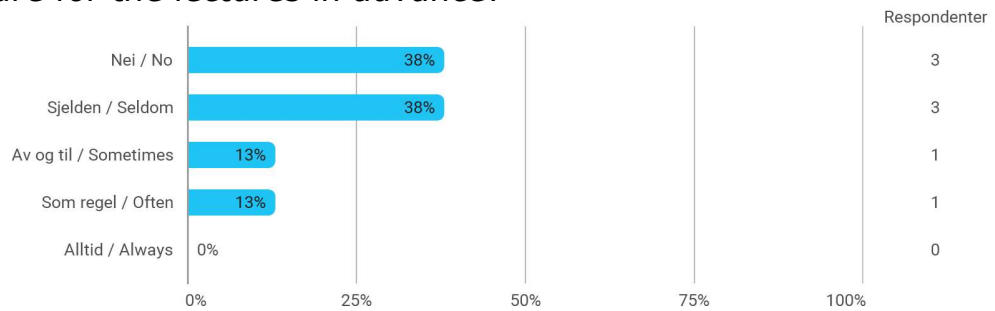
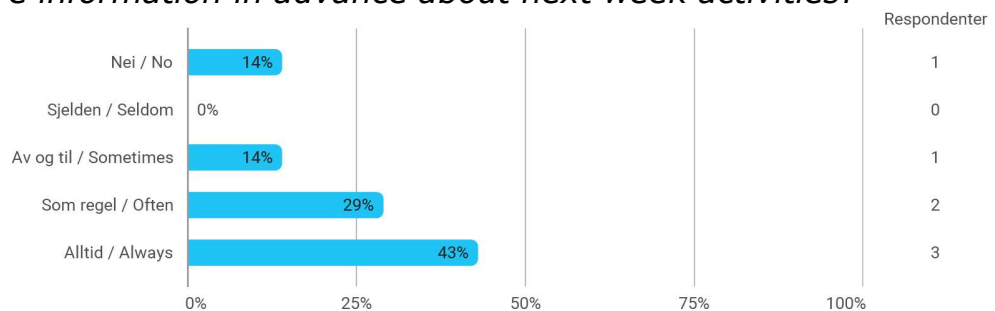


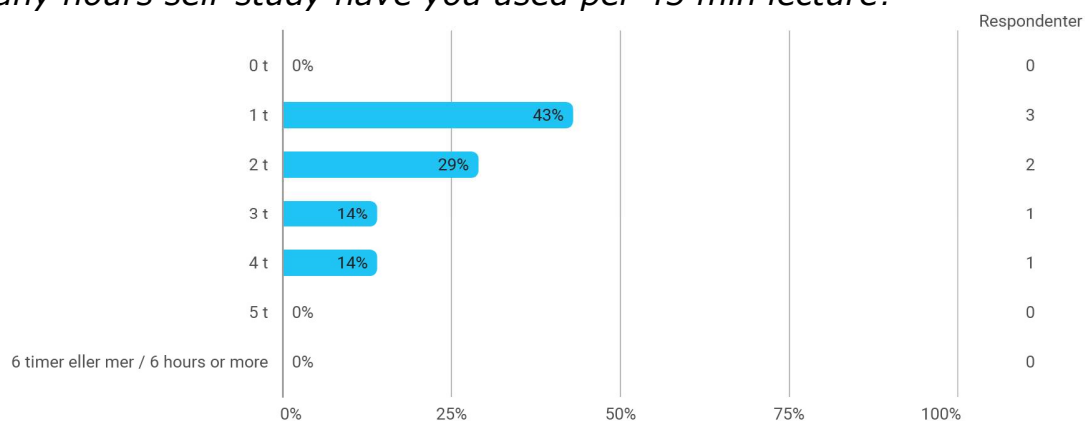
Har du forberedt deg til forelesningene?
Did you prepare for the lectures in advance?



