



Emnerapport H2021:

GEO217 Hydrologi, grunnvann og geofarer

1. Informasjon om emnet	
Emne	https://www.uib.no/emne/GEO217
Undervisningssemester	Høst 2021
Emneansvarleg	Rannveig Øvrevik Skoglund
Vurderingsform	The assessment comprises three elements: field report (25%), multiple choice test (25 %) and oral exam (50 %). The oral exam includes a 10 min presentation of a chosen topic. The field report will be a joint work of 2-3 students. All parts of the assessment must be passed in the same semester. Grades for each part of assessment and the final grade will be published in Studentweb.
Undervisningsform	<ul style="list-style-type: none">• 12-18 lectures/seminars.• 2-4 days excursion/field course
Obligatoriske arbeidskrav	<ul style="list-style-type: none">• Three seminars (announced at Mitt UiB)• Participation in excursion and field course• Reflection note

2. Statistikk	
Eksamensmeldt	47
Bestått	43
Ikke møtt	3
Manglende obligatorisk aktivitet	1
Gjennomsnittskarakter	C
Karakterfordeling	
Ordning	Antall studenter A B C D E F
OSM Sem.oppg., en skr. og en munt	47 1 19 19 4 0 0
	% 2 44 44 9 0
	% 2 44 44 9 0

Karakter	Antall
A	1
B	19
C	19
D	4
E	0
F	0
G	0

3. Egenevaluering

Vurdering av undervisningsopplegget i forhold til mål og resultater (emneansvarlig)

The teaching is scheduled to provide a good connection between learning outcomes, learning activities and assessment. The course covers the topics of hydrology and groundwater and related geohazards such as landslides, floods and subsidence. In the field course, the students get to try different methods for calculating river discharge and hydraulic properties of the soil, which we assess through a group field report. Midway in the semester, a multiple-choice test assesses the learning outcome from lectures and seminars on groundwater and geohazards. Then the students choose a topic and a case that they will present during the oral exam. They should demonstrate that they can acquaint themselves with an event or a case and analyze and critically reflect on it. Lectures and seminars cover large parts of the syllabus, and there is one compulsory seminar before each assessment. In addition, the students make a written peer review of each other's field reports and give oral feedback on the draft presentation on the oral exam.

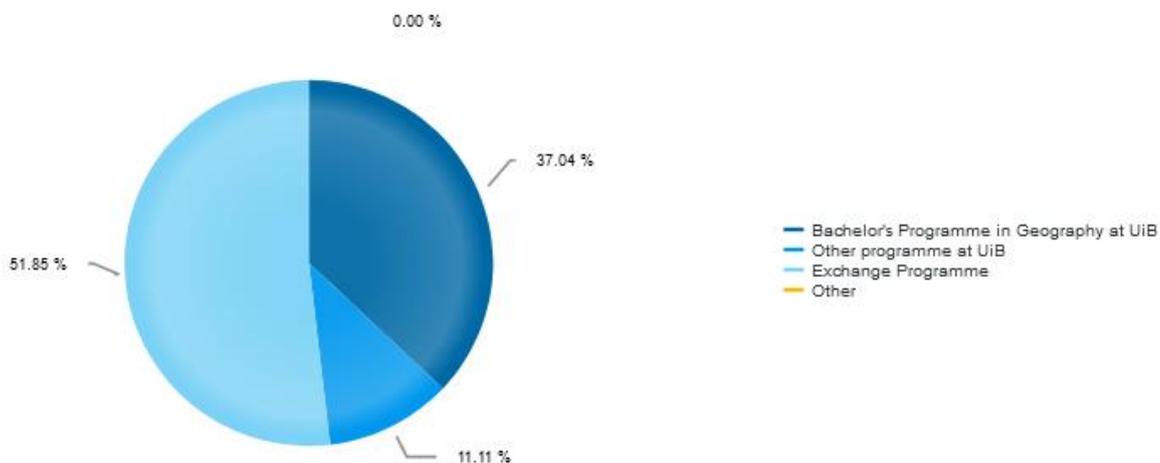
The reflection notes indicate that most students are positive to three forms of assessment throughout the semester and that the weighting between the elements makes sense. This form of teaching and assessment means that most students achieve a good learning outcome (90% received a C or better). The reflection notes also show that field courses and excursions are perceived as particularly valuable for gaining a practical approach to the course's topics and issues that can sometimes be difficult to understand because physical and chemical processes occur underground. Due to many students in this year's class, it was sometimes difficult to catch everything said on the excursions. At the excursion to Voss, we were two guides and the students were divided into two groups, but this was not possible on the excursions in Bergen.

