

3-year course evaluation

Course: GEOF339

Semester and year for completed course evaluation: Autumn 2021

Name of course coordinator: Helene R. Langehaug

Introduction

GEOF339 was lectured by Helene R. Langehaug for the first time in Autumn 2021. Teaching assistant was Till Baumann. All lectures and exercises this semester were done physically at GFI. This evaluation will be based on the experiences from the Autumn 2021, on some feedback from the previous lecturer, and on the students' evaluation of the course for the last three years (Autumn 2019, Autumn 2020, Autumn 2021).

1. Describe and account for pedagogical choices in the course, reflect on the student's learning as a result of these choices.

The textbook that we use in GEOF339 is generally good. It describes well the different topics. The same book has also been used in GEOF213. The idea of GEOF339 is to build on GEOF213, and thus, for consistence across the courses, I think it is good to use the same book. On the other hand, the previous lecturer and the students have expressed that the book lacks derivation of equations. In addition, some topics are only shortly described. Some extra material has therefore been used to compensate for this.

The teaching method is one lecture of 2 hours per week and one exercise class of 2 hours per week.

In the lectures, the focus over the last three years has been to derive equations that are used in the textbook. My impression is that the students have interest in learning and understanding how to derive the equations. New from the Autumn 2021 was to spend some more time to introduce each of the topics with some repetition to link with GEOF213. As a result, we had one lecture hour of power point presentation with figures and introduction of the topic, and one lecture hour with derivations of relevant equations on the black board. My impression was that the students appreciated these introductions but based on the students' evaluation they might be shortened to some extent in the coming teaching semester (Autumn 2022).

My impression is that the order of topics during the semester worked out well. We started with repetition of and advancing Ekman theory. In the middle of the semester, we focused on instability, which I think the students found interesting but also challenging to understand. We ended the semester with large-scale ocean circulation and Sverdrup theory, which I think the student found both interesting and easier to follow than the instability. I have little experience with internal waves, and I think that this part of the curriculum was not well covered from my side. During the semester, we therefore had one extra lecture on internal waves given by an external researcher (this focused on examples of internal waves in nature rather than on theory).

In the exercise class, the focus is on working through examples that are close to what have been introduced and derived in the lectures. In Autumn 2021, the exercises were available to the students about one week before the exercise class. It is obligatory to attend 80% of the exercise classes and the students presented their solutions in turn. My impression is that the students like to have the exercises as they get hands on the derivations of equations. The exercise classes are a good place to discuss important aspects such as assumptions used and interpretations of the results.

2. Follow-up of previous evaluations

There exist no previous course evaluations but the students' evaluations for the previous three semesters (see next section) is very useful feedback on the course.

3. Student evaluation and other evaluations that are relevant to the course

Students' evaluations of the course in the previous three semesters (Autumn 2019; 2020; 2021) are given as attachments to this course evaluation. The number of students taking GEOF339 these years are less than 10, with 4 students in 2019, 8 students in 2020, and 5 students in 2021. Based on the feedbacks from each year, I find several positive points (green) and several follow-up points (red). Points in bold are mentioned by all.

In 2019, 2 students provided their feedback.

- **The textbook was very useful.**
- **The teaching is reasonable compared to the learning outcomes given on the GFI's web.**
- **Too much workload compared to its credit (5-credit).**
- The importance of solving equations is seen but need introduction to the topics.
- More details and more slowly explanations of the topics would be good.
- Some repetition of solving differential equations is needed.
- More time on instability.

In 2020, 5 students provided their feedback. Digital teaching was partly used this semester (for the first time). This needs to be considered when reading the feedbacks.

- The textbook was very useful/of some use.
- **Exercises are very useful (mentioned by the majority).**
- **The teaching is reasonable compared to the learning outcomes given on the GFI's web (mentioned by the majority).**
- **Difficult to follow the lectures with digital teaching.**
- **Too much workload compared to its credit (5-credit).**
- None in the class had taken GEOF213.
- No continuity between the different topics.
- Need to enhance physical understanding of processes.
- No visualization/application of theory

In 2021, 4 students provided their feedback.

- **The textbook was good and presentation slides are useful.**
- **The lectures are good (including the introduction to the topic).**
- **The exercise classes are good (for practice and discussion).**
- **The teaching is reasonable compared to the learning outcomes given on the GFI's web.**
- **Too much workload compared to its credit (5-credit).**
- More time on interpretation of equations on the blackboard.
- More time on instability and waves.
- Some errors in the exercises need to be updated.

Summary

After reading the feedbacks, I have the impression that the students are very interested in learning about the different topics in GEOF339, and the textbook is in general good. The students also see the importance of deriving equations, which is a major part of the curriculum. At the same time, **some students are asking for more focus on physical understanding, more time on some topics, continuity between the different topics, more visualization, and repetition of how to solve differential equations** (as this is often used in the lectures). In the coming teaching semester (Autumn 2022), the

plan is to shorten the time spent on introducing the topics in the lectures and increase the time spent on interpretation of equations.

