Evaluation report 2022 spring term

Course code: ENERGI102

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

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

Praktisk gjennomføring/*practical implementation*

Lecture: presence *vs* online teaching 6 : 8 sessions

Exercises: all in presence on campus 11

Strykprosent og frafall/*failure rate and apostasy*

	Totalt		Kvinner		Menn	
Antall kandidater (oppmeldt):	52		21		31	
Antall møtt til eksamen:	47		18		29	
Antall bestått (B):	47		18		29	
Antall stryk (S):	0	0%	0	0%	0	0%
Antall avbrutt (A):	0		0		0	
Gjennomsnittskarakter:	B		C		B	
Antall med legeattest (L):	0		0		0	
Antall trekk før eksamen (T):	0		0		0	

Karakterfordeling/*grade distribution*

Karakter	Antall	Kvinner	Menn
E	0	0	0
D	3	1	2
C	19	9	10
B	21	7	14
A	4	1	3

Studieinformasjon og dokumentasjon/*information of studies and documentation*

The lecture notes and slides were published online (MittUiB) either just before or right after the lecture. Many links to further reading and side information are provided in comprehensive course pdf.

The topics to be discussed and expected in the upcoming next lecture were also announced.

Software (openLCA and Ecoinvent database) to be covered during the course and to be utilized during the final exam were comprehensively introduced during the exercises.

Tilgang til relevant litteratur/*access to relevant litterature*

No problems reported. The standard textbook was altered over last year's course, which is seen as an overall improvement by both teachers. All additional referenced literature was consciously chosen to be open access.

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

Lokaler og undervisningsutstyr/*locals and teaching equipment*

Zoom for lecturing worked well.

The utilized LCA software (openLCA by Nexus, freeware) was successfully introduced and applied during the exercises. It was also implemented by the invited guest lecturer at a dedicated case study. This concept was very successful and gave good feedback from the students.

The software was used without trouble in the final exam with one substantial limitation: The safe exam browser (SEB) doesn't collaborate well with the software so it has to be entirely circumvented with natural consequences regarding cheating issues, free internet availability etc.

Andre forhold/*other conditions*

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

Metode – gjennomføring/*method – implementation*

8 out of 56 replies.

The student evaluation will be taken into consideration for next year's implementation, as ENERGI102 is a new course and is still under development/improvement.

Oppsummering av innspill/*summary of input*

Ev. underveistiltak/*eventual underway measures*

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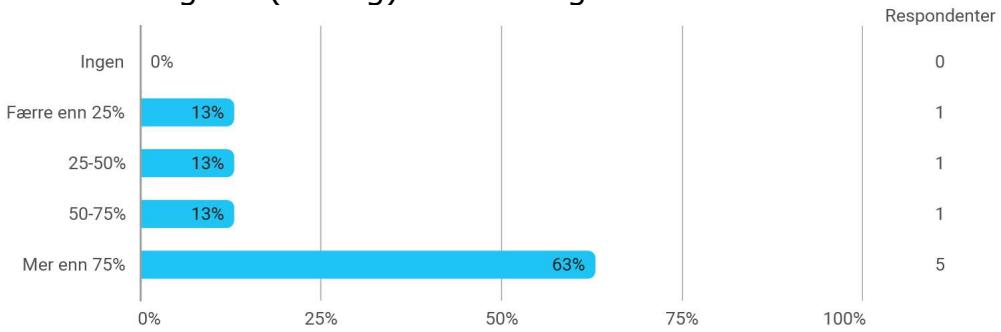
Faglærers samlede vurdering, inkl. forslag til forbedringstiltak/*lecturers overall assessment, incuding suggestions for improvement measures*

