3-årig emneevaluering

Emne: GEOF105

Semester og år for gjennomført emneevaluering: Høst 2024

Navn på emneansvarlig(e): Lars H. Smedsrud & Laura Dietrich

Innhold

1. **Beskriv og begrunn pedagogiske valg i emnet, reflektér over studentens læring som følge av disse valgene.**

This was the first course for Laura, and she was responsible for the meteorological part. For Lars that did the ocean part this was a return to GEOF105 since 2018, but many changes had been implemented towards more active learning. It has been a very busy semester, and we agree that the total workload for both lecturers and students is too high. Given that we will teach the course again in autumn 2025 there is a fairly long list of changes we think should be implemented. The main motivation is to take down the total workload a bit, and bring the majority of students back into the lectures. As it played out this autumn most students did not follow lectures, but did do the quiz (that gave extra points) and the other compulsory assessments.

For the exam 2 out of 17 students Failed, and there were only on A. The few students that showed up in the lectures, usually between 3-6, did well at the exam (A, B and C level). Most students that did not follow lectures got an E or a D on the exam, but did better for the reports that counted 40% of the total grading. Some of those students that had been engaged and well-performing throughout the year only got a mediocre grade (C) in the exam, indicating a too high workload towards the end of the semester including exams from other courses and a late assignment in this course to prepare sufficiently for the exam.

The main idea behind the quiz is that students should read the relevant chapter before the lecture. We experience that many of them now use AI to answer the quiz, and do not read the text. Therefore one suggested change is to run the quiz inside the lecture, and thereby motivate the students to actually show up there. There are many 'active learning' activities in the lectures, these are good and student do learn from them. But it is then required that they actually read at home.

We generally find that the 'Energy' students do not show up at lectures and are not very interested in the course content. They do the minimum of effort to fulfil the course, which is an obligatory part of their BSc. Perhaps it would be better if GEOF100 is the obligatory course for these students. Connected to this low effort and attendance of the 'Energy' students, we noted a known issue that has been prominent over the last years. This also happened again in autumn 2024; students from the geophysical study program take over most workload of the group works and feel a high pressure to perform well throughout the course.

We are quite happy with the cruise and the related practical tasks there, but we would like to make the assessments simpler. The cruise report is done in a poster that was presented together with another course from the Energy program. Although this set up allows to train a broad set of needed skills for both academia and the industry, there was too little time to teach the students sufficiently how to design a scientific poster. In addition, there were weekly deadlines to submit drafts which resulted mainly in an unreasonable amount of work for the teachers. These draft

submissions will be removed for this year's course. Also the ocean lab experiment is great, the peer review works fairly well between students, but the assessment could be made less time consuming for the teacher. Due to a relatively early date of last years GEOF105 cruise, the Ocean lab was, contrary to previous years, conducted after the cruise, leading to an inhomogeneously distributed workload for the students throughout the semester. This swap should be avoided for the GEOF105 course.

One teaching assistant was new, and one had 3 years of experience. The students appear satisfied with the exercises, but only the most motivated students do them. As in previous years, although the exercises prepare best for the exam, most students decided to cut them due to the high workload.

Of future plans we discuss the option of having less mandatory assessments, and less grading, but this would imply a larger weight on the final exam. We have not yet concluded on these suggestions.

Emneevalueringer skal også minst omfatte:

2. **Oppfølging av tidligere evalueringer**

3. **Studentevaluering og andre evalueringer som er relevante for emnet**

4. **Erfaringer fra andre som bidrar i undervisningen på emnet, både studenter og ansatte**

5. **Strykprosenten på emnet**

6. **Rapport i Tableau**: https://rapport-dv.uhad.no/#/views/SVP3Emnegjennomfring_1/Emnegjennomfringslister?:iid=2

7. **Eventuell fagfellevurdering**

Vurdering av samsvar mellom emnets læringsutbyttebeskrivelse og undervisnings-, lærings- og vurderingsformer

8. **Vurdering av om framdrift og opplegg for emnet er i samsvar med de fastsatte målene for emne og program**

9. **I de tilfellene det er tilknyttet praksis eller arbeidsrelevans i emnet, skal det evalueres om ordningen fungerer tilfredsstillende.**