An important point from the feedbacks is that not all have taken the course GEOF213 before starting GEOF339. As GEOF339 partly builds on GEOF213, it can be very challenging for those students that did not follow GEOF213. **At the start of the semester, it is therefore important to map the background of the students** (e.g., how many followed GEOF213, what is the mathematical background).

In all three years, all students say that the workload in the course is too large. The exercises are overall very useful for the students, so it is important to keep them as a part of the course. However, to make the workload aligned with a 5-credit course, there are **two suggestions to consider for the coming semester: 1) reduce the number of topics in GEOF339, and 2) reduce the amount of work in the exercises.**

My recommendation is to remove the topic on internal waves and the exercise related to that (the curriculum related to internal waves is also taken from another textbook). In addition, I recommend reducing parts of the theory on instability. This is a challenging topic and I think it will be more useful to bring in more examples/visualizations of instability in the nature and in models (based on relevant literature). Furthermore, a shortening/focusing of the exercises in general is in the plan for the coming teaching semester (see more details below in the input from Till Baumann).

4. Experiences from others who contribute to the teaching of the course, both students and staff

Input from Till Baumann: The students participated well in the exercise class (they did all the work at the blackboard). My impression was that they were eager to understand the physical meaning behind equations and were happy to ask questions (which would then, if feasible, be picked-up in the following lecture). I agree that we should revise the exercises to make them shorter and more focused. In 2021 we already reduced the number of exercises the students were asked to prepare, but more editing could/should be done to make them well-rounded and relevant despite the shortened form.

5. The course failure percentage

In Autumn 2021, there were 5 students taking the course and one student to fail the exam. In Autumn 2020, there were 8 students taking the course and all passed the exam. In Autumn 2019, there were 4 students taking the course and one student to fail the exam.

6. Peer review, if available

No peer review of GEOF339 is done during the last three years.

7. Assessment of correlation between the course's learning outcome description and the forms of teaching, learning and assessment

Before starting the teaching in Autumn 2021, I got feedback from previous students that the course has a large theory part and would therefore benefit from more introduction/explanation/visualizations of the different topics. In the lectures in Autumn 2021, I therefore used one lecture hour on introducing the topics using power point slides with visualizations, and one lecture hour on going through the derivations of the equations on the blackboard. Based on the students' feedback, it seems that this was well received by the students. However, in the feedback there is also a suggestion on having more time to interpret the equations that we derive on the black board. In my second semester of teaching, I plan to spend more time on explaining the governing equations (I think this can be improved as I will be more familiar with the curriculum compared to my first semester of teaching).

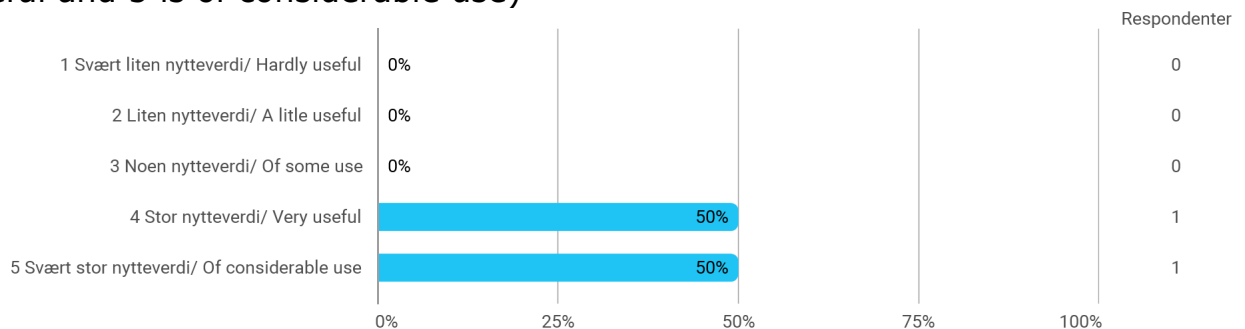
8. Assessment of whether progression and organization of the course is in accordance with the established objectives of the course and programme

The feedback from the students over the last three years shows that the teaching is reasonable compared to the learning outcomes given on the GFI's web. But the credits of the course (5-credit course) are not in accordance with the workload of the course. For all three years, all students say that the workload is too high. In Section 3, I give some recommendations to reduce the workload in GEOF339.