The learning environment and the spirit of the class have been positive, and the students have got to know each other due to active learning activities. The exchange students on the course have contributed with relevant cases from their home countries, which meant that we could see the Norwegian conditions in a different perspective and a broader context, clarifying the geographical perspective.

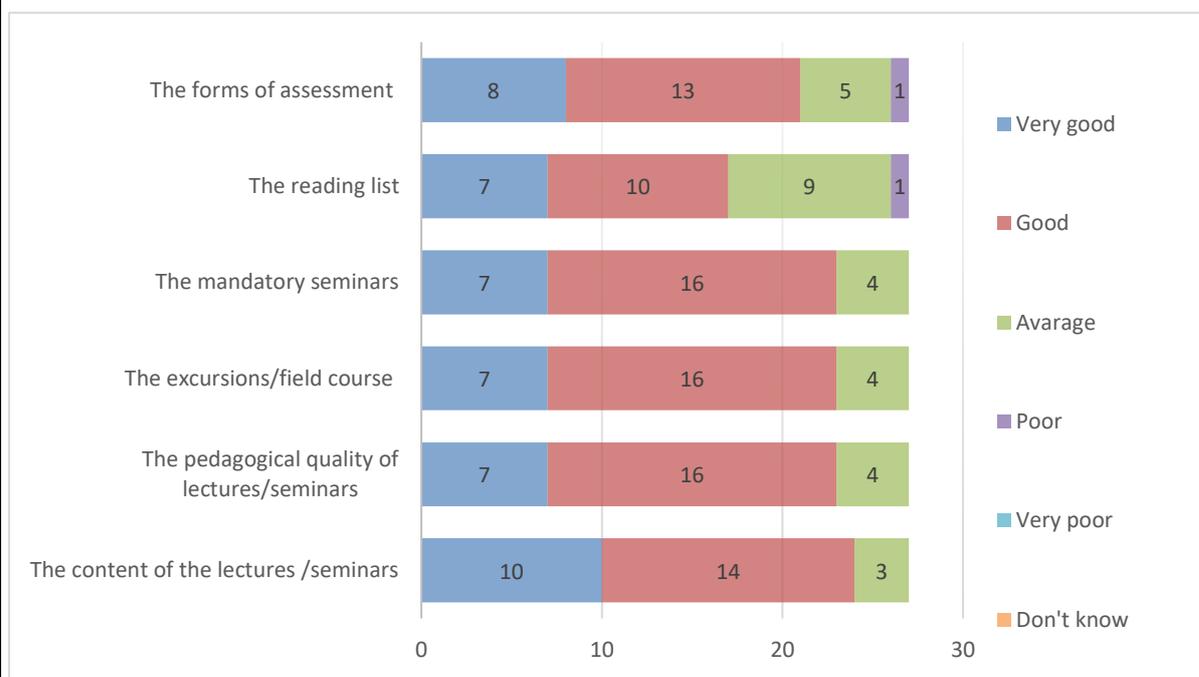
4. Studentevaluering:

27 svar.

#1 I study GEO217 as part of:



#2 How do you assess the different parts of the learning and assessment?



#3 Do you have comments about the lectures/seminars?

Kommentarfelt fjernet i denne rapporten.

#4 Do you have comments about the excursions and field course?

Kommentarfelt fjernet i denne rapporten.

#5 Do you have comments about the mandatory seminars?

