7- What are the limitations of this work?
8. Specify the contribution from each student to this report.

## Answers from students

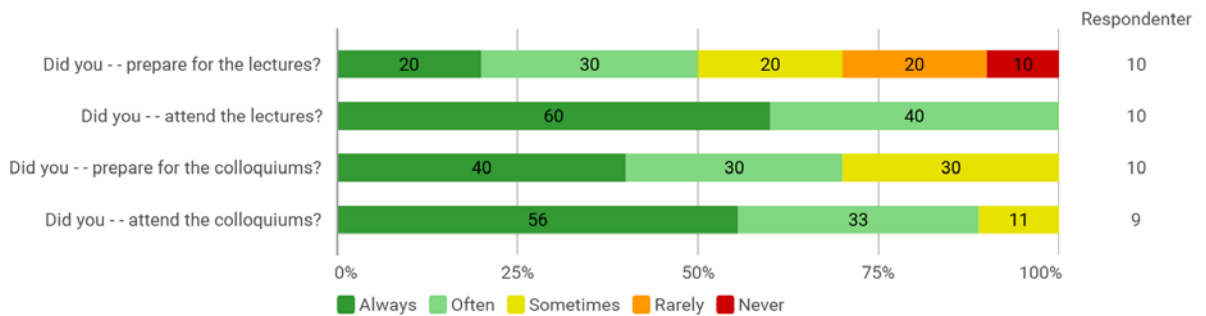
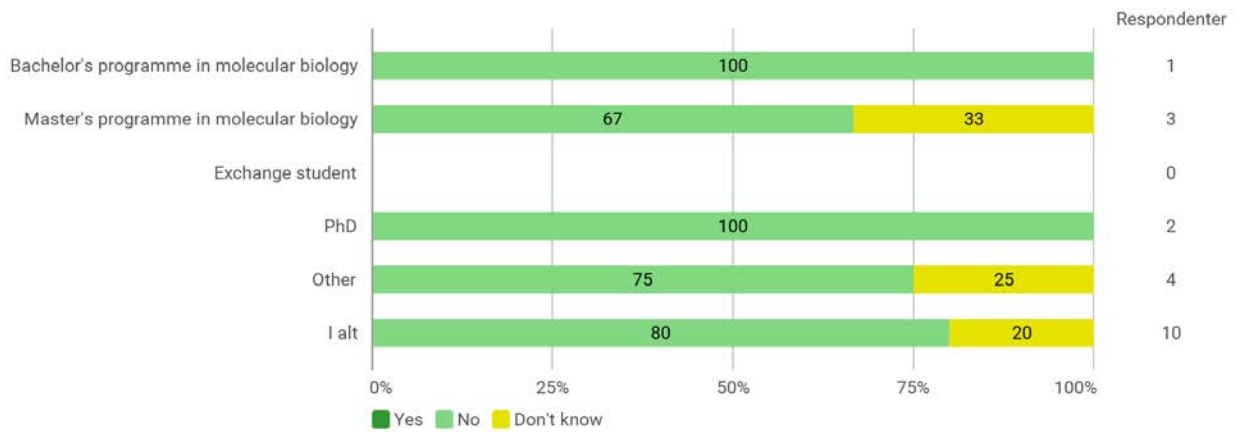
What program are you enrolled in?

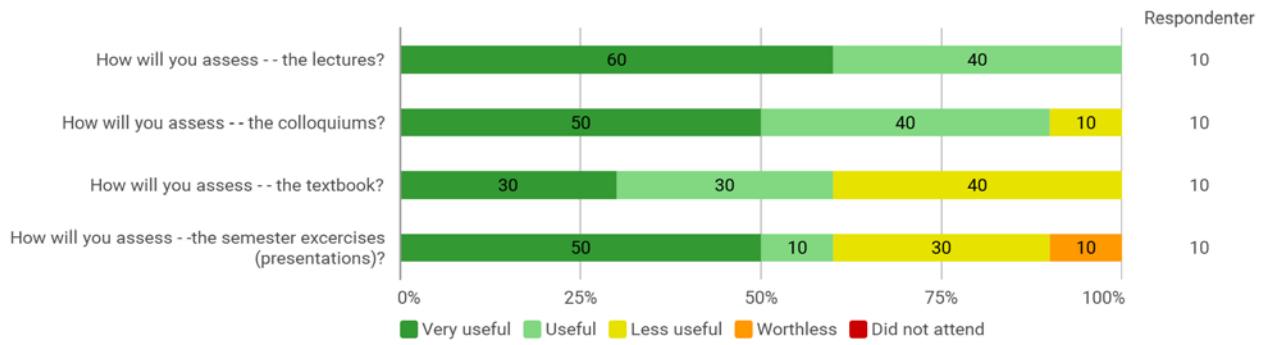


Does the subject fit its description at [www.uib.no/course/MOL200?](http://www.uib.no/course/MOL200?)