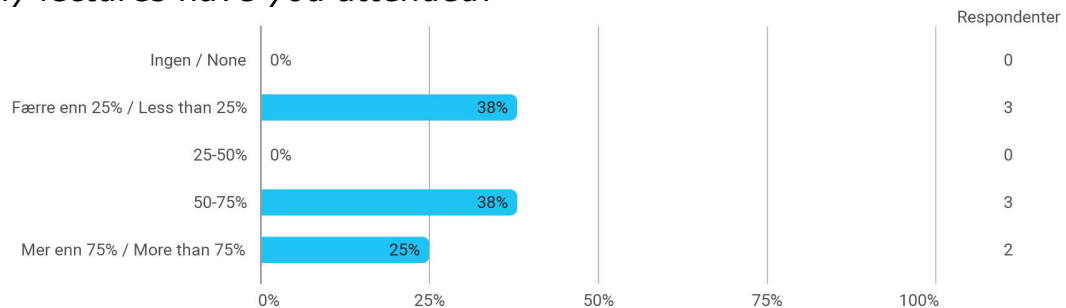
Får du nok informasjon angående neste ukes aktiviteter?
Do you receive information in advance about next week activities?



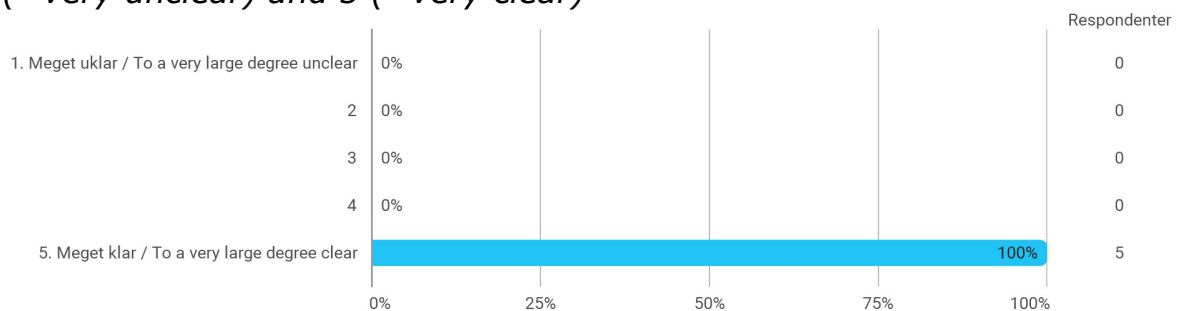
Hvor mange timer har du brukt til selvstudium (evt. før og etter hver forelesningstime (dvs. per 45 minutter forelesning))?
How many hours self-study have you used per 45 min lecture?



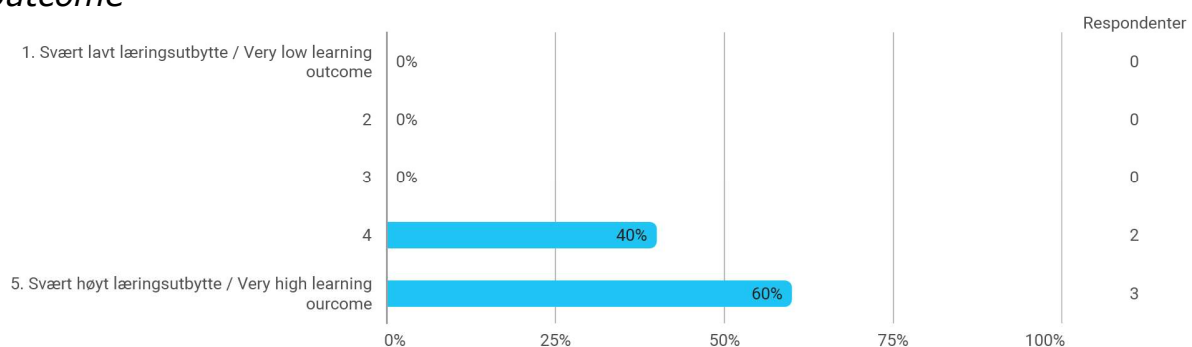
Hvor stor andel av forelesningene har du fulgt?
How many lectures have you attended?