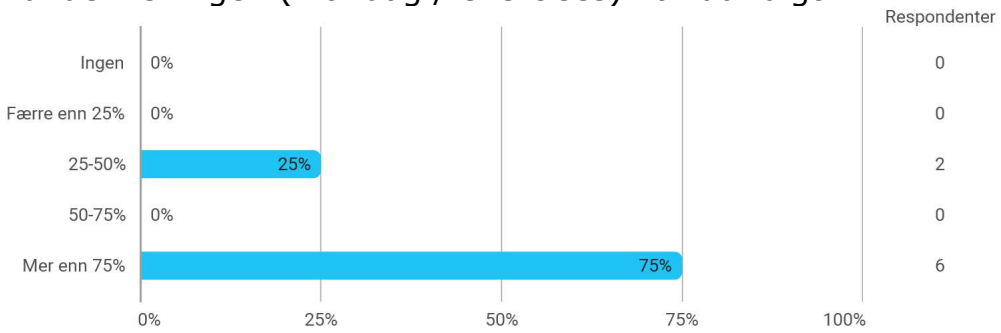
ENERGI102 is a demanding course due to the interdisciplinary topics in a rapidly developing field of research. The topics of LCA to be taught, the given competence requirements to be met by the student (Mål og innhald og Læringsutbytte) and the ECTS to be earnt justify for the course to be implemented at a later stage of the 5-MAMN-ENER Energy curriculum. This hasn't changed since the final course report recommendation in S2021, so the suggestions for improvement measures are repeated in this year's report.

The required software utilization is part of the final exam (openLCA). This basically makes perfect sense, as software utilization is the practical approach for operating accurately within the LCA methodology. Here technical solutions during the final exam are not optimal, as SEB cannot be activated while operating within the necessary software (openLCA).

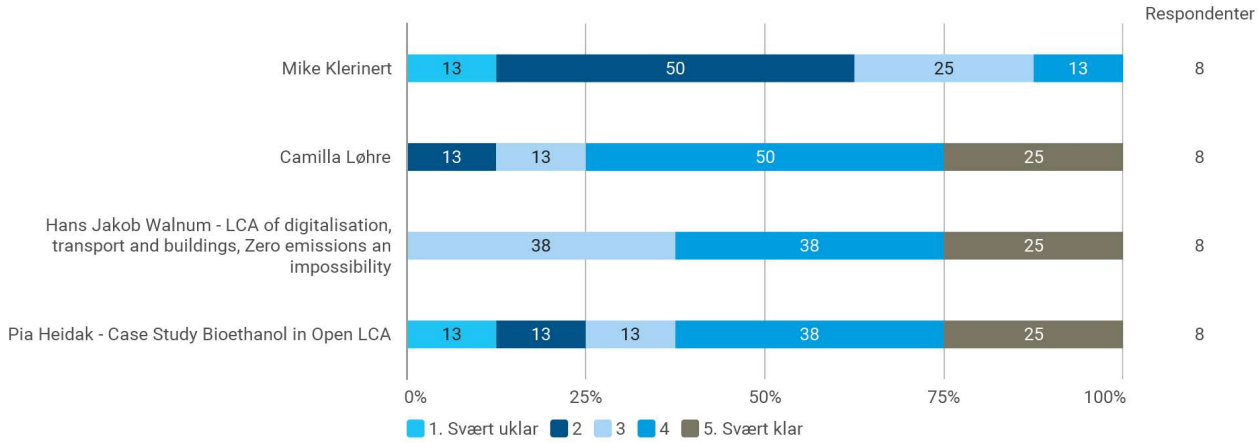
Hvor stor andel av forelesningene (fredag) har du fulgt?



