

Evaluation report 2021 spring term

Course code: ENERGI102

Faglærers vurdering av gjennomføring/*lecturers assessment of implementation:*

Highly relevant course which was given for the first time at UiB which consequently has had some starting issues but generally the implementation was appropriate and sound.

Praktisk gjennomføring/*practical implementation*

online teaching, both lecture and exercises

Strykprosent og frafall/*failure rate and apostasy*

	Totalt	Kvinner	Menn
Antall kandidater (oppmeldt):	58	32	26
Antall møtt til eksamen:	57	31	26
Antall bestått (B):	56	30	26
Antall stryk (S):	0 0%	0 0%	0 0%
Antall avbrutt (A):	1	1	0
Gjennomsnittskarakter:	B	B	B

Karakterfordeling/*grade distribution*

Karakter	Antall	Kvinner	Menn
E	0	0	0
D	1	0	1
C	7	5	2
B	39	22	17
A	9	3	6

Studieinformasjon og dokumentasjon/*information of studies and documentation*

The course page needs an update and correction and translation into english, particularly due to course language, software to be implemented and topics to be covered/learned.

Tilgang til relevant litteratur/*access to relevant literature*

Was poor which clearly was due to the very short notice from the administration to actually hold this course. However, this will not be the case in next year's course.

Faglærers vurdering av rammevilkårene/lecturers *assessment of frame terms*

Lokaler og undervisningsutstyr/locals and teaching equipment

Especially due to online teaching a good collaborative whiteboard tool (www.whiteboard.fi) was tested and implemented, also in the breakout rooms. This online tool should be established in the paid scheme next time, possibly even throughout the entire UiB system. Experiences were rather positive. Zoom/Teams for lecturing and exercises worked ok with the known limited technical features included.

Andre forhold/other conditions

Students should be formally told to have the camera on during teaching and in particular when placing questions. This is more fair to the teachers and comes much closer to classical teaching conditions which still is clearly seen as the better way of lecturing. "Camera on or leave the course" from the second lesson on makes a better learning atmosphere also for the students – at least as long and technical basics and bandwidth work well. Here no major issues are to be reported.

Faglærers kommentar til student-evalueringen(e)/lecturers *comments to student evaluation*

Metode – gjennomføring/method – implementation

Most issues arising during the lecture were due to the limited time available for a sound and appropriate preparation of both lecture and exercises. ENERGI102 was to be designed completely new from scratch and has never been held at the chemistry department or anywhere else at UiB at all.

The formal "GO" for this novel lecture in a rather new field of research was just 5 weeks ahead of the course starting point which was not sufficient. Consequently the quality was not always according to the otherwise high standards of teaching and didactics. However, this will be no issue in the next year.

Oppsummering av innspill/summary of input

Most issues arising during the lecture could be solved

Ev. underveistiltak/eventual underway measures

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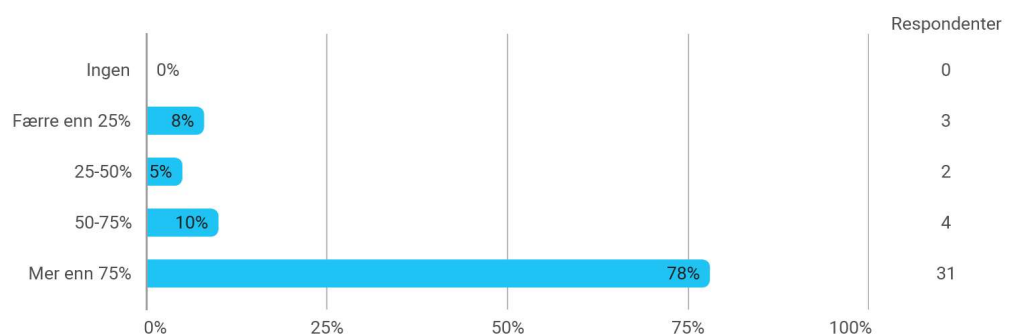
Faglærers samlede vurdering, inkl. forslag til forbedringstiltak/lecturers overall assessment, including suggestions for improvement measures

The course design, the topics of LCA to be taught, the given competence requirements to be met by the student (Mål og innhold og Læringsutbyte) and the ECTS to be earned have not at all been discussed with the staff actually teaching this topic which was perceived to be not appropriate at all. This fact did not exactly increase the quality of the teaching for the students either.