Klarhet i fremstillingen. 1 til 5, der 1 er meget uklar og 5 er meget klar.
How clear was the presentation during the lectures? Rate on a scale from 1 (=very unclear) and 5 (=very clear)

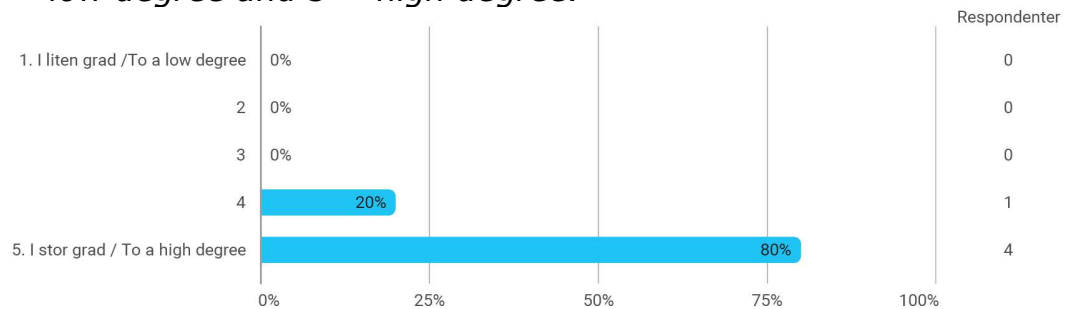


Hvordan har læringsutbyttet av forelesningene vært? 1 til 5, der 1 er svært lavt læringsutbytte og 5 er svært høyt læringsutbytte.
How do you rate the learning outcome from the lectures? Rate from 1 to 5, where 1 is very low learning outcome and 5 is very high learning outcome



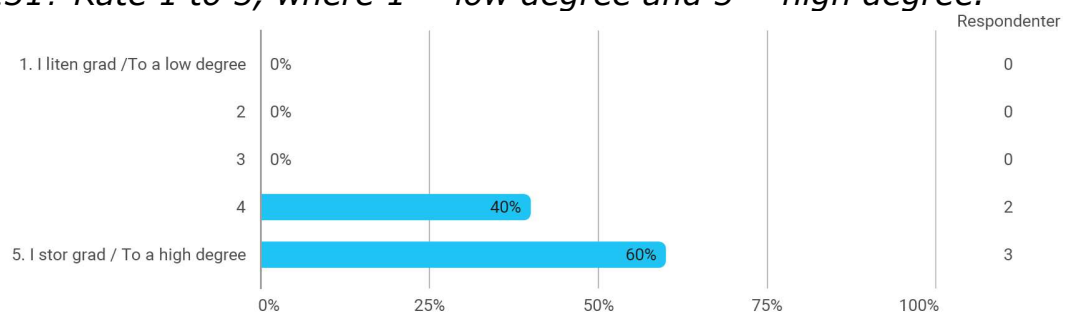
Opplever du at foreleser viser interesse for studentenes læring? Svar 1 til 5, der 1 = i liten grad og 5 = i stor grad.

Does the teacher show interest in the students learning? Rate 1 to 5, where 1 = low degree and 5 = high degree.



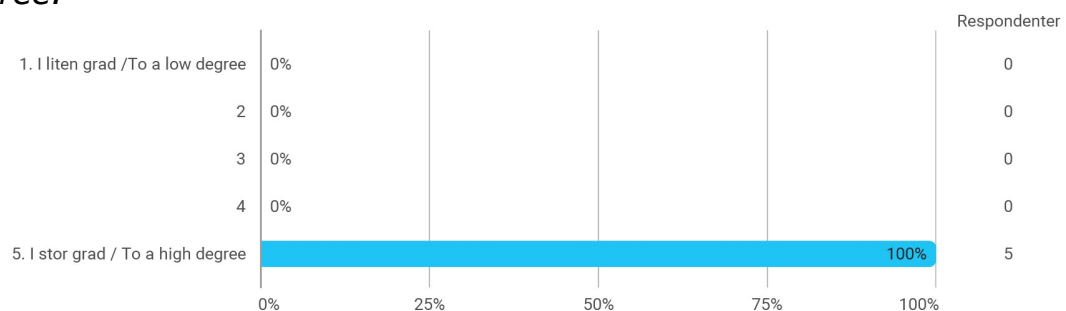
Legger foreleser til rette for at studentene skal få økt kunnskap om temaene i kurset? Svar fra 1 til 5, der 1 = i liten grad og 5 = er i stor grad.

Does the teacher promote and facilitate the learning of the different topics in KJEM231? Rate 1 to 5, where 1 = low degree and 5 = high degree.