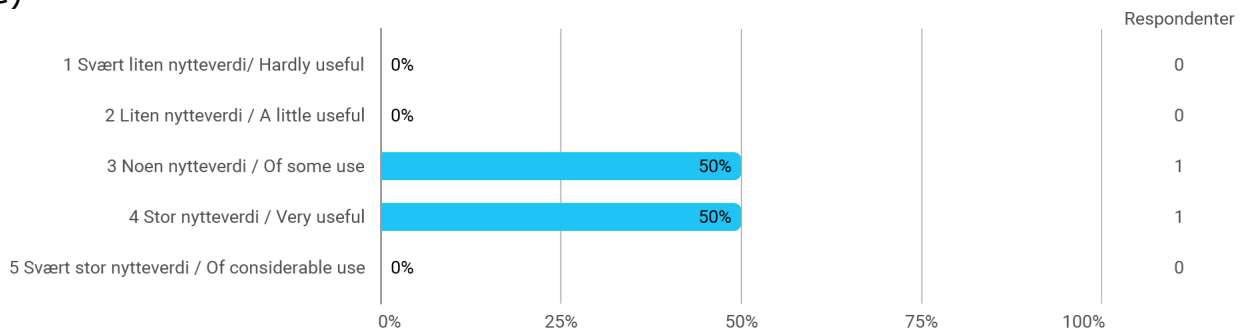
GEOF339. Avansert dynamisk oseanografi.

Evalueringen ble sendt til 3 studenter hvorav 2 studenter har svart. Evalueringen ble sendt ut 13. november med påminnelse 11. og 30. november 2019.

1. Hvordan vurderer du "Introduction to geophysical fluid dynamics: physical and numerical aspects" som ble brukt emnet? (Oppgi svaret på en skala fra 1 til 5, hvor 1 er svært liten nytteverdi og 5 er svært stor nytteverdi) / How do you consider "Introduction to geophysical fluid dynamics: physical and numerical aspects"? (Evaluate at a scale from 1 to 5, where 1 means hardly useful and 5 is of considerable use)



2. Er presentasjonsmaterieell, oppgaver, litteratur, som ble gjort tilgjengelig på Mitt UiB nyttig? (Oppgi svaret på en skala fra 1 til 5, hvor 1 er svært liten nytteverdi og 5 er svært stor nytteverdi) /Are the teaching materials like slides, exercises and literature, made available on Mitt UiB useful? (Evaluate at a scale from 1 to 5, where 1 means hardly useful and 5 is of considerable use)



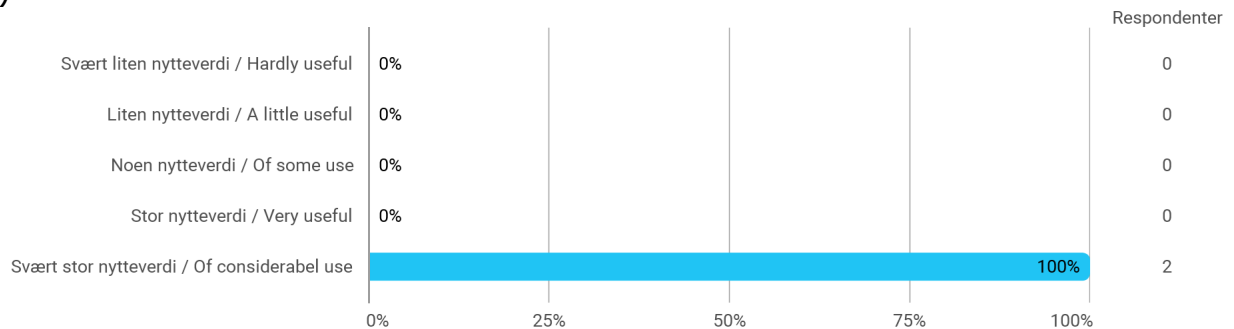
3. Hvordan vurderer du forelesningene og øvingene? (Kommentar) / How do you consider the lectures and exercises? (Comment)

- Classes are somehow confusing. The professor doesn't present didactic approach and lectures are mainly based on solving equations. Although it is extremely important, it would be great to introduce the topic with a qualitative approach and explain why such initial considerations are taken into account. In this sense, although the exercises stimulate the learning, it can be hard to solve if you didn't understand the main concepts in class and thus, at the end, it also can be not stimulating.
- At first, the way of lecturing is a little confusing and overwhelming. A similar thing applies to the exercises, but this gets better with time. Part of this is that the first topic of the course is a fairly complicated one, at least in terms of its mathematics. Maybe one could think about a change in the order of the topics.

Another thing that I like to suggest is to increase the number of ECTS from 5 to 10. The course is by no means any less time-consuming than 10 credit course. Instead, the content is very compact

and extensive. It would fit the study program better to make this one a 10 point course and reduce GEOF 346 to 5 points.

4. Er det en fordel å være til stede på forelesningene og øvingene? (Oppgi svaret på en skala fra 1 til 5, hvor 1 er svært liten nytteverdi og 5 er svært stor nytteverdi) / Is it useful to be present at the lectures and exercises? (Evaluate at a scale from 1 to 5, where 1 means hardly useful and 5 is of considerable use)



5. Er emnets arbeidsomfang rimelig i forhold til emnets studiepoeng? / Is the workload of the course reasonable compared to the study points of the course? (Comment)

- No. As a key topic in Physical Oceanography, we should have one more class and hence more credits. With one more class, three times per week instead of two, the professor would have more time to develop the concepts and hence the topics would be more clear.
- No! Mentioned this before, but the workload is worth 10 points (at least). It has been the most intensive class this semester, and getting 5 points for this does not make any sense! Also, more points would possibly free up some more hours for lectures, which would be quite useful. Some of the topics could then be discussed more detailed and more slowly

6. Er undervisningen og pensum i tråd med læringsutbyttet? (Tilgjengelig på GFIs nettsider for hvert enkelt emne) /Is the teaching and reading list resonnable compared to the Learning Outcomes? (To be found on GFI's web pages for each course.)