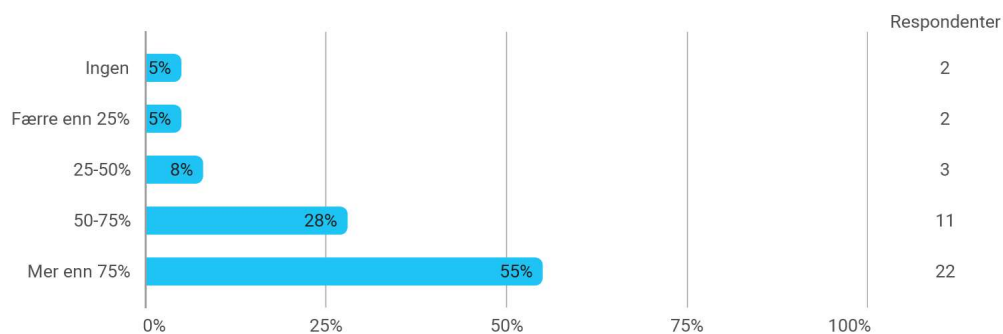
The amount of content to be transferred in a sustainable, didactic lecture appropriate for 10 ECTS is also perceived to be placed too early i.e. at this very early stage of a master's program. This is even more so at the complex and rapidly developing topic of life cycle assessment, LCA.

One suggestion as to partially overcome this issue would be to divide the course into two, theory and exercises, and increasing the respective ECTS' bearing it. An ideal starting point could be in the 5th or 6th semester of a master's program. Timewise a certain scientific maturity and ability to oversee concepts as a whole will be advantageous for the students and largely increase the læringsutbyte.

Hvor stor andel av forelesningene (onsdag) har du fulgt?

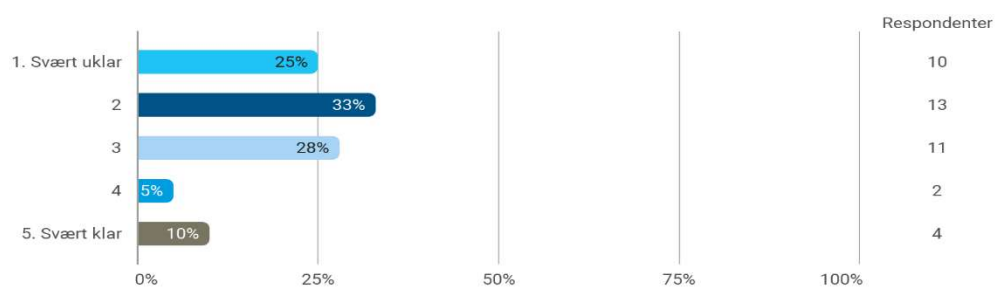


Hvor stor andel av undervisningen (torsdag) har du fulgt?

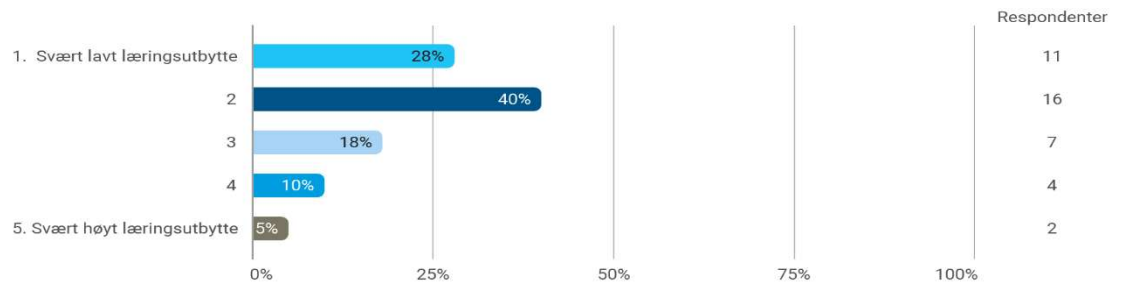


Mike Kleinert

Forelesers klarhet i fremstillingen.