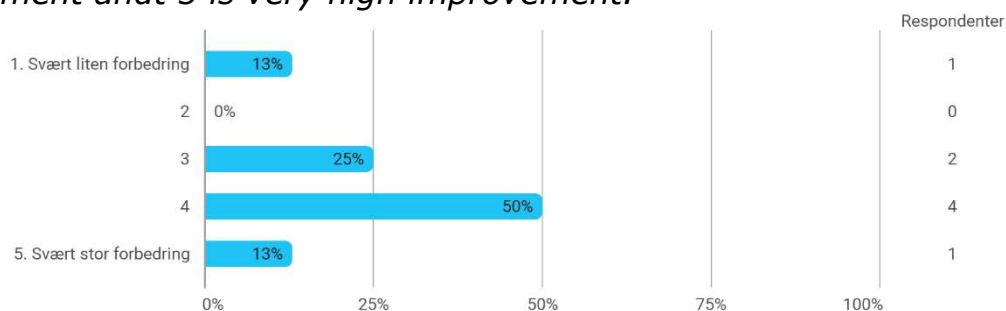
Viser underviser stor kunnskap innenfor emnet som undervises? Svar 1 til 5, hvor 1 er i liten grad og 5 er i stor grad.

Does the teacher demonstrate great knowledge within the subjects being taught in KJEM231? Rate 1 to 5, where 1 = in a low degree and 5 = in a high degree.



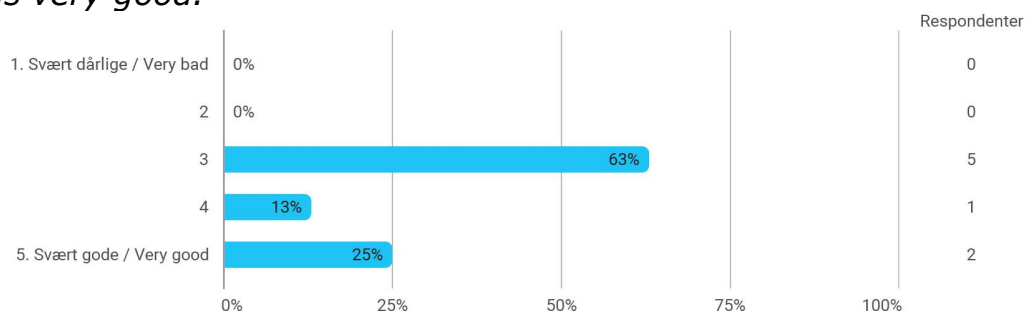
I hvilken grad føler du at kunnskapene dine i organisk kjemi har økt fra du startet på kurset og fram til nå? 1 til 5, der 1 er svært liten forbedring og 5 er svært stor forbedring.

How do you rate your improvement in your knowledge of organic chemistry from the first day till now? Rate from 1 to 5, where 1 is very low improvement and 5 is very high improvement.



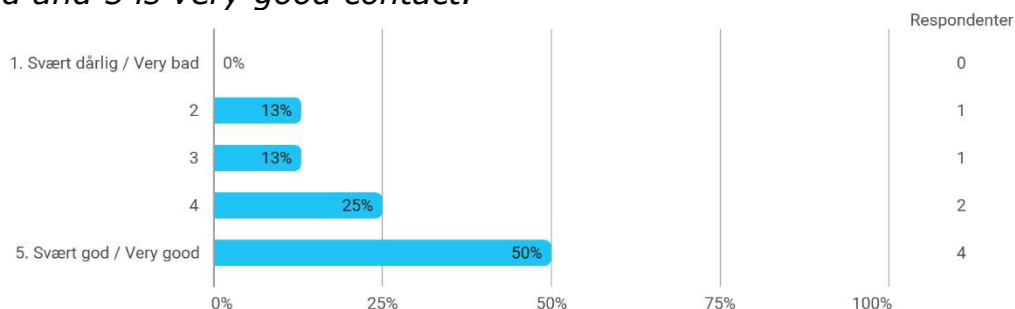
Hva synes du om læreboken/lærebøkene? 1 til 5 der 1 er svært dårlige bøker og 5 er svært gode bøker.

What is your opinion of the textbook? Rate from 1 to 5, where 1 is very bad and 5 is very good.