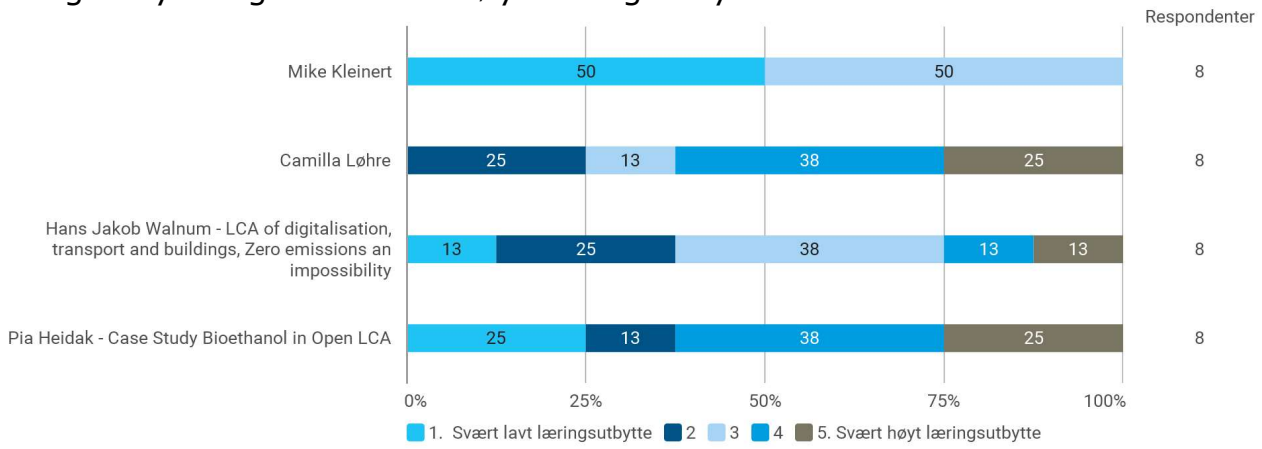
Hvor stor andel av undervisningen (mandag / exercises) har du fulgt?



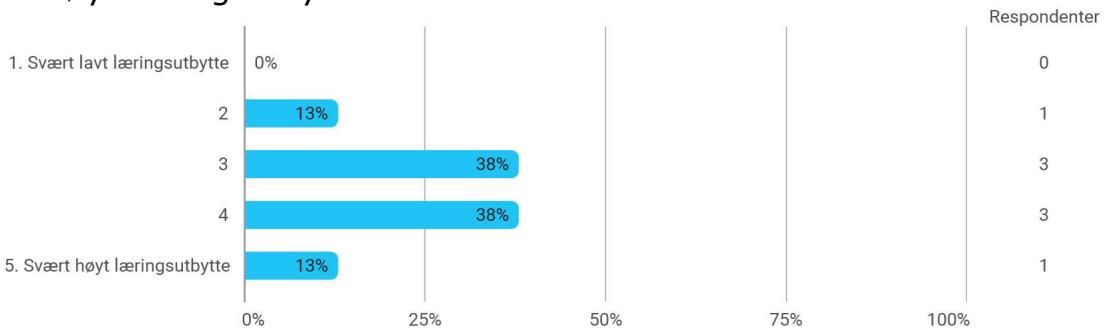
Forelesers klarhet i fremstillingen. 1 til 5, der 1 er svært dårlig og 5 er svært bra.



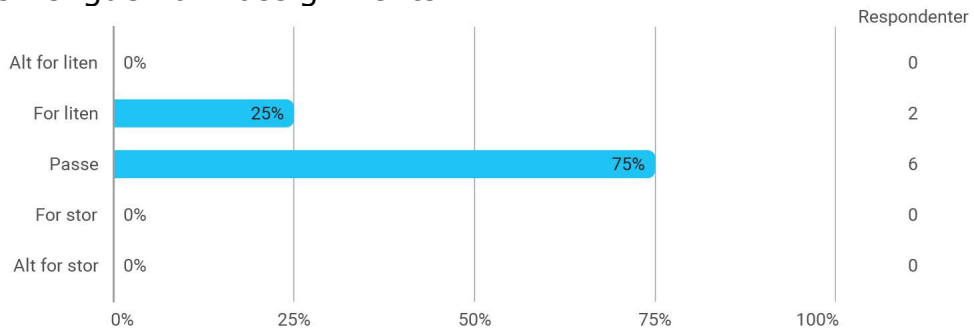
Hvordan var læringsutbyttet av forelesningene? 1 til 5, der 1 er svært lavt læringsutbytte og 5 er svært høyt læringsutbytte.