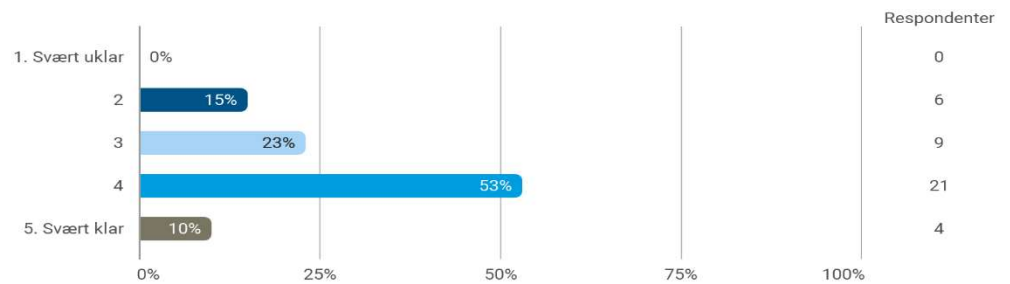


Hvordan var læringsutbyttet av forelesningene?

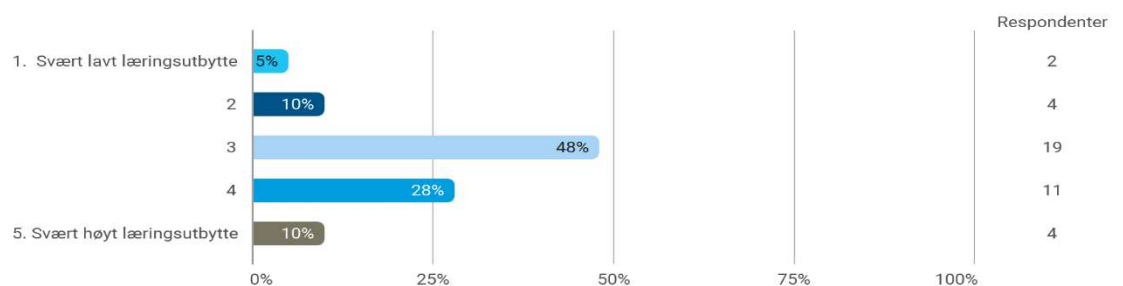


Camilla Løhre

Forelesers klarhet i fremstillingen.

