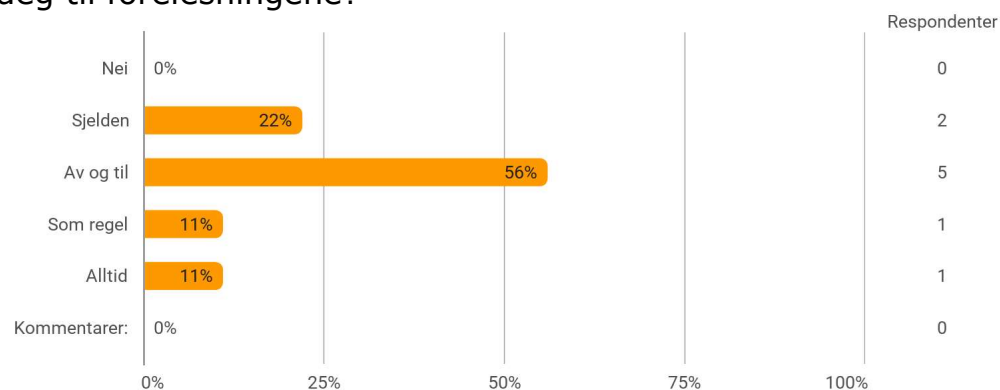
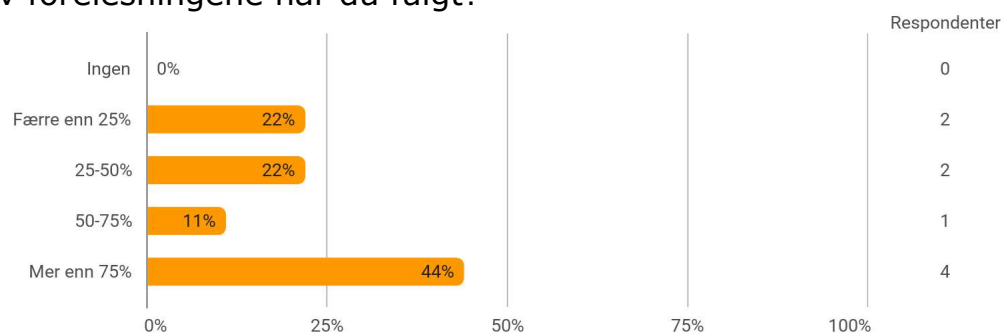


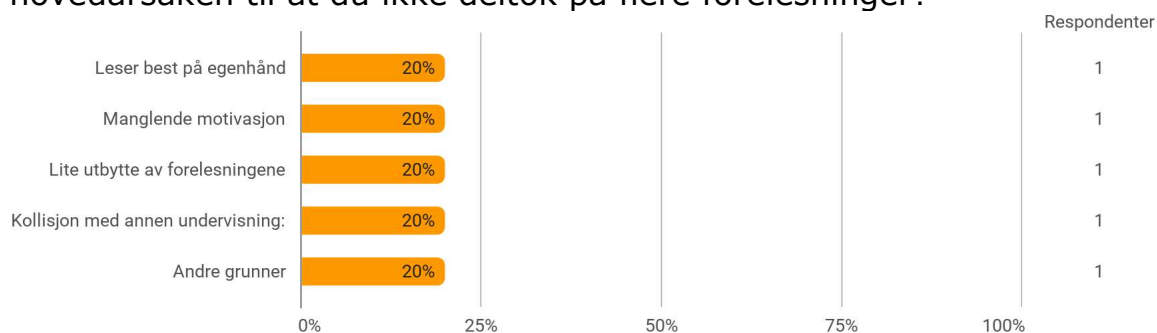
Har du forberedt deg til forelesningene?