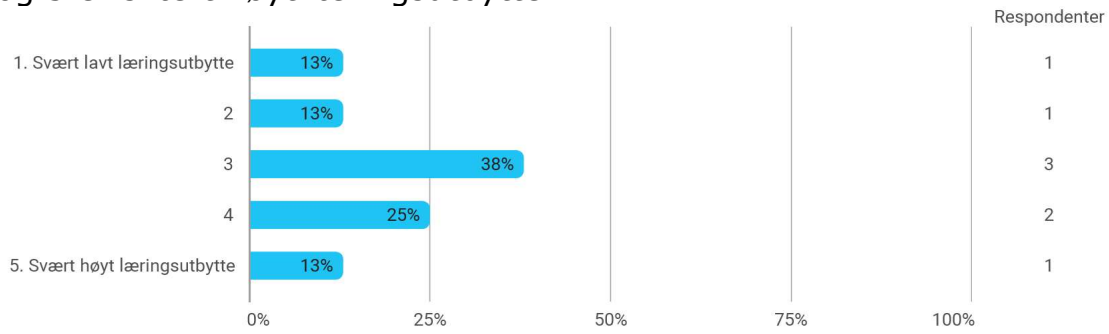
Hvordan har læringsutbyttet av "assignments" vært? 1 til 5, der 1 er svært lavt og 5 er svært høyt læringsutbytte.



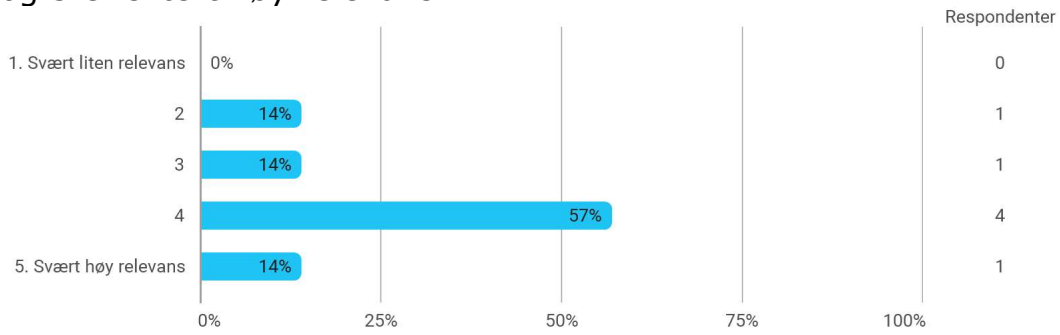
Hvordan var arbeidsmengden av "assignments"?



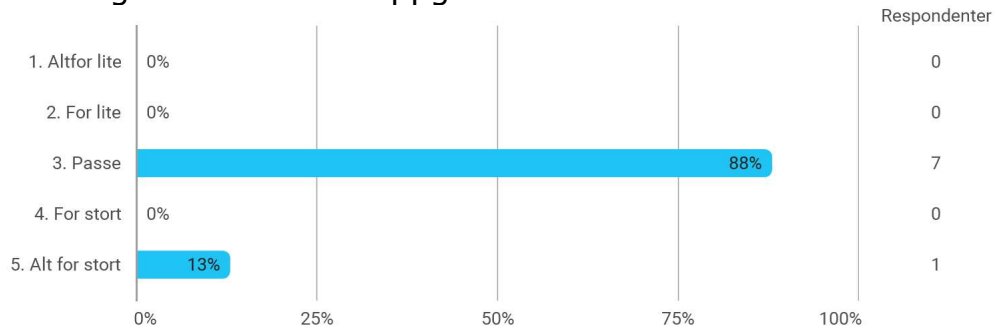
Hvordan har læringsutbyttet av semesteroppgaven vært? 1 til 5, der 1 er svært lavt og 5 er svært høyt læringsutbytte.



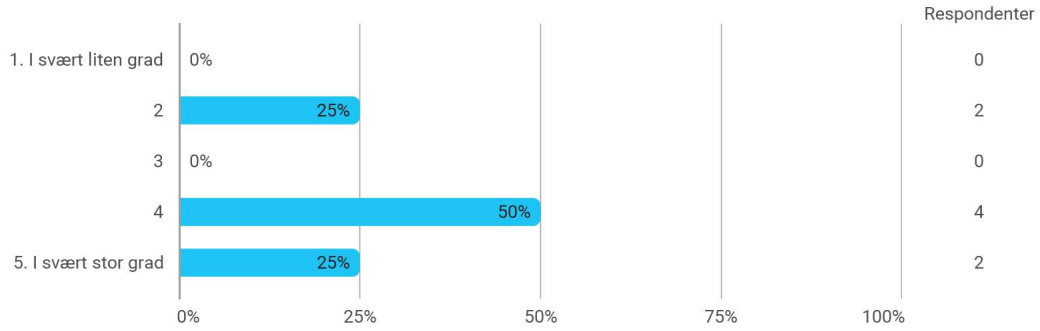
Hva synes du om relevansen av semesteroppgaven? 1 til 5, der 1 er svært liten relevans og 5 er svært høy relevans