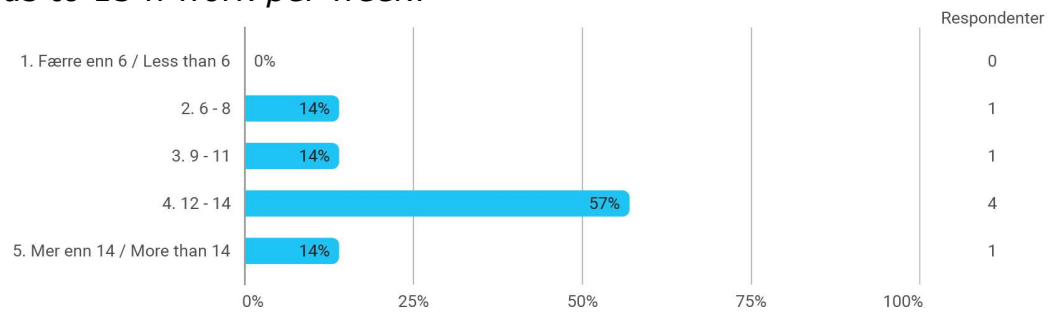
Hvordan har kontakten med undervisningspersonalet vært? 1 til 5, der 1 er svært dårlig kontakt og 5 er svært god kontakt.

How has the contact with the teaching staff been? Rate from 1 to 5, where 1 is very bad and 5 is very good contact.



10 studiepoeng skal i snitt tilsvare ca. 13t arbeid (organisert undervisn. + egenaktivitet) pr. uke. Hvor mange studiepoeng mener du arbeidet med KJEM231 tilsvarer?

How do you rate the work load of this course, given that 10stp corresponds to 13 h work per week?



Evaluation report 2022 autumn term

Course code:

KJEM231

Faglærers vurdering av gjennomføring/*lecturers assessment of implementation*

Praktisk gjennomføring/*practical implementation*

The curriculum is appropriate for the course.

The book used in the course covers the basic knowledge for the level of the students.

The course is divided into several evaluations, allowing students to prepare and recognize their failures in order to improve in the final test.

Strykprosent og frafall/*failure rate and apostasy*

Initially, the course started with 14 students. On the way, two withdrawals, given a total of 12 students allowed to present the final exam. Only 11 students presented on the final test. Of these 11 students, 9 obtained a passing grade, while 2 failed. The average grade was C.

Karakterfordeling/*grade distribution*

Grade A: 3 students.

Grade B: 0 students.

Grade C: 3 students.

Grade D: 2 students.

Grade E: 1 student.

Studieinformasjon og dokumentasjon/*information of studies and documentation*

The course was implemented based on the book John McMurry: Organic Chemistry, 8th edition. One evaluation was based on the student's ability to obtain a scientific article covering the topic to be evaluated, in this case, the aldol condensations. Before this, we checked that all students had access to scientific search platforms.

Tilgang til relevant litteratur/*access to relevant literature*

The students and the lecturer had the appropriate resources to access the book used during the course.

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

Lokaler og undervisningsutstyr/*locals and teaching equipment*

The assigned room was Tripletten – 3069, which is well equipped with: a computer with internet access, a projector, a blackboard and chalk, a sink, and comfortable chairs and tables for students.

Sometimes was a bit uncomfortable using the blackboard while the lecture was going on since the projection covered the blackboard.

Andre forhold/other conditions

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

Metode – gjennomføring/method – implementation

Among the course evaluation, assignments correspond to 5%. I noticed they did not care much to put effort into this, either to notice what they did wrong, to further improve or not make the same mistakes again.

Oppsummering av innspill/summary of input

The students were open to participating in discussions and solving exercises on the blackboard. They were not afraid to give their opinion even if they were unsure of the correct answer. Around 50% of students attend 90% of the lectures.

Ev. underveistiltak/eventual underway measures

Students had a large time gap since the previous organic chemistry class they attended. This is a major obstacle for them to start getting on track with the new concepts of the course.

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

Organic chemistry is a complete and complex course; it is not fair to pretend that students are only bad or good. It also depends on the course structure and the opportunities the lecturer gives them to improve. I noticed that a written project is not giving them the required knowledge they need regarding a topic, since nowadays it is too easy to obtain information from the internet and copy it to a document. I suggest merging 20% of the project and 5% of the assignments in five oral presentations (each of 5%) over the whole course. Where the student is guided to use their ability to do scientific research on the latest or traditional reaction of the topic and explain in the lecture room. With this, the student will have the opportunity to improve in presentation, searching, and understanding of how the reaction given in the course looks in scientific papers.