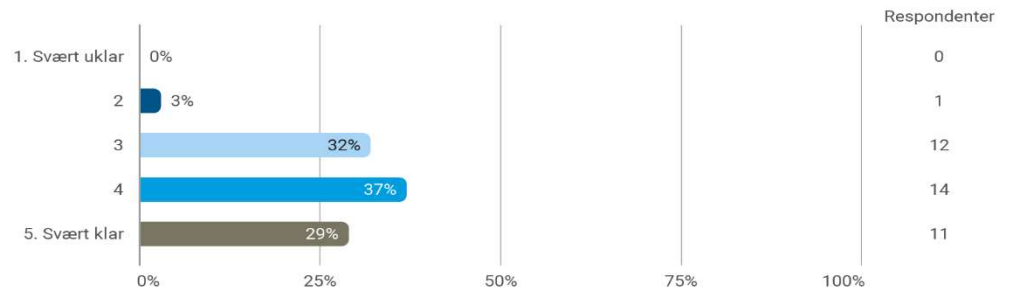


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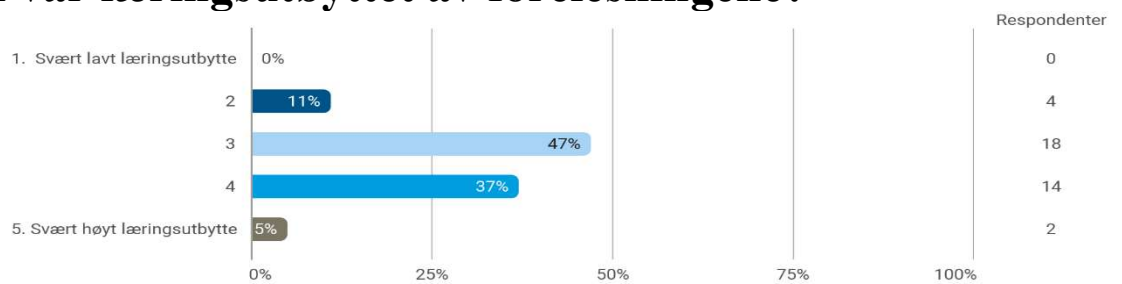


Ann-Kathrin Briem

Forelesers klarhet i fremstillingen

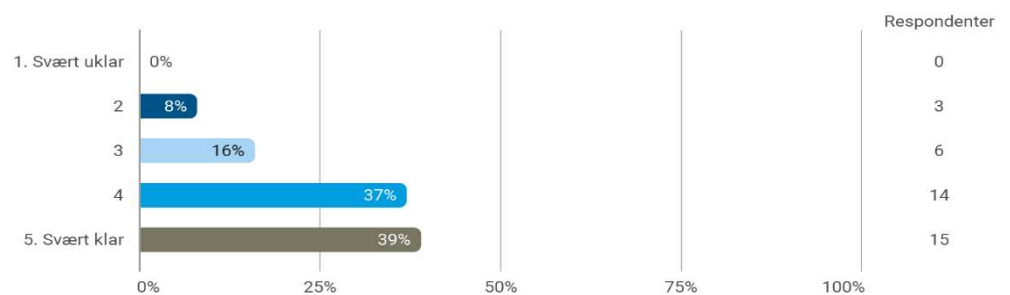


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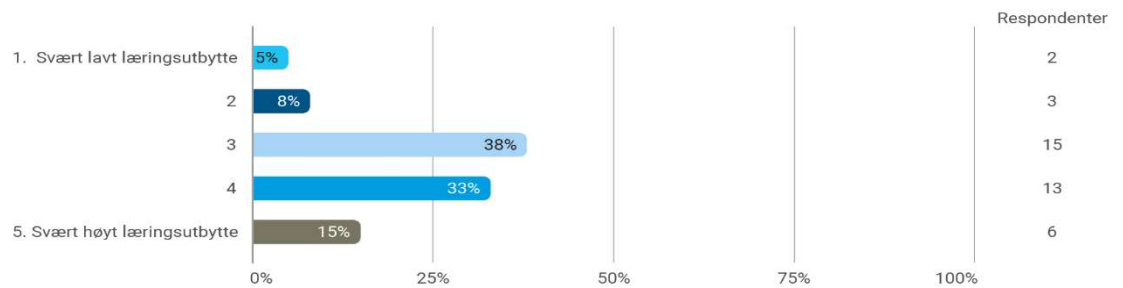


Hans Jakob Walnum

Forelesers klarhet i fremstillingen.

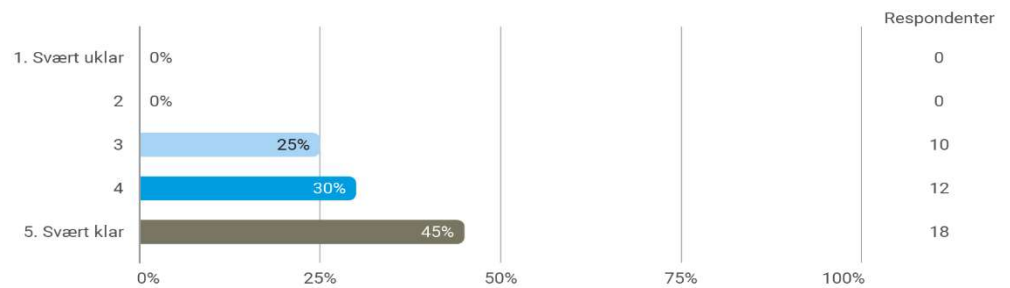


Hvordan var læringsutbyttet av forelesningene?