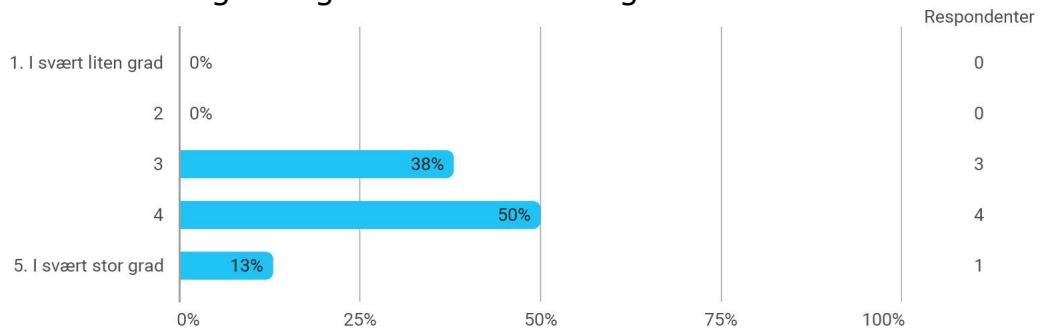
Hvordan synes du omfanget av semesteroppgaven har vært?



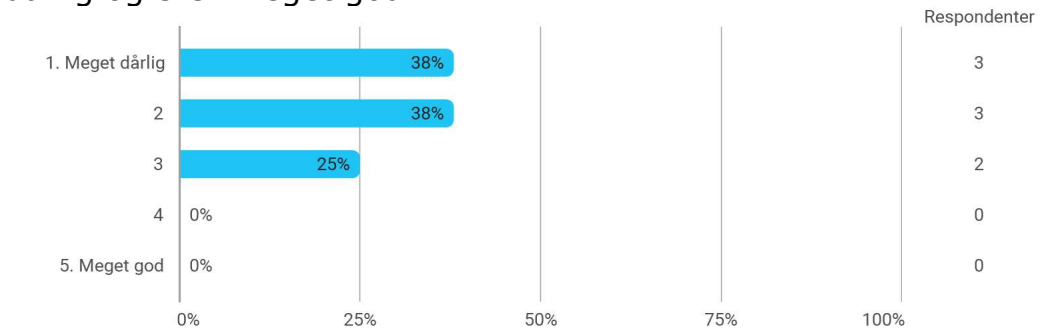
Økte bruken av den tilgjengelige programvaren (OpenLCA) forståelsen av temaene du jobbet med? Svar 1 til 5, der 1 er i svært liten grad og 5 er i svært stor grad.1.



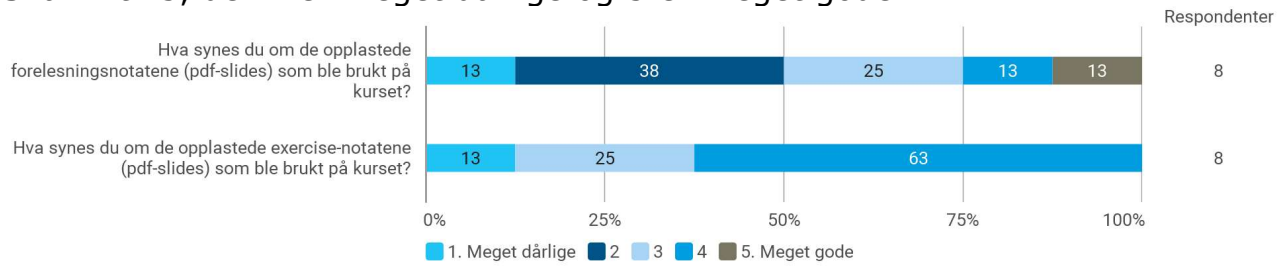
Fikk du god nok opplæring i bruken av denne programvaren (OpenLCA)? Svar 1 til 5, der 1 er i svært liten grad og 5 er i svært stor grad.