- Yes, they are.
- Yes

7. Hvordan var balansen mellom de ulike temaene emnet tar opp? Er det noe som burde vært behandlet i mindre eller større detalj? Noe som var savnet? (kommentar) / How is the balance between the various topics discussed? Should anything be handled in more or less detail? Is anything missing?

(Comment).

- Yes. We quite often face Sturm-Liouville problems and how to solve ODEs and PDEs. Considering the different background of students, it would be extremely important to present (or recapitulate) such points. Doing this, the understanding of finding solutions and the math 'feeling' would be improved.
- I think it makes sense the way it is. It would be good to have more time for some topics, especially about instability. As suggested before, maybe the order could be adapted, starting with the large-scale mechanisms that are a lot easier than the rest. Another idea could be to kick off the lecture with a repetition of important concepts like reduced-gravity model, Ekman-theory, thermal wind,...

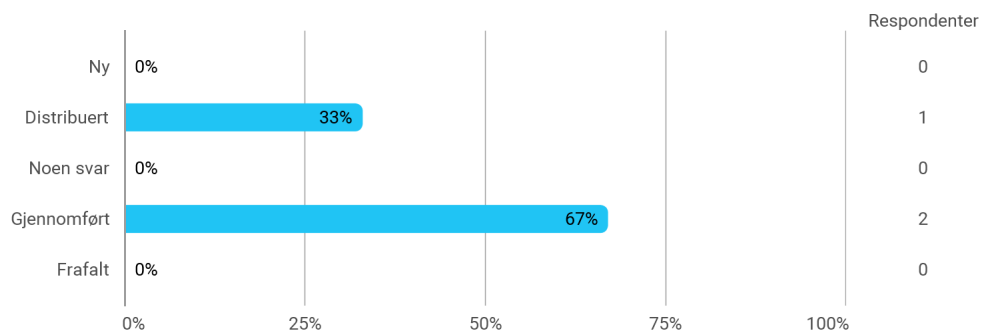
8. Er krav til forkunnskaper i tråd med emnets innhold? / Are the Required Previous Knowledge resonnable to the contents of the course?

- Yes, but they could be reworked again at the very beginning of the course.
- Yes, quite a lot is required. But it's good this way, since this is "advanced" ocean dynamics

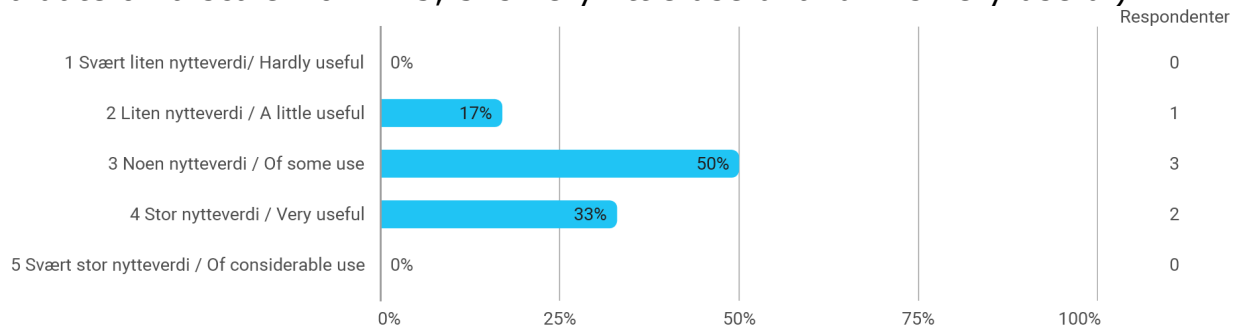
9. Andre kommentarer? Other comments?

- No.
- I already mentioned everything I wanted to say about this. Most important point is the amount of credits that need to be adapted.

