

EMNERAPPORT – INSTITUTT FOR BIOMEDISIN

ANNUAL EVALUATION REPORT – DEPARTMENT OF BIOMEDICINE

Emnekode: <i>COURSE CODE:</i>	BMED380	Semester / år:	Autumn 2018 – Spring 2019
Emnenavn: <i>COURSE NAME:</i>	<i>Seminar Series</i>	SEMESTER / YEAR:	
Emneansvarlig: <i>COURSE COORDINATOR:</i>	Beate Stern	Godkjent:	Studieleder IBM 31.01.2020
Rapporteringsdato: <i>DATE OF REPORT:</i>	January 30, 2020	APPROVED: (admin.)	

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. In the Master's Programme in Biomedical Sciences it is listed as an approved optional course.

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.

In the course the students follow the weekly seminars held at the Department of Biomedicine. The course lasts for 2 consecutive semesters. In exceptional cases and if the application is accepted by the course coordinator, a student can finish the course in his/her third semester. Students can enrol in the course both in the autumn and spring semester.

Last semester (autumn 2018) 16 students were registered for the course. 10 of them were in their last semester. Of those (i) 8 completed the course, (ii) 1 applied for an extension which was approved, and (iii) 2 terminated the course. This semester (spring 2019) 12 students were registered. Of the 7 students being in their last semester, (i) 2 completed the course, (ii) 1 applied for an extension which was approved, and (iii) 3 terminated the course.

The group of 10 students having completed the course is comprised of

- 4 Master's students in Biomedical Sciences
- 4 PhD candidates from the Faculty of Medicine
- 2 PhD candidates from the Faculty of Mathematics and Natural Sciences

For 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>

In the previous course evaluation, some students criticised the number of seminar cancellations/vacant speaker slots (2 slots in autumn 2017 and 3 cancellations in spring 2018). In order to reach the required 25 attendances, they had to come to ≈80% of all seminars, which they found difficult due to ongoing lab work or other obligations. In the current teaching period, we were fortunate to have no cancellations. This reduced the ratio to ≈60%. Further, I am happy to being able to report that the Bergen Biomedical Research School agreed to include the students taking BMED380 in their "Meet the speaker" gatherings (see e.g. <https://www.uib.no/en/biomedisin/121467/meet-speaker-vilhelm-bohr>). The offer was met with great interest.

STATISTIKK / STATISTICS (admin.):

Antall vurderingsmeldte studenter: <i>NUMBER OF CANDIDATES REGISTERED FOR EXAMINATION:</i>	10	Antall studenter møtt til eksamen: <i>NUMBER OF CANDIDATES ATTENDED EXAMINATION:</i>	10
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Karakterskala GRADING SCALE	«Bestått/Ikke bestått» «PASS/FAIL»	Bestått / PASS:	10	Ikke bestått / FAIL:	-
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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/APEALS HAVE NOT BEEN PROCESSED.

The course is awarded with pass/fail; there are no grades given.

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 15% 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.

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.

Of the 10 students who completed the course, only 3 gave their feedback in the survey on the course page at Mitt UiB. Since this low number cannot be considered representative, statistics on the multiple-choice questions, as included in the previous Evaluation Report (autumn 17/spring 18), are not shown. However, many students commented on the course, (i) by email, (ii) in the section "short answer questions" in the survey and (iii) in the section "Evaluation" in the reports they submitted. An extract is given below.

(i) Feedback sent by email

- I really like the BMED380 course.
- The course was very enjoyable and very useful.
- Eg har trivdes veldig godt med emnet!
- I learnt much from those excellent lectures.
- Takk for bra kurs :)
- Thank you. The course was amazing.
- Jeg kommer absolutt til å fortsette med å gå på seminarene :)
- I really did enjoy the class and will definitely keep attending the seminars.
- I'm so looking forward to having the one-to-one meeting and reviewing the report. Since English is not my first language, I believe the more I practice, the better I will be in writing.
- The course provides the opportunity to attend many different seminars and meet different people, and one has a perfect chance to establish contacts and collaborations. Moreover, one can see different ways of presenting in front of an audience, thereby increasing one's own abilities, which is very important in science. Last but not least, the seminar course let's one take a break from the daily lab routine and to socialize.

(ii) Feedback in the survey to specific questions

➤ *What was good, what was bad?*

- The concept is very good - getting closer to actual ongoing science.
- The quality of the speakers varies immensely, from superbly comprehensive and interesting to overly advanced and technical. However, the option to choose which seminar to write about alleviates this problem.
- I really like the variety of the seminars, as a person interested also in other subjects rather than strictly cancer.