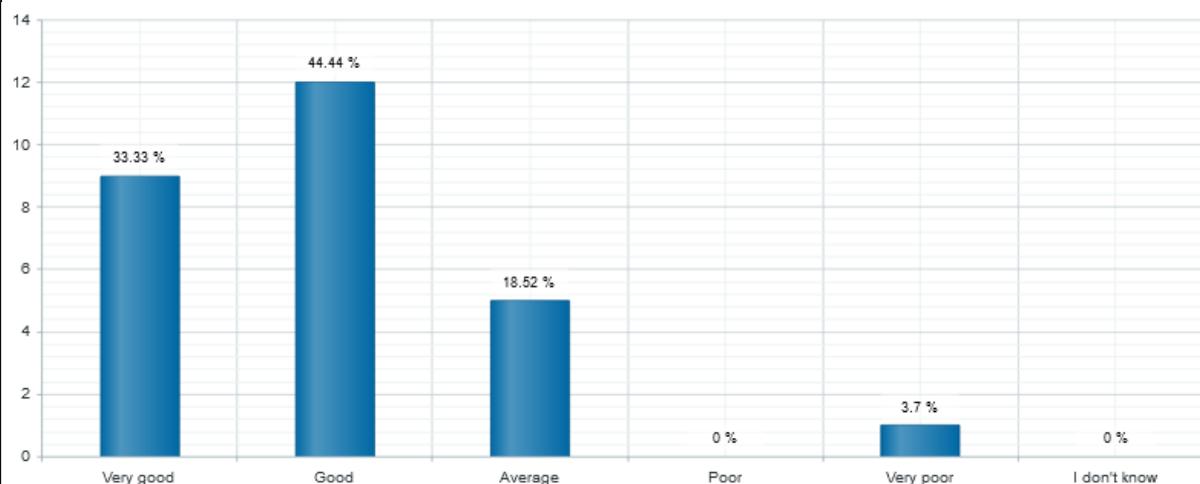
Kommentarfelt fjernet i denne rapporten.

#6 Do you have comments about the literature?

Kommentarfelt fjernet i denne rapporten.

#7 Do you have comments about the Forms of assessment?

Kommentarfelt fjernet i denne rapporten.

#8 Did you find that the course reflected the learning outcomes described in the course description? <http://www.uib.no/en/course/GEO217>**#9 Did you find that the information on Mitt UiB, including announcements, was sufficient to keep you updated during the course?**

- Yes: 25
- No: 2

#10 What is your joint evaluation of the course?

- Very good: 7
- Good: 18
- Average: 1
- Poor: 1

#11 Do you have comments to your joint evaluation of the course?

Kommentarfelt fjernet i denne rapporten.

#12 Do you have suggestions to how we can improve the course?

Kommentarfelt fjernet i denne rapporten.

5. Oppfølging

Oppfølging av/kommentarer til tidligere evalueringer. Hvordan rapporten følges opp, evt. tiltak eller endringer som er gjort/planlegges gjennomført på bakgrunn av emnerapporten

This course is labour-intensive for both students and the course coordinator. The course topics are more scientific than some students have imagined, especially exchange students. We will revise the course description and try to make this clearer.

Some students find that many new terms and concepts are difficult to understand. We expect the students to introduce themselves to the literature before class. At the start of the semester, a teaching schedule was published with topics and associated literature at Mitt UiB. I will try to improve the pedagogical approach in the lectures and create new seminar assignments where the students can explain the key concepts in the syllabus. This will be helpful preparation for the multiple-choice test and questioning on the oral exam.

Based on feedback in this evaluation and the reflection notes, there is still a need to improve instructions for the field report, written feedback and oral examination, and attendance at only one excursion in Bergen will be compulsory.

There was some new literature on the curriculum this year, including a couple of e-books in hydrogeology. These worked well, and we will use them next year as well.

Regarding new rules on two examiners, continuing with the current assessment forms means including an external examiner in assessing the field report and the multiple-choice test. Alternatively, we must change the course's assessment, e.g. assessing approved / not approved on the field reports and the multiple-choice test.