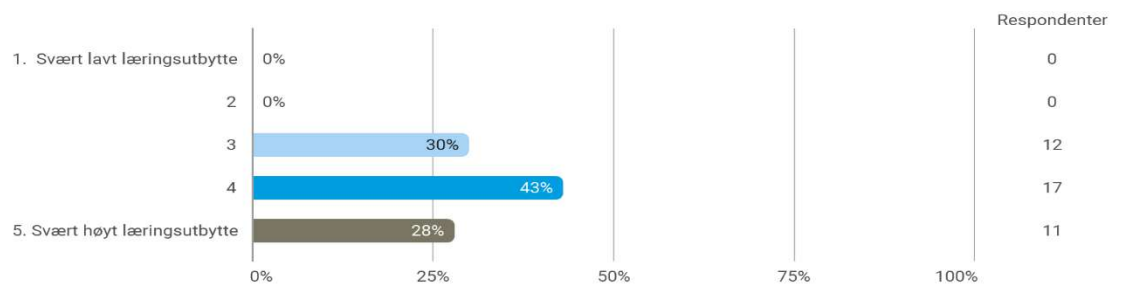


Pia Lemberger

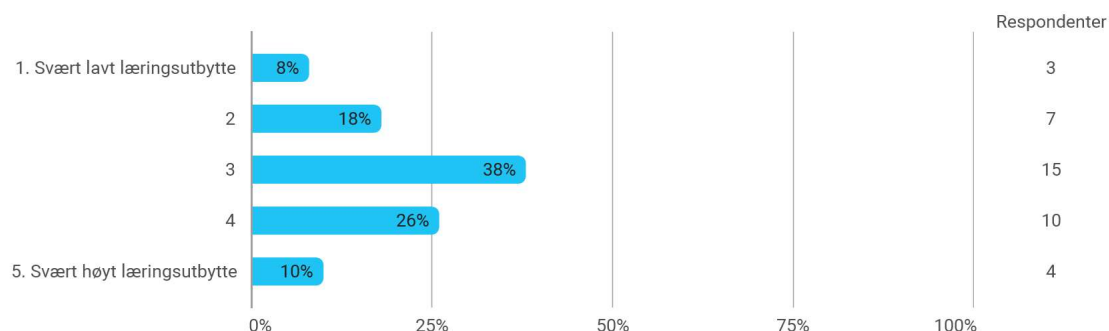
Forelesers klarhet i fremstillingen



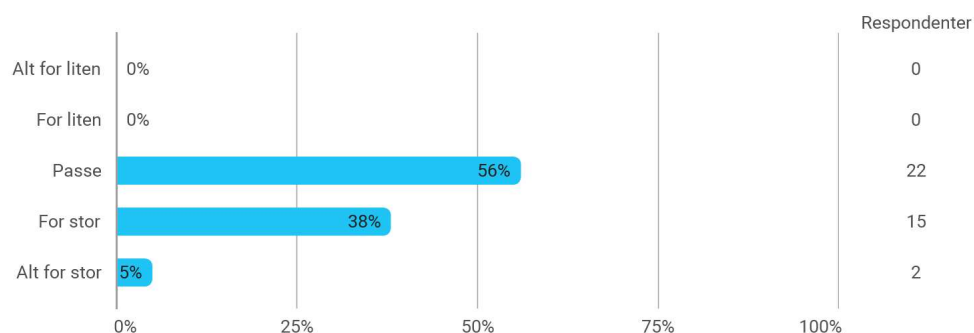
Hvordan var læringsutbyttet av forelesningene?