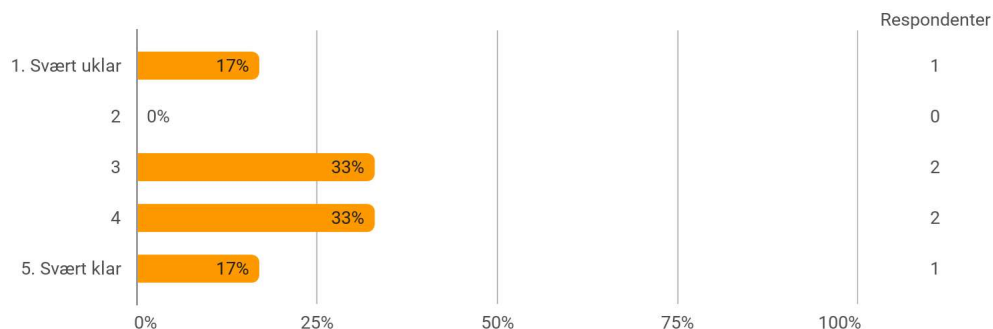
Hvor stor andel av forelesningene har du fulgt?



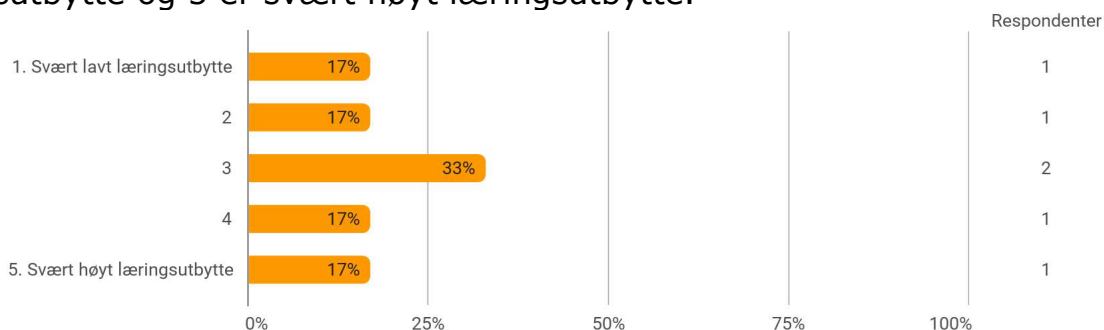
Hva var hovedårsaken til at du ikke deltok på flere forelesninger?



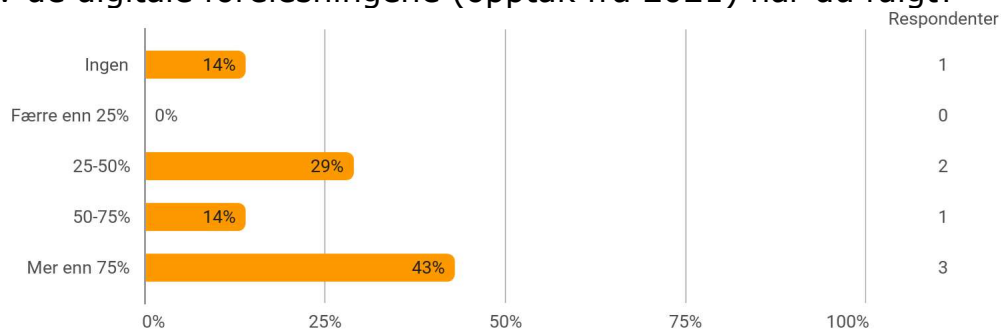
Klarhet i fremstillingen på forelesningene. 1 til 5, der 1 er meget uklar og 5 er meget klar.



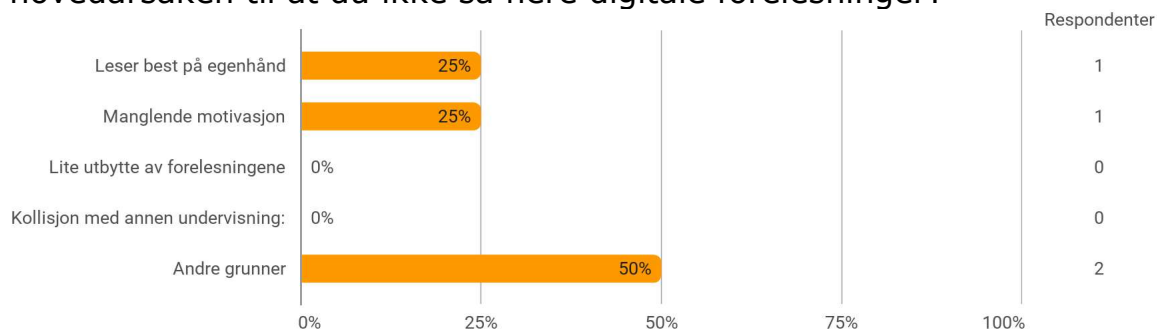
Hvordan har læringsutbyttet av forelesningene vært? 1 til 5, der 1 er svært lavt læringsutbytte og 5 er svært høyt læringsutbytte.