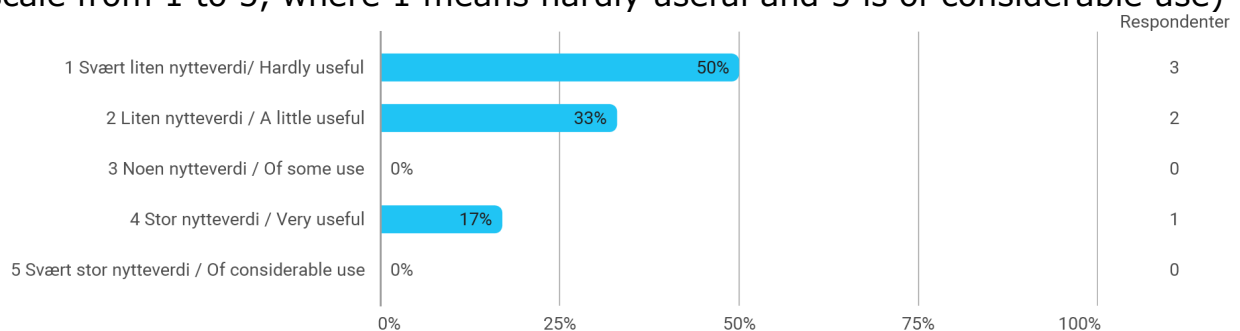
Samlet status



Hvordan vurderer du litteraturen/bøkene som ble brukt emnet? (Oppgi svaret på en skala fra 1 til 5, hvor 1 er svært liten nytteverdi og 5 er svært stor nytteverdi) / How do you consider the litteratur/books used in the course? (Evaluate on a scale from 1-5, 5 is very little useful and 1 is very useful)



Er presentasjonsmateriell, oppgaver, litteratur, som ble gjort tilgjengelig på Mitt UiB nyttig? (Oppgi svaret på en skala fra 1 til 5, hvor 1 er svært liten nytteverdi og 5 er svært stor nytteverdi) / Are the teaching materials like slides, exercises and literature, made available on Mitt UiB useful? (Evaluate at a scale from 1 to 5, where 1 means hardly useful and 5 is of considerable use)



Hvordan vurderer du forelesningene og øvingene? (Kommentar) / How do you consider the lectures and exercises? (Comment)

- The lectures were okay, but sometimes a bit messy. It would help if the lecturer wouldn't expect us to know everything before the lecture. I really liked that it was easily possible to ask questions. The exercises were very useful, helpful discussions, I got an overview over what we should learn.
- The lectures were not understandable, as it was not specified at what exactly we want to arrive in the end with the calculations presented on the board so no physical understanding of the processes was enabled. Furthermore, one could acustically not understand the lecturer when talking nor read the handwriting. A tutor should have been used from the beginning.
- Forelesningene fungerte ikke så godt. Tanken bak var god, men kommunikasjonen mellom professor og studentene var veldig vanskelig.
- The lectures were simply horrible. No pedagogical method was applied while explaining and a big lack of willingness from the Lecturer towards the students learning progress. During the first lockdown the digital lectures were just non existent or were just not useful at all. The excercises were the best part of this course and the reason was the student assistant. He is the person that kept us motivated and with who we could talk, discuss and learn.

In the lectures we would just seat, listen and try to interpret what was written in the blackboard.

The material at Mittuib was just not readable. This course was supposed to be 5 points and we invested way more time because of the bad quality of the lectures.

What literally saved this course is the student assistanship.

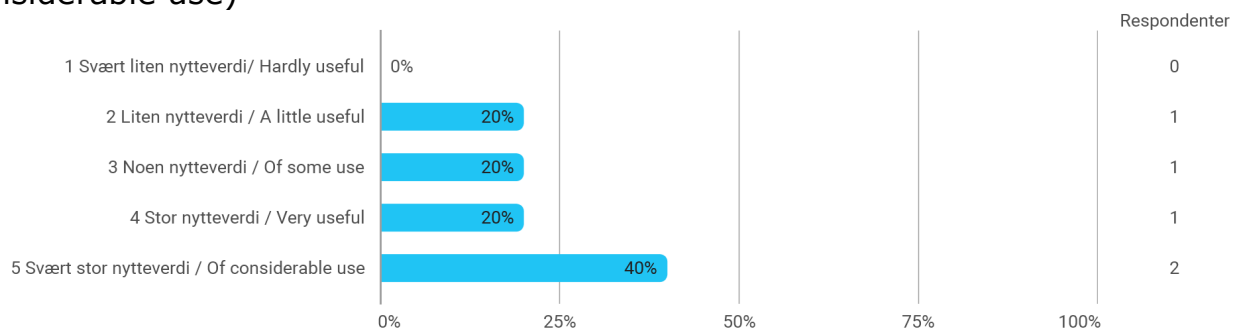
- The lectures were kind of hard to follow along with. None in the class had taken geof213, and when you asked questions all the answers given were on the line with: "you should have learned that in 213". Which makes it hard to put the pieces together.

The exercises were okay, it helped when we got a extra teacher.