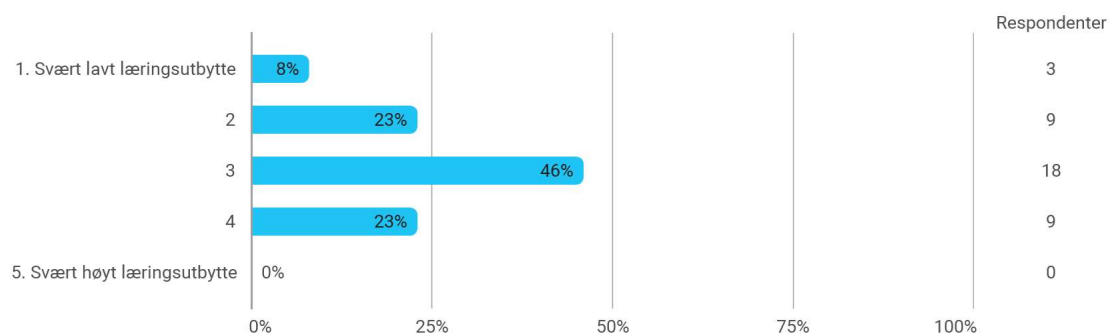
Hvordan har læringsutbyttet av leksene/homework vært? 1 til 5, der 1 er svært lavt og 5 er svært høyt læringsutbytte.



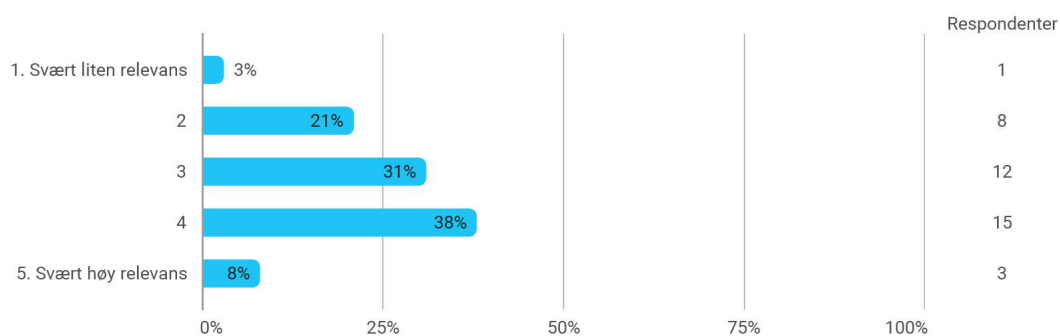
Hvordan var arbeidsmengden av leksene/homework?



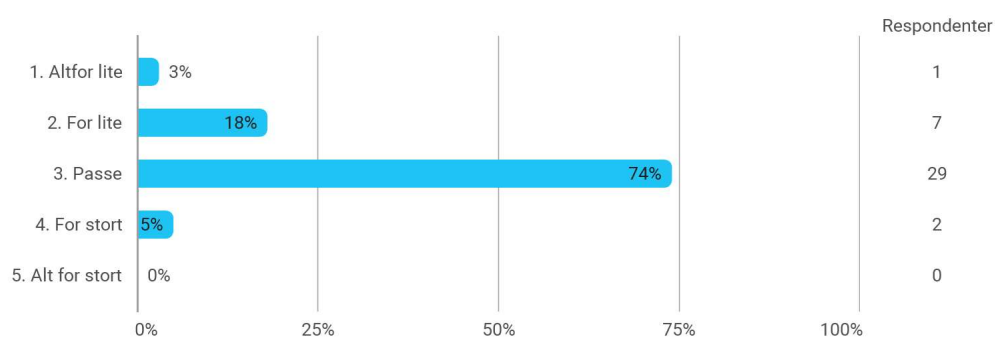
Hvordan har læringsutbyttet av semesteroppgaven vært? 1 til 5, der 1 er svært lavt og 5 er svært høyt læringsutbytte.



