

Semesterkoordinators evalueringsrapport for Sundhedsteknologi 1. sem bachelor
<p>Årstal: 2024/2025</p> <p>Semesterkoordinator/dato for udarbejdelse af rapport: Sabata Gervasio/ 12-03-'25</p> <p>Antal afholdte semestergruppemøder på semestret: 2</p> <p>Svarprocent: the evaluation was distributed to 27 students and was completed by 74% of them. Additional 7 % (2 students) delivered partial answers.</p>
<p>Studiestart (kun i rapporter for efterårssemesteret og kun på 1. sem KA - indeholdt i semesterevalueringssrapporten samt bemærkninger fra semestergruppemøder)</p> <p>The students felt well informed on the first day and they appreciated the activities planned for the study starts. Students wished more info on what they were supposed to bring to different RUS arrangements and earlier than they did. In one occasion a RUS activity was scheduled for a day before a deadline for P0.</p>
<p>Semestret generelt (bemærkninger til forberedelse/opstart, studie-/læringsmiljø, studerendes arbejdsindsats, deltagelse i styrings-/semestergruppemøder og semesterevaluering, administration, fysiske rammer m.m.)</p> <p>Around 50% of the students used more than 41 hours per week on the study while, 85% of the students used more than 35 hours on the study.</p> <p>Only three group out of five were represented at the semester groups meetings, but the students present, participated actively. The students experienced a good communication with AAU employees and reported that the booking system works well. Several students were not satisfied about the teaching room dedicated to Linear Algebra due to low visibility and inner climate issues.</p>
<p>Projektmodul (bemærkninger til forløb af gruppedannelse, forløb af projektgruppearbejde, projektvejledning, sammenhæng mellem projektgruppearbejde og kursusmoduler, statusseminar, eksamen m.m.)</p> <p>The general feedback for the two project is positive, students praise supervisors. Some students wished for more introduction of the expectation from the P0 project and about the content of the first supervisor meeting (AP1).</p> <p>Some students wished for more classes of the PBL course earlier during the semester (AP2)</p> <p>The students were satisfied about the structure of the status seminars and the information provided. Some students wished to participate as opponents to more groups (AP3). Others were against this idea.</p>
<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>For the course in Imperative Programming, the students appreciate that the teacher is very prepared on the topic and appreciate the structure of the course and that the examples/exercises are relevant. According to the quantitative evaluation, though, points that require improvements are:</p> <ul style="list-style-type: none"> • the students' learning outcomes (AP4), • the possibility to obtain feedback from the course teachers (AP5). • the communication with the teachers about the content of the course (AP6) • and the teacher's dissemination of the course content (AP4) <p>From the qualitative evaluation, and during the semester group meetings, the students report that the level of the course is very high and wished for easier examples/exercises, or more progressive exercises and some easier/clearer explanations of the exercises (AP4).</p> <p>The evaluation of the course in Linear Algebra was very positive. The only recurrent dissatisfaction between the students is the room where teaching occurs, where the inner climate is not very good, and neither is the visibility. The study secretary has already informed who is responsible for the course schedule.</p> <p>The evaluation of the course in Problem Based Learning and Theory of Science was also generally positive. The students suggested to move some lectures of the course earlier in the semester (AP2). Some students finds that some teachers are easier to follow than others.</p>
<p>Action points/planlagte tiltag</p> <p>AP1: Information about expectations (based on learning goals) and how to proceed during the first week of the education (including how to prepare for first meeting with supervisors) will be made more evident/clear.</p> <p>AP2: the schedule of the course in Problem Based Learning and Theory of Science will be considered and, if possible, some classes might be moved earlier in the semester.</p> <p>AP3: While all groups are already welcome during the status seminar, a forum will be opened on Moodle next year where students can find material from the other groups and can chose to participate also when they are not the designed opponents.</p> <p>Imperative programming course</p> <p>AP4: as some of the classes might have a too steep learning curve, new topics will be introduced with a slower tempo. Also material dissemination will be improved by providing an easier introduction to C and technical terms</p> <p>AP5: the possibility to have feedback from the teacher will be underlined and example of how to get feedback, for example via emails communication will be provided.</p> <p>AP6: the teacher will make it clearer where the students can find the information they need.</p>