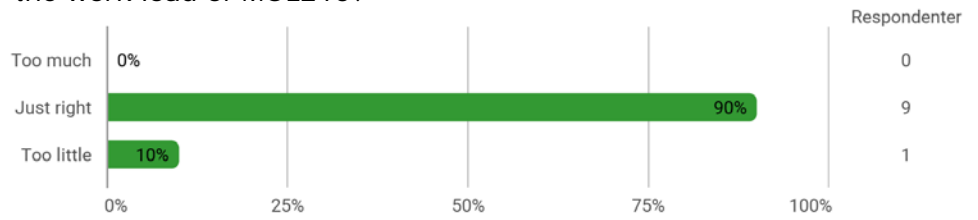


Did you lack any necessary background knowledge?

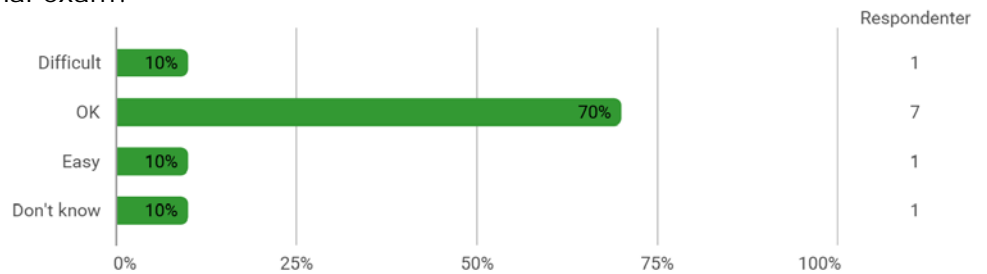




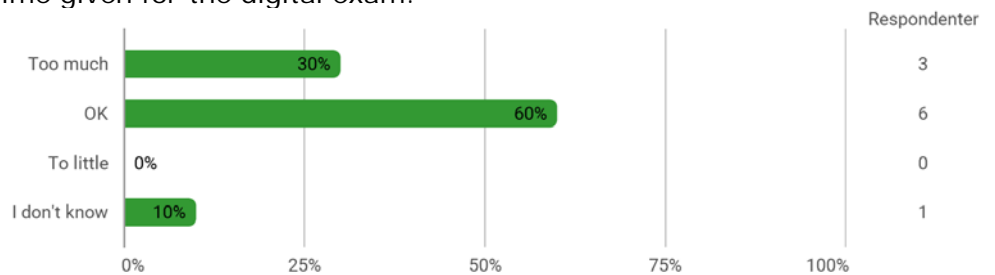
How would you consider the work load of MOL210?



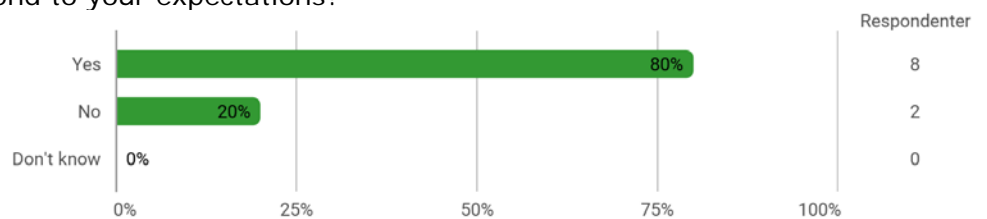
How did you find the final exam?



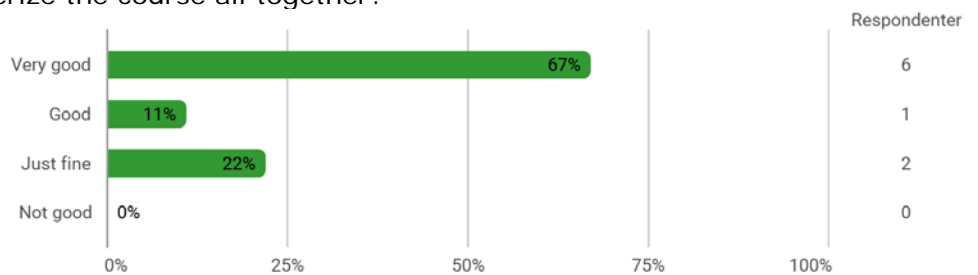
Where the amount of time given for the digital exam.



Did the course correspond to your expectations?



How would you characterize the course all together?



Samlet status