Hvordan fungerte den digitale undervisningen? Hva var vanskelig, og hva var bra? (kommentar)/How did the digital teaching work? What was difficult, what was good? (comment)

- Digital teaching was ... let's say difficult. Due to the lack of writing possibility (no real blackboard) it was extremely hard to follow, since the available notes are unfortunately hardly readable and the lecture became much faster and therefore even more dense.
- Not good. Similar criticism to in-person teaching.
- Den fungerte ikke bra. Professor forsøkte å overføre den vanlige undervisningen til digital undervisning uten å gjøre noen forandringer. Dette fungerte ikke så godt, først og fremst på grunn av at professor virket veldig usikker på den digitale platformen, og gjorde mye rart/feil/lite ideelt (som å kaste seg selv ut av zoom-møter, ikke få til å lukke YouTube-reklamer, ikke skrev forståelig og ikke delte de delene av skjermen han prøvde å dele). Digital undervisning er litt vanskelig å følge som student, og den bør forberedes slik at den egner seg for zoom-formatet.
- Bad. Was the worst thing ever. The lecturer had literally 10 months to prepare for the digital lecture. And he was JUST NOT READY AT ALL! No material, no willingness nor options. It has been by far the worst teaching course I have had at UiB
- It was difficult to have a course, which depends so much on derivations, digitally when the professor doesn't have the tools to write with. It made it very hard to follow along, especially when most of the lecture notes where unreadable. The group teacher did a great job.

Er det en fordel å være til stede (også digitalt) på forelesningene og øvingene? (Oppgi svaret på en skala fra 1 til 5, hvor 1 er svært liten nytteverdi og 5 er svært stor nytteverdi) / Is it useful to be present at the lectures and exercises? (Evaluate at a scale from 1 to 5, where 1 means hardly useful and 5 is of considerable use)



Er emnets arbeidsomfang rimelig i forhold til emnets studiepoeng? / Is the workload of the course reasonable compared to the study points of the course? (Comment)

- The workload was much higher than the credit points we get
- Not at all. With this quality of lecturing, the student has to teach him/herself everything on their own, and 5 Credits seems awfully low for the amount of work that has to be put into the course.
- I år var det GEOF339 som tok det aller meste av tiden min, på tross av at det er et fempoengsfag. Det er nok på grunn av den dårlige kommunikasjonen med foreleser. I forelesning ble det mange misforståelser og litt irritasjon. Etter forespørsel delte professor notatene sine, noe som var til stor hjelp siden det var disse vi ble testet i på eksamen. Problemet var at han ikke ville renskrive dem så de egnest seg som undervisningsmateriell, siden det ble for mye arbeid. Derfor gikk det veldig mye tid til å forsøke å forstå hva som faktisk stod, og deretter hva som var gjort mellom linjene siden dette ofte ikke var spesifisert. Arbeidet bestod dermed av følgende: bruke flere timer på å

tyde håndskrift, deretter prøve å forstå hva som var gjort og hvorfor (siden antagelser osv ikke stod) og deretter prøve seg på oppgaver.

- No. It is way more. We needed to spend at least double of time than with the courses that are actually 10ECTS. Just because the lectures were really really bad and unpedagogic. We were basically learning on our own.
- Because the lecture notes given and the digital teaching, I used more time working with this course than my two other courses.

Er undervisningen og pensum i tråd med læringsutbyttet? (Tilgjengelig på GFIs nettsider for hvert enkelt emne) /Is the teaching and reading list resonnable compared to the Learning Outcomes? (To be found on GFI's web pages for each course.)

- yes
- yes
- Til en viss grad. Matematikken er gjennomgått, den fysiske forståelsen ble i mindre grad tatt opp.
- No. There is only 1 book recommended. This book is useful but, being honest it would be way more useful if more material would be provided since the hand written notes are just...awful and un readable. Is basically like reading ancient chinese.
- I think so.

Hvordan var balansen mellom de ulike temaene emnet tar opp? Er det noe som burde vært behandlet i mindre eller større detalj? Noe som var savnet? (kommentar) / How is the balance between the various topics discussed? Should anything be handled in more or less detail? Is anything missing? (Comment).

- Very good balance
- not sure
- Balansen var bra.
- There is no continuity between topics. No connection. No practical part no visualization. Is just theory without any effort done to make the student's journey a bit more motivating
- I miss applying the theory or at least learning where it is applicable.

I also feel like there could be a smoother transition from one topic to next, since they are connected to each other

Andre kommentarer? Other comments?

- ingen andre kommentarer
- Please improve the quality of the course. Everybody was interested in the topic and very willing to contribute and to put effort into it. Honor this with a lecture that enhances understanding instead of creating confusion and frustration.
- Det hjalp veldig å få en annen enn professor til å ta oppgavegjennomgangene. Ole Rieke gjorde en kjempejobb.
- We have been lucky with the student assistant. He just saved us from demotivation, lack of explanations and demotivating lecturing. The professor was always respectful with us. He never said anything harmful or offensive.

The reason for bad teaching was the lack of preparation for the E-learning. The bad material provided online. The explanations were really loose and sometimes even confusing. We were just lost, not confident to ask for help.