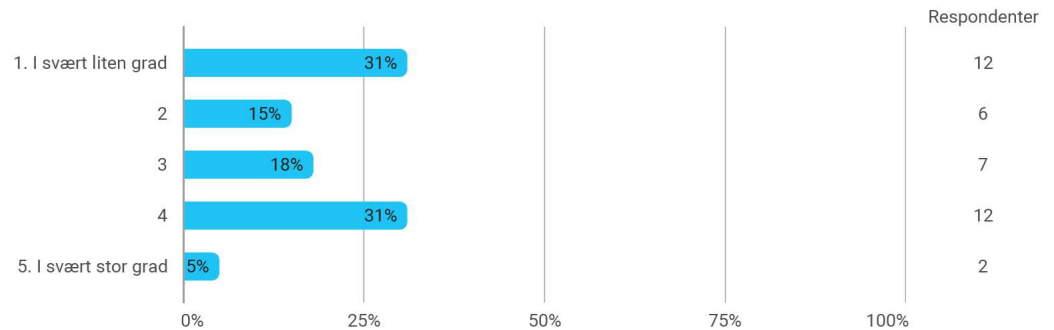
Hva synes du om relevansen av semesteroppgaven? 1 til 5, der 1 er svært liten relevans og 5 er svært høy relevans



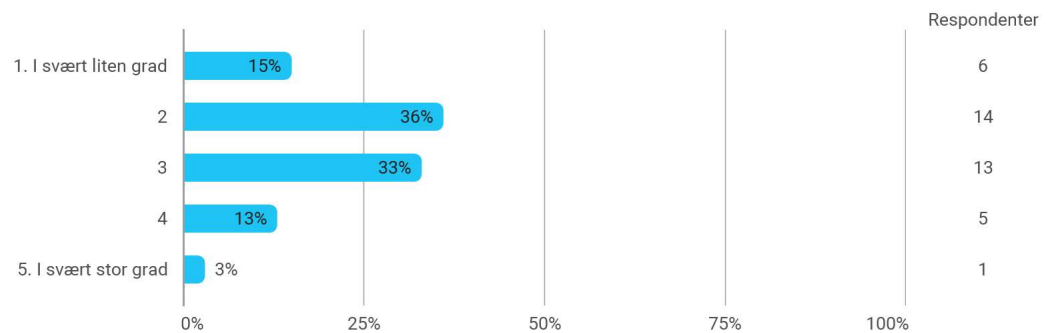
Hvordan synes du omfanget av semesteroppgaven har vært?



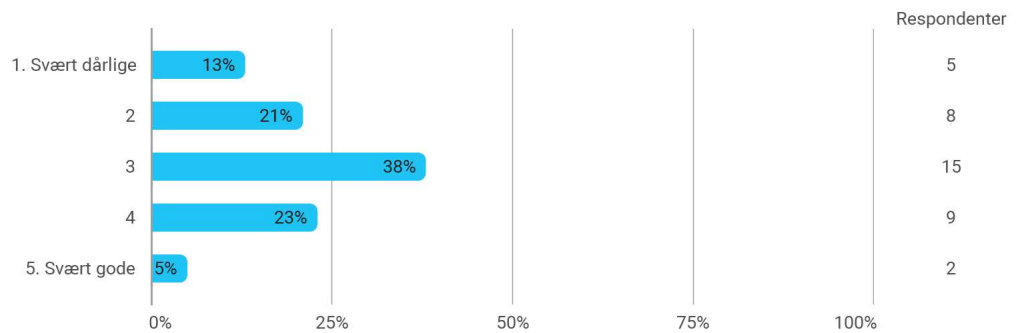
Økte bruken av den tilgjengelige programvaren forståelsen av temaene du jobbet med? Svar 1 til 5, der 1 er i svært liten grad og 5 er i svært stor grad.1.



