

<p>Semesterkoordinators evalueringsrapport for Sundhedsteknologi 1.semester bachelor</p> <p>Årstal: 2023/2024 Semesterkoordinator/dato for udarbejdelse af rapport: Sabata Gervasio/5-3-2024 Antal afholdte styrings-/semestergruppemøder på semestret: 2 Bilag vedhæftet: No</p>
<p>Studiestart (kun i rapporter for efterårssemesteret og kun på 1. sem KA - indeholdt i semesterevalueringssrapporten samt bemærkninger fra semestergruppemøder) (for 1. sem Medicin KA: Evaluering af Bootcamp)</p> <ul style="list-style-type: none"> • During the semester group meeting the students reported that the activities in the RUS period were good. Students appreciated the program, and the tutors were good in helping and answer questions. • The lab tour was considered a good activity. • Students report that they received a lot of information before semesterstart, and it was a bit overwhelming with many links.
<p>Semestret generelt (bemærkninger til forberedelse/opstart, studie-/læringsmiljø, studerendes arbejdsindsats, deltagelse i styrings-/semestergruppemøder og semesterevaluering, administration, fysiske rammer m.m.)</p> <ul style="list-style-type: none"> • The evaluation was completed by 86% of the students while 5% provided some answers. All groups were represented in the two semester group meetings. • The students reported that the online system for booking the rooms worked well. • Positive feedback was received for the status seminar. • Students wished for the course Anvendt programmering and Lineær algebra not to be placed on the same day. Also, the students wished no teaching in two different parts of the campus on the same day or more time reserved for transport. • Students appreciated the event "Hvad kan man med Sundhedsteknologi" and they wished more focus on how the previous students looked for job after the education and guests with different job positions. • Around 42 % of the students reported using less than 35 hours per week on the education.
<p>Projektmodul (bemærkninger til forløb af gruppedannelse, forløb af projektgruppearbejde, projektvejledning, sammenhæng mellem projektgruppearbejde og kursusmoduler, statusseminar, eksamen m.m.)</p> <ul style="list-style-type: none"> • During the semester group meeting the students observed and appreciated the collaboration between the supervisors • Around 26% of the students provided negative feedback on their possibility to use facilities like laboratories, library, rooms etc. The use of labs was not expected nor needed during the 1st semester projects. Most of the qualitative comments are positive. However, it was indicated that it was difficult to find available group rooms especially if booked at the last moment. It was also indicated that it was not possible to ventilate (open a window) the group rooms. • No other issues were observed/reported about the projects.
<p>Kursusmoduler (bemærkninger til kursusmodulers forløb – forelæsninger, caseundervisning, klinik ophold og kliniske øvelser, sammenhæng/progression i/mellem forløb, forberedelse/opgaveløsning/øvelser, eksamen m.m.)</p> <p>The course in Anvendt Programmering more than 25% of the students reported issues with:</p> <ul style="list-style-type: none"> • The learning outcomes of the module's activities • The teacher's dissemination of academic material <p>In the qualitative answers, some students praise the teacher while others indicate that the course was difficult to follow and suggest slowing down or simpler explanations. At the 2nd semester group meeting, students reported that the course became easier to follow and appreciated that the teacher repeated some points and added some breaks to allow the less experiences students to catch up.</p> <p>The course Lineær Algebra received generally good reviews. The teachers were praised in the semester group meetings and in the evaluation. Some of the teaching consisted in videos. Student wished for physical teaching or that some slides were provided with the videos.</p> <p>The course Problembaseret læring og metode received generally good evaluation. The teacher was praised. A few students reported that one of the teachers was more difficult to follow.</p>
<p>Action points/planlagte tiltag</p> <ul style="list-style-type: none"> • In planning the schedule, we will attempt to place the courses Anvendt programmering and Lineær algebra on different days. • In planning the schedule, we will attempt not to have teaching in two different parts of the campus on the same day or to reserve more time for transport. • To increase the amount of hours per week that the students spend on the education, expectations between the students and teachers will be clarified at the semester/study start and reminded during following meetings, (for instance the introduction to P1 and courses). Moreover, there will be more focus on the activity study model. <p>For the course Anvendt Programmering</p> <ul style="list-style-type: none"> • Lecture 1 (computer setup) will be divided into a macOS and windows part • Some of the course subjects will be divided into 2 lectures: "easy/intro" (slow) and "complex/advanced". • Continuing with the teaching-technique from the final part of the semester, to which the students had a positive response. <ul style="list-style-type: none"> • Approach for lecture: show code, go through the code, describe the principles, reiterate the code. • Approach for exercises: Step-by-step guide for all exercises • Emphasize and reiterate from the first lecture, where the resources are.