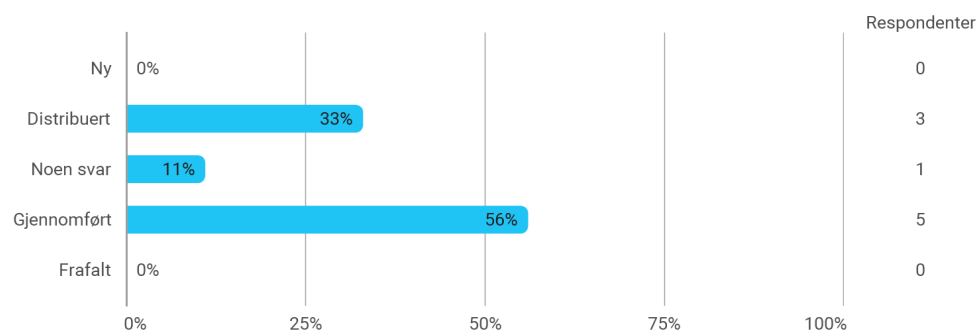
The exam was, HORRRIBLE. Online exams for this type of course is just nonsense. We need time to derive the equations. We need time TO THINK. We are not trained to DERIVE AN EQUATION IN 1 MIN. We are trained to think, to improve the knowledge we have about the ocean.

This course has been a nightmare

- There was a lot of changes to the exam. It was very stressful to not know what kind of exam we were going to have. We started the semester by saying it was going to be a written exam. Then it was changed to an oral half way into the semester, with only an oral message. We got no official message about it. Then during the second close down, we got an official mail that the exam was

going to be written. Then it was oral again. And suddenly we were supposed to meet at the University. It was very stressful to not know how to prepare for the exam with only two weeks left.

Samlet status



Undervisningsevaluering for GEOF339 høsten 2021 #1

1. Hvordan vurderer du bøkene/litteraturen som ble brukt emnet? / How do you consider the books used in the course?

Tekstboken er god, men ekstramaterialene/kompendiene som ble brukt i tillegg synes jeg ikke var så gode.

2. Er presentasjonsmateriell og oppgaver som ble gjort tilgjengelig på Mitt UiB nyttig?/Are the teaching materials like slides, exercises and literature, made available on Mitt UiB useful?

Ja

3. Hvordan vurderer du forelesningene og øvingene? / How do you consider the lectures and exercises?

Forelesningene og øvingene var bra

4. Hvordan opplevde du de digitale grupper og forelesninger? Hva var vanskelig, og hva var bra?/How did the university closure/online lecture change your learning? What was difficult, what was good?

Hadde ikke noe digitalt

5. Er det en fordel å være til stede på forelesningene og øvingene?/ Is it useful to be present at the lectures and exercises?

Ja

6. Er emnets arbeidsomfang rimelig i forhold til emnets studiepoeng? / Is the workload of the course reasonable compared to the study points of the course?

Jeg synes emnet krever arbeidsmengde tilsvarende 10 studiepoeng

7. Er undervisningen og pensum i tråd med læringsutbyttet? (Tilgjengelig på GFIs nettsider for hvert enkelt emne) /Is the teaching and reading list resonnable compared to the Learning Outcomes? (To be found on GFI's web pages for each course.)

Ja

8. Hvordan var balansen mellom de ulike temaene emnet tar opp? Er det noe som burde vært behandlet i mindre eller større detalj? Noe som var savnet?/ How is the balance between the various topics discussed? Should anything be handled in more or less detail? Is anything missing?

Jeg savnet mer læring om interne bølger og overflatebølger.

9. Andre kommentarer? Other comments?

Entry Info

Date Created 3 Dec 2021 - 01:11:42 PM

Date Updated

IP Address 46.9.18.105

Undervisningsevaluering for GEOF339 høsten 2021 #2

1. Hvordan vurderer du bøkene/litteraturen som ble brukt emnet? / How do you consider the books used in the course?

The book does not always explain the derivations of the different equations very well.

2. Er presentasjonsmateriell og oppgaver som ble gjort tilgjengelig på Mitt UiB nyttig?/Are the teaching materials like slides, exercises and literature, made available on Mitt UiB useful?

yes

3. Hvordan vurderer du forelesningene og øvingene? / How do you consider the lectures and exercises?

I think that it was nice that we first went through slides showing figures etc of what we are going to derive later, but that part can be shortened down. Instead we can use a bit more time going through derivations (since it seems like that's the key in this course) and the solutions we get, and for instance having some slides at the end showing what our results mean. But it would at least be nice to have more time discussing on the board, also when thinking about the exercises, since what we went through in class was often similar with the exercises.

The exercise class was good, it was a nice practice to go through the exercises on the board and discuss.

4. Hvordan opplevde du de digitale grupper og forelesninger? Hva var vanskelig, og hva var bra?/How did the university closure/online lecture change your learning? What was difficult, what was good?

There was nothing digital.

5. Er det en fordel å være til stede på forelesningene og øvingene?/ Is it useful to be present at the lectures and exercises?

Yes, absolutely. It's nice to ask questions and discuss both in the lecture and exercise class.

6. Er emnets arbeidsomfang rimelig i forhold til emnets studiepoeng? / Is the workload of the course reasonable compared to the study points of the course?