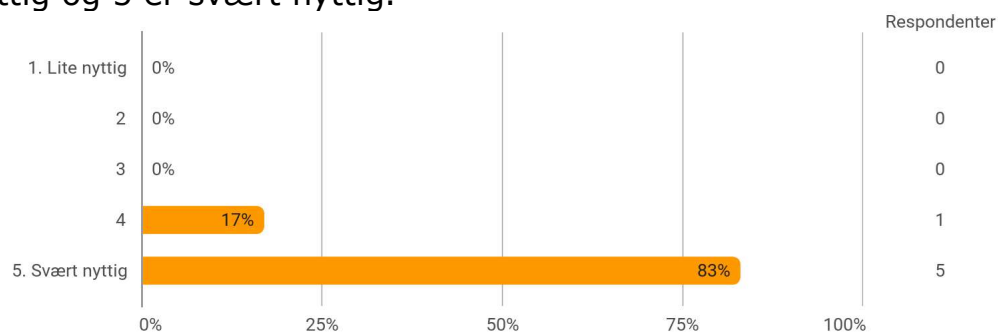
Hvor stor andel av de digitale forelesningene (opptak fra 2021) har du fulgt?



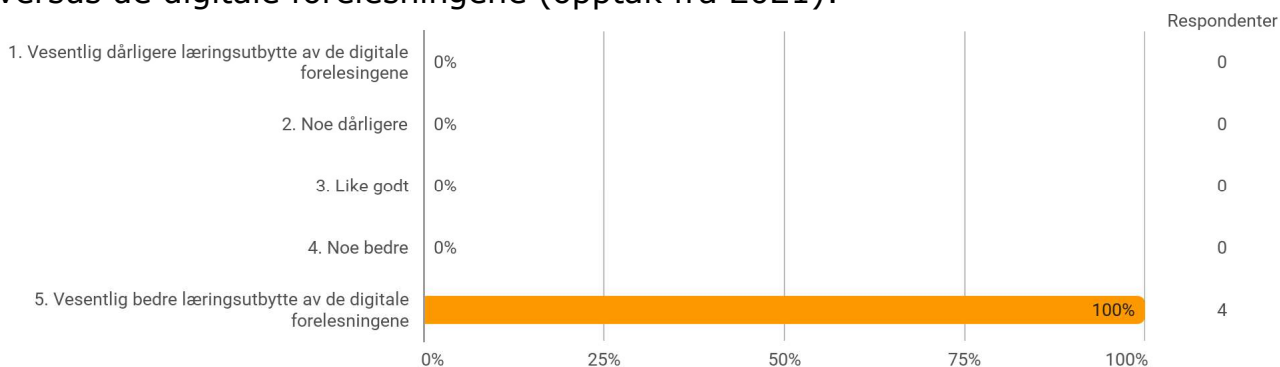
Hva var hovedårsaken til at du ikke så flere digitale forelesninger?



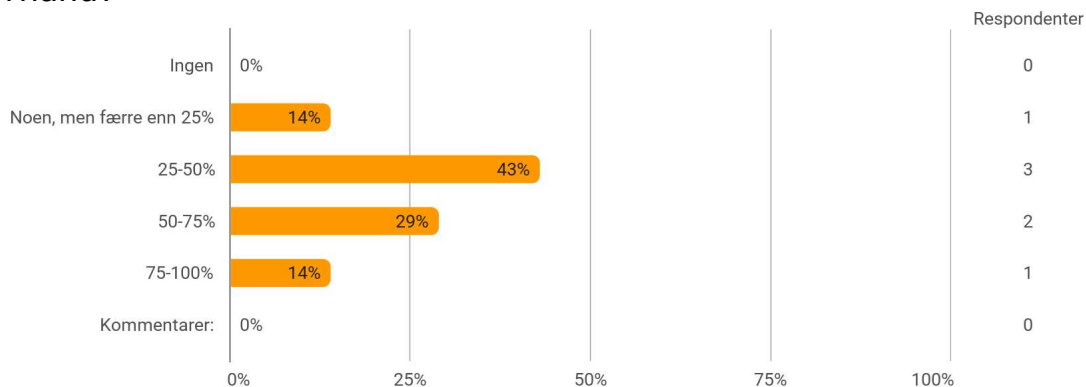
Var det nyttig å ha tilgang til de digitale forelesningene (opptak fra 2021)? 1 til 5, der 1 er lite nyttig og 5 er svært nyttig.