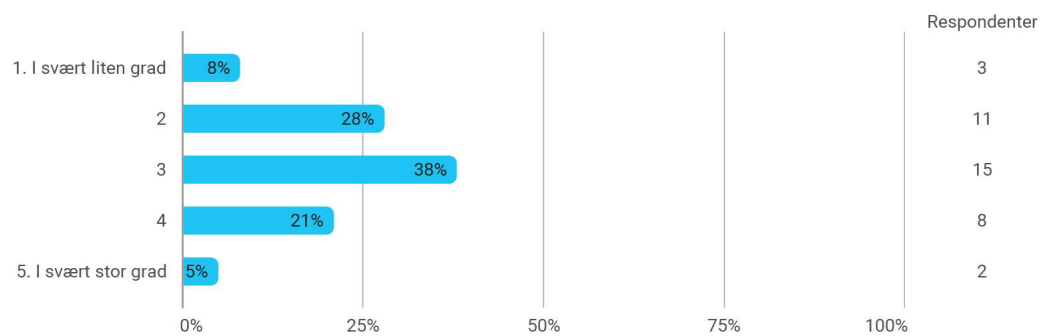
Fikk du god nok opplæring i bruken av denne programvaren? Svar 1 til 5, der 1 er i svært liten grad og 5 er i svært stor grad.



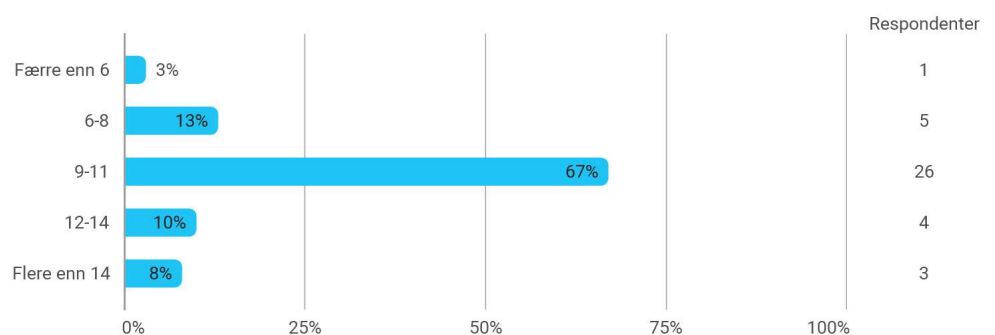
Hva syns du om lærematerialet som ble brukt på kurset? 1 til 5 der 1 er svært dårlig og 5 er svært godt.



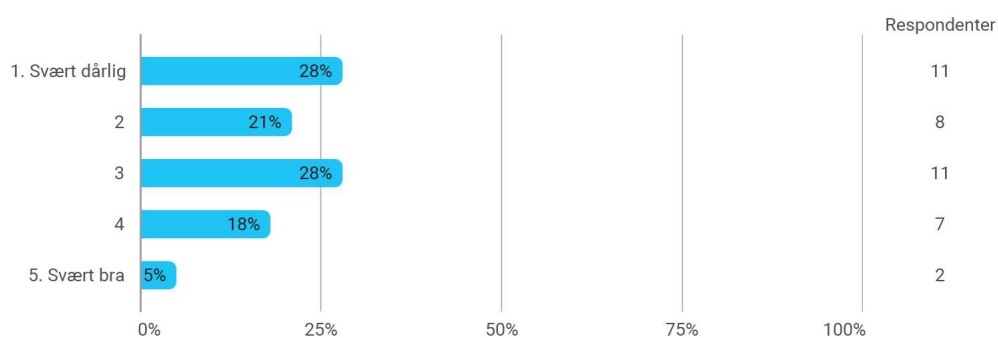
I hvor stor grad har du nådd disse læringsmålene? Svar fra 1 til 5, der 1 er i svært liten grad og 5 er i svært stor grad.



10 studiepoeng skal i snitt tilsvare ca. 13t arbeid (organisert undervisn. + egenaktivitet) pr. uke. Hvor mange studiepoeng mener du emnet ENERGI102 tilsvarer?



Hvordan har kontakten med de emneansvarlige vært? 1 til 5, der 1 er svært dårlig kontakt og 5 er svært god kontakt.



Hvor fornøyd har du vært med informasjonen gitt før og underveis i kurset? Svar 1 til 5, der 1 er svært misfornøyd og 5 er svært fornøyd.