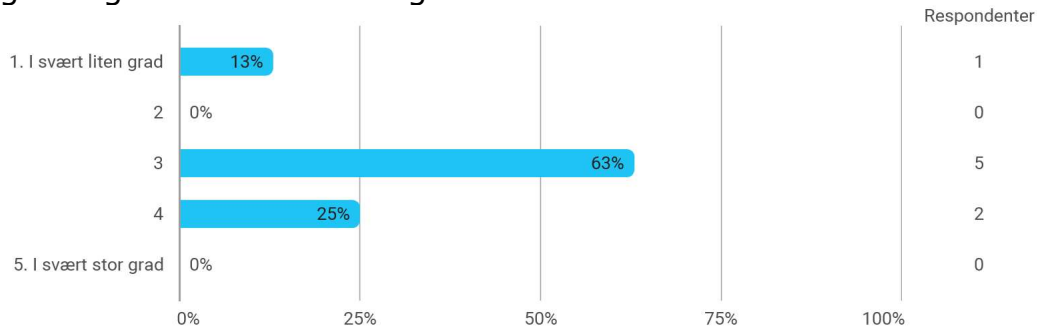
Hva syns du om læreboken som ble brukt på kurset (Klöpffer & Grahl)? 1 til 5 der 1 er meget dårlig og 5 er meget god.



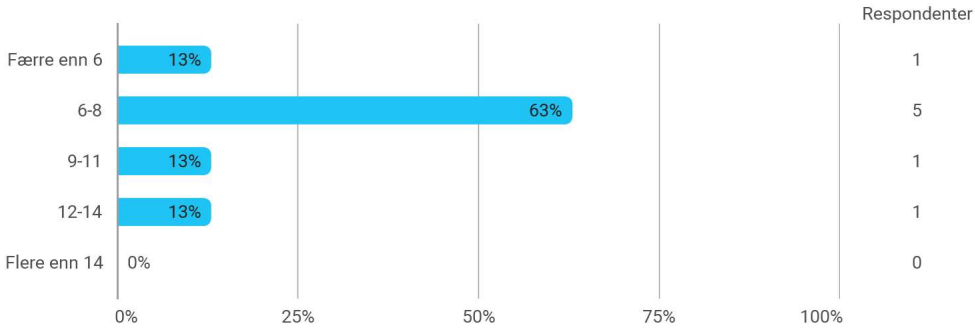
Svar 1 til 5, der 1 er meget dårlige og 5 er meget gode.



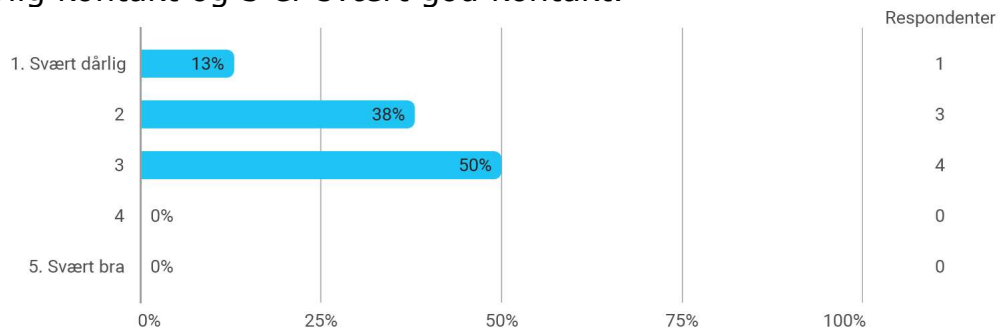
I hvor stor grad har du nådd læringsmålene for emnet? Svar fra 1 til 5, der 1 er i svært liten grad og 5 er i svært stor grad.



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



Hvordan har kontakten med de emneansvarlige vært (Mike og Camilla)? 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.

