Semesterkoordinators evalueringsrapport for Sundhedsteknologi 1.semester bachelor
Årstal: 2022   Semesterkoordinator/dato for udarbejdelse af rapport: Sabata Gervasio/20 March 2023   Antal afholdte styrings-/semestergruppemøder på semestret: 2   Bilag vedhæftet: no   (Referater fra semestergruppemøde skal kun vedhæftes, hvis de ikke tidligere er sendt til studienævn (studienævnssekretær). Semesterevalueringsrapport skal <u>ikke</u> vedhæftes.

Studiestart (kun på 1. sem BA og KA – for BA pba. særskilt rapport udsendt i oktober, og for KA pba. evaluering indeholdt i semesterevalueringsrapporten samt bemærkninger fra semestergruppemøde)

The survey for the evaluation of the study start was completed by 60 % of the students (26 students).
96% of the students responding were satisfied with the study start, 88% have settled in well. 81% of the students felt that they have chosen the right education.
Minimum 77% of the students reported they received satisfying information before study start and in good time.
85% of the students participated to the social activities organized during the RUS period and 92 % felt the tutors contributed positively to their study start. All activity arranged by the tutors were appreciated, especially the "knoldbold", the pub-crawl and the lunch with the tutor. The students wished for more arrangements without alcohol. The arrangements were often on the same day of "mathematics café", so another day would have been preferred.
All students felt were introduced to the PBL model and learned how it is to study at AAU. Only 33% felt were introduced to the AAU's activity model.
All groups were represented at the semester group meeting while only 4 out of 6 were represented during the second semester group meeting.

Semestret generelt (bemærkninger til forberedelse/opstart, studie-/læringsmiljø, studerendes arbejdsindsats, deltagelse i styrings-/semestergruppemøder og semesterevaluering, administration, fysiske rammer m.m.)

The survey for the evaluation of the semester was completed by 68% of the students.
65% of the students used more than 36 hours per week.
During the semester the event "Hvad kan man med sundhedsteknologi?" was arranged where 5 previous ST students have been invited to presents their work experiences and challenged. The students appreciated the initiative and wished for more variety in the job positions of the presenter.

Projektmodul (bemærkninger til forløb af gruppedannelse, forløb af projektgruppearbejde, projektvejledning, sammenhæng mellem projektgruppearbejde og kursusmoduler, statusseminar m.m.)

The projects "Sundhedsteknologisk projektarbejde" and "Sundhedsteknologiske produkter" both received generally positive feedback. For both projects, minimum 22-28 % of the students reported that the physical facilities did not support group work. Students report that it has been difficult to find places to study at campus which created some confusion, but they are aware this was due to the process on moving to the new building.
During the semester group meeting, the students reported that the time allocated for the **status seminar** was more than necessary, so 15 mins less could be used for each group.

Kursusmoduler (bemærkninger til kursusmodulers forløb – forelæsninger, caseundervisning, klinik ophold og kliniske øvelser, sammenhæng/progression i/mellem forløb, forberedelse/opgaveløsning/øvelser, eksamen m.m.)

The course "Anvendt programmering" received mostly positive feedback. The qualitative answers include positive comments for the teacher.
Students experienced confusion and a long waiting time on the first class of the course due to issues with the installation of the required software. Students wished for more focus on "programmatic thinking" and clearer explanation of which level the students are expected to reach at the end of the course.

The course "Lineær algebra" received mostly positive feedback. There are 6 students (24%) who assess that there is a poor opportunity to receive academic feedback from lecturers. However, during the course there is possibility for feedback during the exercises, during the workshops and through the online help service, called Mathematik-café, which is open once a week and for which the students could book an appointment. During the semester group meeting the students reported that they could have quick feedback during the assignments. One student wished for a different form for the exam, as for written stead of oral. However, oral exams give the opportunity of examining on the workshops work, while written exams tend to be focused on type assignments.

The course "Problembaseret læring og metoder" received mostly positive feedback. Compared to the previous year, students were more satisfied about the way the teachers disseminated the material. However, some students were not satisfied with their involvement in the module's activity (n=9, 32 %) and their own work effort in the course (n=7, 28 %).

Studiemiljø (bemærkninger til det fysiske, psykiske, æstetiske og digitale studiemiljø fra semesterevalueringsrapporten samt semestergruppemøder. Vær obs på at notere lokalenr. og adresse ved fysiske udfordringer i studiemiljøet)

39% of the students we not satisfied about the facilities to be used during the breaks and to facilitate social interaction with other students. 24% were not satisfied about the room used during teaching for example the rooms used for the group meetings and for the exams were small. Students are also aware facilities were affected by the moving to the new building.
None of the students experienced any form of aggressive behavior.

Action points/planlagte tiltag

For the course "Anvendt programmering":
- two installation videos with be made, one for Mac OS and one for Windows, respectively, where the students can follow along and install the software as preparation for the first class. This should simplify the installation and reduce the waiting time as the student will have clear instruction to do it at home
- The expectations of the students' skills after finishing the course will be made more explicit during the first class.
- Flowcharts will be used more actively in exercises, to plan program execution, and to improve the students' "programmatic thinking".

For the course "Problembaseret læring og metoder" the following action points will be taken to increase the students' engagements
- Slides will be revised, and more group exercises will be added.
- Course structure will be revised, and some modules will be combined.

More attention will be paid to the schedule of RUS activity to ensure no interference with teaching activities as the Mathematics café.