



Semester coordinator evaluation rapport for Medicine with Industrial Specialisation, 1. Master
<p>Year: 2024</p> <p>Semester coordinator/rapport completion date/: Simone Riis Porsborg/24.03.25</p> <p>Number of semester group meetings conducted during the semester: 2</p> <p>Appendices attached: 0</p> <p>Response rate: 56% completed + 20% partially</p>
Study program start
<p>To ensure a good study start for all students, the following activities were arranged:</p> <ul style="list-style-type: none">- Welcome letter- Employment of Buddies; the employment process is centrally arranged, but there is a big wish from the semester coordinator to be included in the selection, to ensure consistency and matching of expectations- Welcome video from Buddies- 3 Start of studies arrangements (v. buddies); the students are very happy about these- Administrative study groups with equal distribution of all subgroups (years, internal, external, international)- Ice-breaker group exercise for study groups in continuation of the semester start with a joint presentation round- Informal lunch meeting with semester coordinator <p>The students wish to have:</p> <ul style="list-style-type: none">- Pre-study start for new AAU students; there are currently a lot of tasks placed on the study groups incl. IT, Moodle ect.- Access to the schedule earlier- List of obligatory elements- List of recommended books
The semester in general
<p>The students find it challenging to find available group rooms. Rooms are often booked without being used.</p> <p>45% spend less than 36 hours on their study</p> <p>The students want a bigger focus on the study groups across courses, so they only have 1 study group pr. semester</p> <p>Lecturers should see to it that international students are in line with the course because sometimes, in a new environment, a lot of changes occur, and trying to adapt is one of many things that could affect their academic performance.</p> <p>In general, students wish to finish courses before starting the project period.</p>
Project module
<p>This year we tried to make administrative project groups with equal distribution of all subgroups (years, internal, external, international). It was 50:50 how the students received this, but a more significant focus on a broader social connection to the study makes all students more robust.</p> <p>The status seminar was part of MedIS Opportunities, which received great feedback from students, supervisors and the industry.</p> <p>The students wish to:</p> <ul style="list-style-type: none">- Have more focus on AI declaration- More focus on collaboration agreement with the supervisor <p>PBL: The performance of the assignment sent to the students could have been developed more thoroughly and with better syntax. The assignment includes many questions that are almost alike within different issues of the assignment.</p> <p>Furthermore, there are some of the questions that are difficult to answer since they are related to the evaluation of the project and the outcome. Since the assignment is issued at the beginning of the project period, this is challenging to respond to. The assignment could include more process goals. Then, you could respond to the questions related to the specific time in the project. Another option could be to perform a process analysis during the project and then evaluate this by the end of the project or on the next semester.</p> <p>Safety: The students suggest a APV workshop as only some of them participated in the teaching on 6th semester bachelor and all new never participated before</p>



Course modules
<p>Quality improvement and quality assurance: The students seem very confused. 29% did not think that the module met their professional expectations. 27% found the level to be low. 68-70% did not find their work effort, their engagement, or the learning outcome high. 44% found the communication from the teachers about the module content and activities to be bad, as well as the communication of the academic material.</p> <p>Molecular Pathogenesis: Very positive evaluation and feedback about the format and exam. A wish for more focus on learning goals in the scientific content. The exam is, by a few, seen as way too easy.</p> <p>Molecular and Cellular Methods in Biomedicine: Very positive evaluation. At the semester group meeting 2, the students said that the presentations did not work that well since a lot chose the same methods, resulting in repetitions. Furthermore, students wish to get written feedback on their assignments.</p> <p>Designing and evaluating pharmacological research: Very positive evaluation. The exam is, by a few, seen as way too easy.</p> <p>Methods of Economic Evaluation in Healthcare: Very positive evaluation and feedback. Are missing the reasoning, essence and take-home message written on slides</p> <p>Marketing and market access for healthcare: 25% did not find that the lecturers communicated the academic material in a good way. The students ask for more information on the slides and better communication about the level as lectures and literature show different levels.</p>
Action points/planned initiatives
<p>Semester in general:</p> <ul style="list-style-type: none">- Pre-semester start for new AAU students with a focus on introducing them to the buildings, Moodle etc. so they are up and running at the semester start- List of obligatory elements from different courses- List of recommended books from different courses- Work on higher student participation across courses <p>Quality improvement and quality assurance: - a clear description of the course, - a list of obligatory elements, - replace all Danish literature, Danish links, and Danish text/diagrams in the PowerPoint slides, - use the designed study groups, not making new ones, - Streamline the content with the other MMA courses to avoid too much repetition, - a clear description of the exam</p> <p>Molecular Pathogenesis: - only one session per week</p> <p>Molecular and Cellular Methods in Biomedicine: Ensure a broad representation of topics across the SOP assignment.</p> <p>Designing and evaluating pharmacological research: re-evaluation of the exam format, taking into account both positive and negative comments about the exam format.</p> <p>Methods of Economic Evaluation in Healthcare: Consider making the statistic lecture a webinar, a "lecture 0", or a brush-up for students from other bachelors than MedIS.</p> <p>Marketing and market access for healthcare:</p>



AALBORG UNIVERSITET

March 2025

Studyboard for Medicine