- Some of the seminars were challenging to follow due to the high scientific level and specificity of the topics, but mostly it was interesting and nice. Some of the lecturers were very engaging and did a great job in communicating their research!
- *What did you appreciate about the course?*
 - The variety of subjects, the open connection between speakers, PhDs and master students, the organization - and of course the cookies and tea!
 - I appreciate that I could choose which seminars to attend, and choose which ones to write about. I also enjoyed most of the seminars. It is really nice to have the diversity they offer, one would never get that in any other course!
- *What did you find disappointing about the course? Do you have any suggestion on what to improve?*
 - I cannot come up with anything :)
 - Would be nice if one could have a bit more background information or a simplified ppt available for students taking the course. In this way deciding which report to choose and report writing would be easier. Sometimes the level of knowledge is a bit too high.

(iii) Feedback in the reports on specific seminars

- What I have enjoyed the most was that the presenter used an interactive method by which he was able to engage with the attendees. As he asked them questions and encouraged them to participate and interact with him. This created a dynamic environment. In addition to an environment that was inclusive of all who attended. Moreover, during the whole time of the presentation, the presenter seemed to know how to keep the attendees enthusiastic, by asking challenging questions and allowing a lot of interesting discussions.
- The seminar might have benefited to include some references from their published work to provide the audience with a basis for further reading. It was sort of unclear as to what was published work and not, as well.
- He gave a clear presentation of an interesting research field with a high degree of clinical relevance. He consistently used slides with little text and mostly figures that illustrated the main points in a simple and clear manner.
- The speaker explained complicated molecular mechanism and methods in a clear and understandable way, making it easy to follow the whole presentation. He gave a good and informative introduction, including recent studies discussed in media like NRK, Aftenposten, VG etc. This is helpful for the audience because most people have probably seen the news he is referring to before.
- I found the presentation to be very informative and educational. The presenter was able to deliver the information in a professional and enjoyable way. He had good speaking skills, clear and easy to understand.
- The presentation was very educational and well-worth listening to.

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 the desired learning outcomes of the course, as defined under “Knowledge”, “Skills” and “Competences” in the course description, have been achieved. This can be nicely demonstrated by the reports submitted by the students at the end of each semester, which are of consistently good to very good standard. The training in listening to and reflecting over scientific presentations and writing about them in the form of a “mini-review” is supported by individual meetings where the corrected reports are discussed. Notably, the benefit of these discussions is proven by the fact that the respective second reports show clear improvements over the first ones (according to stringent criteria, see above). First and foremost, though, the positive impact of the course is demonstrated by the feedback of the participants. The following statements from the comments listed above express this in a particularly convincing way: “I learnt much from those excellent lectures”, “I will definitely keep attending the seminars”, “The concept is very

good - getting closer to actual ongoing science”, “It is really nice to have the diversity of subjects, one would never get that in any other course”, “A perfect chance to establish contacts and collaborations”.

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 (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 BBB, which is well suited for this purpose. During the current teaching period, the sound and video system in the auditorium has been upgraded.

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

There were 41 seminars scheduled in the Seminar Series during the autumn 2018/spring 2019 period, 2 of which as “extra seminars” being held in addition to and on other days than the normal Thursday seminars. There were no cancellations. The speakers came from 13 different countries (Canada, China, Denmark, France, Germany, Luxembourg, New Zealand, Norway (Bergen, Oslo, Tromsø, Trondheim), Sweden, Switzerland, The Netherlands, UK, USA) and covered a broad range of topics (including cancer-, neurological- and cardiovascular research, cellular metabolism, biological psychiatry, marine molecular-, structural- and population biology, gene therapy and bioinformatics). As appreciated by the students, the entire framework of the course is well established, such that there is no need for principal changes.

Suggestions, though, are always welcome. To ask speakers to prepare an extra, simplified version of their presentation for students (see comment above), however, is not possible. Speakers are invited to give scientific talks and we cannot involve them in teaching. But we will remind them to give a general introduction at the beginning of their talk, since the audience is composed of students, postdocs and faculty with diverse backgrounds. A further suggestion brought forward by a student in a personal discussion might be easier to realise. The idea is to select one seminar per semester after which the participants, course coordinator and chairperson meet and analyse the presentation, evaluating the speaker’s technique and communication. To include such a gathering as part of the course offer will be considered.