Kind of, but don't increase the amount of exercises at least. I learned a lot by doing the weekly exercises, just keep in mind that it is only five study points (maybe it should be ten points?).

7. Er undervisningen og pensum i tråd med læringsutbyttet? (Tilgjengelig på GFIs nettsider for hvert enkelt emne) /Is the teaching and reading list reasonable compared to the Learning Outcomes? (To be found on GFI's web pages for each course.)

yes

8. Hvordan var balansen mellom de ulike temaene emnet tar opp? Er det noe som burde vært behandlet i mindre eller større detalj? Noe som var savnet?/ How is the balance between the various topics discussed? Should anything be handled in more or less detail? Is anything missing?

It was okay

9. Andre kommentarer? Other comments?

It was a nice course!

Entry Info

Date Created

15 Dec 2021 - 06:32:35 PM

Date Updated

IP Address

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Undervisningsevaluering for GEOF339 høsten 2021 #3

1. Hvordan vurderer du bøkene/litteraturen som ble brukt emnet? / How do you consider the books used in the course?

good

2. Er presentasjonsmateriell og oppgaver som ble gjort tilgjengelig på Mitt UiB nyttig?/Are the teaching materials like slides, exercises and literature, made available on Mitt UiB useful?

yes

3. Hvordan vurderer du forelesningene og øvingene? / How do you consider the lectures and exercises?

the lectures are good, but the exercises are tough

4. Hvordan opplevde du de digitale grupper og forelesninger? Hva var vanskelig, og hva var bra?/How did the university closure/online lecture change your learning? What was difficult, what was good?

5. Er det en fordel å være til stede på forelesningene og øvingene?/ Is it useful to be present at the lectures and exercises?

yes, very practical to be present

6. Er emnets arbeidsomfang rimelig i forhold til emnets studiepoeng? / Is the workload of the course reasonable compared to the study points of the course?

too much workload, too much mathematics compared to its credit

7. Er undervisningen og pensum i tråd med læringsutbyttet? (Tilgjengelig på GFIs nettsider for hvert enkelt emne) /Is the teaching and reading list reasonable compared to the Learning Outcomes? (To be found on GFI's web pages for each course.)

8. Hvordan var balansen mellom de ulike temaene emnet tar opp? Er det noe som burde vært behandlet i mindre eller større detalj? Noe som var savnet?/ How is the balance between the various topics discussed? Should anything be handled in more or less detail? Is anything missing?

9. Andre kommentarer? Other comments?

We spend too much time on this course. Consequently, other courses are affected seriously.

Teachers are nice, well supported.

Entry Info

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Undervisningsevaluering for GEOF339 høsten 2021 #4

1. Hvordan vurderer du bøkene/litteraturen som ble brukt emnet? / How do you consider the books used in the course?

Veldig bra. Jeg synes Helene la ut mye nyttig literature for forståelse.

2. Er presentasjonsmateriell og oppgaver som ble gjort tilgjengelig på Mitt UiB nyttig?/Are the teaching materials like slides, exercises and literature, made available on Mitt UiB useful?

Ja, men skulle gjerne ønske at det ble lagt ut fasit av oppgavene.

3. Hvordan vurderer du forelesningene og øvingene? / How do you consider the lectures and exercises?

Jeg synes øvingene burde bli oppdatert og at feilene på øvingene bør bli endret.

Jeg synes forelesningene var veldig bra, en bra balanse mellom power-point slides og blackboard. Jeg synes også forelesningen var veldig interessant og ny tenkende - fine power point slide med mye nyttig informasjon og fine bilder.

Kanskje litt for mye stoff/øvinger over kort tid.

4. Hvordan opplevde du de digitale grupper og forelesninger? Hva var vanskelig, og hva var bra?/How did the university closure/online lecture change your learning? What was difficult, what was good?

Det var ikke noe digitale forelesninger eller grupper i dette faget.

5. Er det en fordel å være til stede på forelesningene og øvingene?/ Is it useful to be present at the lectures and exercises?

Ja, absolutt - spesielt øvingene.

6. Er emnets arbeidsomfang rimelig i forhold til emnets studiepoeng? / Is the workload of the course reasonable compared to the study points of the course?

Jeg synes det er veldig stort arbeidsomfang med tanke på at kun er 5 studiepoeng.

7. Er undervisningen og pensum i tråd med læringsutbyttet? (Tilgjengelig på GFIs nettsider for hvert enkelt emne) /Is the teaching and reading list resonnable compared to the Learning Outcomes? (To be found on GFI's web pages for each course.)

Ja

8. Hvordan var balansen mellom de ulike temaene emnet tar opp? Er det noe som burde vært behandlet i mindre eller større detalj? Noe som var savnet?/ How is the balance between the various topics discussed? Should anything be handled in more or less detail? Is anything missing?

Mer tid på instabilites.

9. Andre kommentarer? Other comments?

Synes Helene og Till var veldig hjelpelige og jeg har lært utrolig mye av dette kurset.

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