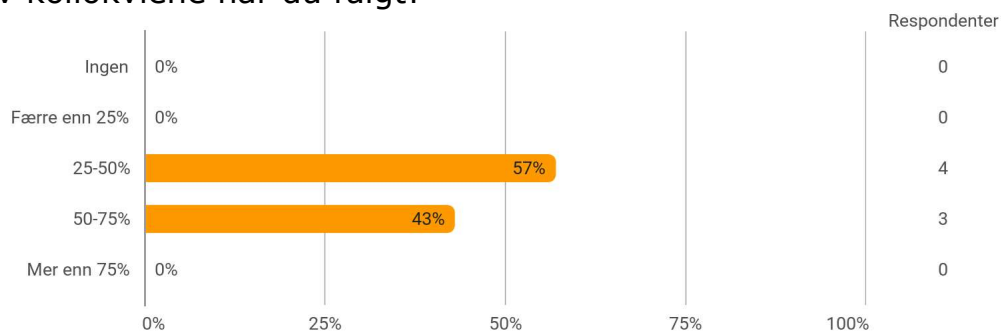
Her kan du sammenlikne læringsutbyttet av de tradisjonelle forelesningene versus de digitale forelesningene (opptak fra 2021):



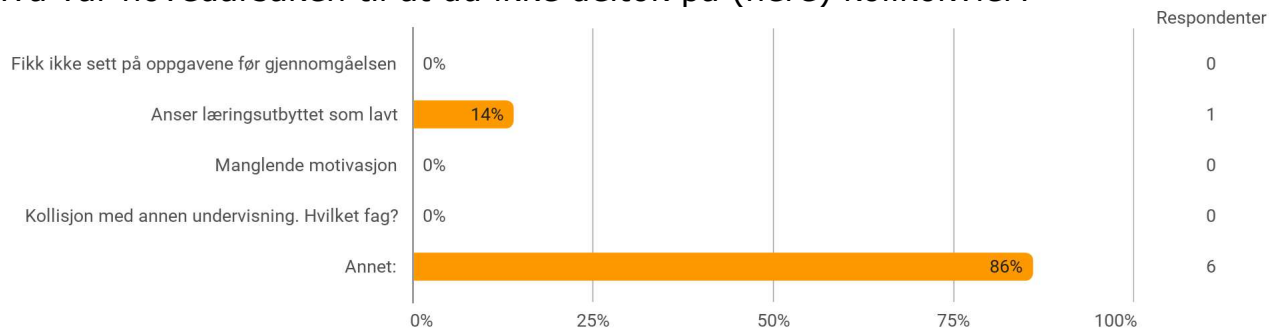
Hvor stor del av kollokvieoppgavene har du gått gjennom på egenhånd/forhånd?



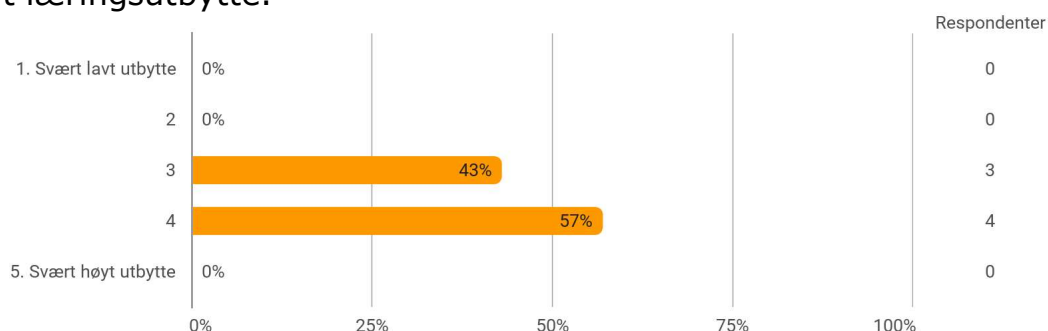
Hvor stor andel av kollokviene har du fulgt?



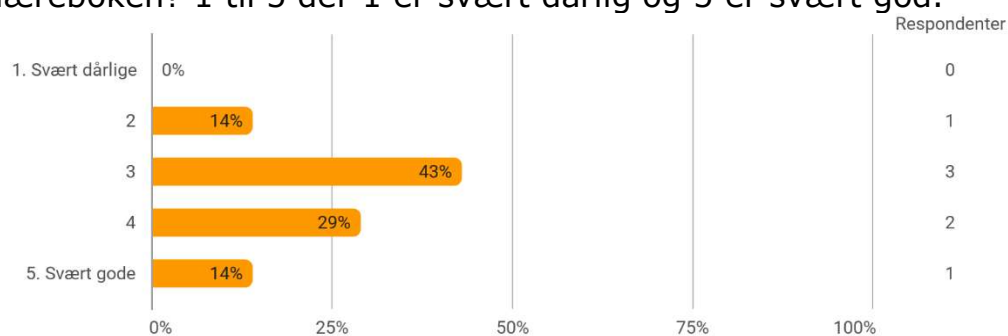
Hva var hovedårsaken til at du ikke deltok på (flere) kollokvier?



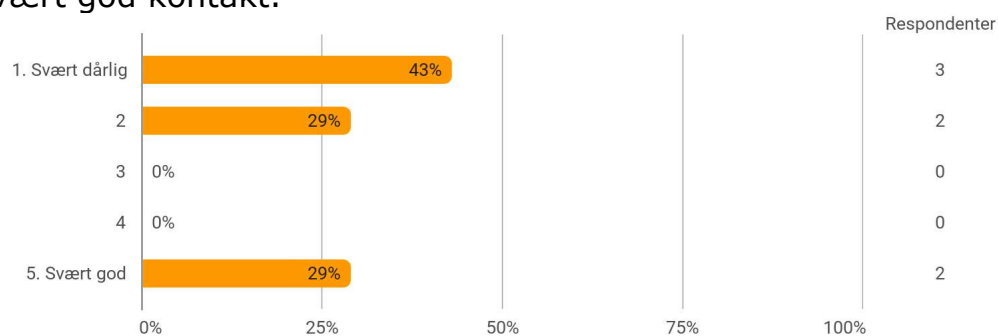
Hvordan har læringsutbyttet av kollokviene vært? 1 til 5, der 1 er svært lavt og 5 er svært høyt læringsutbytte.



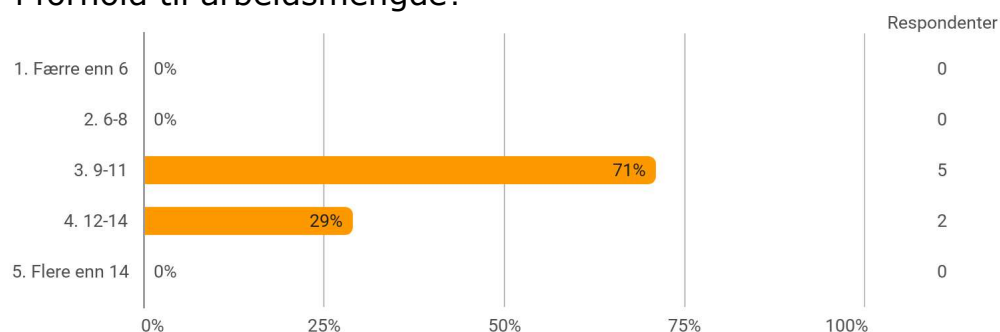
Hva syns du om læreboken? 1 til 5 der 1 er svært dårlig og 5 er svært god.



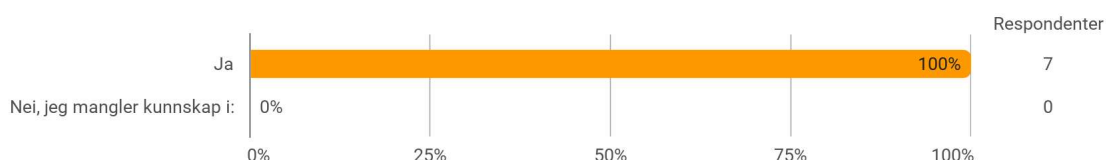
Hvordan har kontakten med foreleser vært? 1 til 5, der 1 er svært dårlig kontakt og 5 er svært god kontakt.



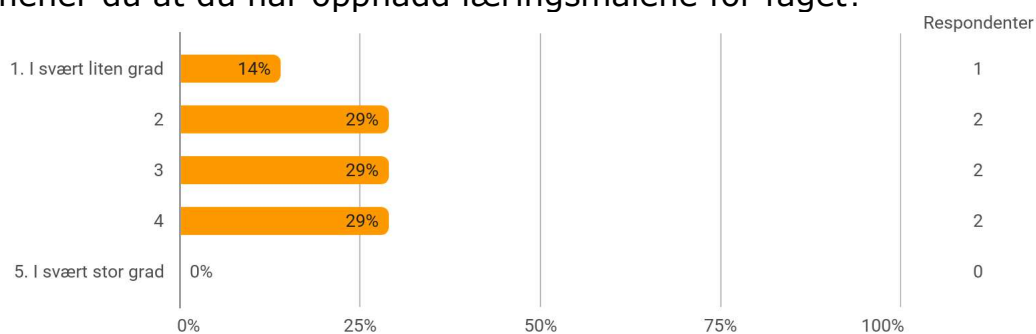
10 studiepoeng skal i snitt tilsvare ca. 13t arbeid (organisert undervisn. + egenaktivitet) pr. uke. Hvor mange studiepoeng mener du emnet KJEM215 tilsvarer i forhold til arbeidsmengde?



Har du tilstrekkelig faglig bakgrunn til å ha utbytte av undervisningen i KJEM215?



I hvilken grad mener du at du har oppnådd læringsmålene for faget?



Evaluation report 2026 spring term

Course code: KJEM215

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

Implementation was adopted exactly from the implementation from the previous years. I think this was a good choice, as the course has been very much liked by the students before.

Praktisk gjennomføring/*practical implementation*

I felt that the implementation worked well during the course, with maybe the exception of the obligatory mid-term home exam (40% to pass), in which I felt some responses were helped by LLMs, and did thus not really help student learning. Also, as reported by the TA, the attendance to exercise sessions was quite low; this also showed on the final exam, as the best way to learn a theoretical subject such as this is to work on problems. Thus, maybe next year it would be good to come up with a positive way to encourage working on the problems, such as rewarding students who present their solutions with extra points towards the exam.

Strykprosent og frafall/*failure rate and apostasy*

The number of people who took the exam (18/20) was satisfactory. The number of F:s (5/18) was too high, and could likely be helped by positively encouraging work on the problem sheets (see above).

Karakterfordeling/*grade distribution*

Excluding the F:s, the character distribution was quite nicely normal distributed, with the exception of lacking A:s. Some students, however, came very close to the A-limit, and perhaps reached it after a complaint (which there were 4/18).

Studieinformasjon og dokumentasjon / *information of studies & documentation*

I think this was quite clear, more info could be provided through mitt.

Tilgang til relevant litteratur / *access to relevant literature*

The book has been accessible for several years, and thus students seemed to have no problem accessing it.

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

Lokaler og undervisningsutstyr/*locals and teaching equipment*

The lecture hall (Tripletten) is not good for lecturing, but it seems very difficult to change it. If it could be changed, a lecture hall in which one can show the slides and blackboards at the same time would be great.

Andre forhold/*other conditions*

The old video lectures by the previous lecturer were very much liked and should be definitely be kept.

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

Metode – gjennomføring/*method - implementation*

The evaluation was implemented using the standard approach, which is completely fine.

Oppsummering av innspill/*summary of input*

The input was surprisingly negative. Especially because during the spring all the feedback I heard of the lectures was positive or extremely positive.

Ev. underveistiltak/*eventual underway measures*

I will watch the previous lecturer's video lectures, and adapt from them as much as possible to improve my own delivery.

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

This was the first time I taught the course. I am happy with the approach I chose, i.e., following exactly the previous year's concept. Next year will need to improve my own output by learning from the previous lecturer's video lectures, will probably drop the mid-term home exam as useless, and could consider positively rewarding home work (e.g., by giving extra points towards the exam for students who present in the colloquia.)