KJEM243 - Emnerapport 2011 HØST

Faglærers vurdering av gjennomføring

Praktisk gjennomføring

The lecture covers topics in organometallic chemistry and catalysis. The courses were theory based lectures (2 hours per week during 14 weeks) and divided in two parts: organometallic and catalysis. The lectures were given in the auditorium 4 (12 lectures) and 3 (2 lectures). The lectures were taught in English and based on "the organometallic chemistry of the transition metal, fifth edition" textbook from R. H. Crabtree. To complement the textbook, the lecturer provided to the students lecture notes (≈130 slides using Powerpoint) and supported by several relevant documents/articles. In addition, extra information, detailed examples and clarifications have been given throughout the use of the blackboard.
Upon request from students, an extra 2h of exercises from past examination (a week before the exam) was organized and 2h of exercises during the lectures were given which were not initially planned in the curriculum.
The assessment form was a final written exam (4h).

Strykprosent og frafall

Number of candidates (registered): 10; Number present at the examination: 9
Number of pass (B): 9; Average rating: B.
One student signed up for the lecture/examination but never showed up to the lectures and examination.

Karakterfordeling

KJEM243: A: 45%, B: 22%; C: 22%, D: 11%, Average: B
The average rate is fairly similar to the examination in 2008 (fall).

Studieinformasjon og dokumentasjon

All necessary educational materials (lecture notes, exercises, documents and articles) were posted on My Space. 88% of students (above 4 from a scale ranging from 1 to 5) were satisfied.

Tilgang til relevant litteratur

See point above. All necessary literature was available on My Space.

Faglærers vurdering av rammevilkårene

Lokaler og undervisningsutstyr

No problems with resources, everything was perfectly functionning in auditorium 3 and 4.

Andre forhold
The blackboard of the auditorium 4 was often dirty and dusty due to its previous uses on Fridays and rather difficult to get completely clearer again, impeding almost the writing/reading from lecturer/students.
Frequent drilling noises during the lecture, hampering the well-functioning of the lecture.

Faglærers kommentar til student-evalueringen(e)

Metode – gjennomføring
Oppsummering av innspill
Ev. underveistiltak

Faglærers samlede vurdering, inkl. forslag til forbedringstiltak

The textbook used for KJEM243, albeit it is an international standard in other universities (textbook for students and researchers), did not suit to the students (86% rating below 2 from a scale ranging from 1 to 5) in term of general understanding, organization, illustrations and the exercises proposed. Although this textbook has been previously used for Bsc. lectures (43%), the students seems to be reluctant to read it (57% of student answered to have almost no preparation before the lectures). Aware of the problem before lecturing, there were few alternative combining a book with both topics (organometallic chemistry and catalysis) available in English on the market. Recently, two new textbooks combining both topics appeared on the market with more pedagogic, clearer texts/graphics and better organized (including summaries and exercises at the chapters end). One of them will be implemented as the main textbook for the next lectures. The syllabus will normally not be too much affected by the new content of this new textbook.
50% of students missed clearly to have exercises for a deeper understanding of the matter (lecture based on theory only). A good textbook containing adapted exercises and extra hours of teaching (6-8h) for correction and answering specific questions should palliate to this problematic.
86% of students answered positively to the relevance and importance of KJEM243 for their future studies and researches developed at the chemistry Institute with a high participation to the lectures (86%). In addition, the students asked to have more hours of teaching (4-6h) or another lecture related mainly to catalysis.

Suggestions to the Programstyre:
To answer to the contemporary and future needs of the students, KJEM243, which seems currently rather presented as optional in the chemistry teaching portfolio (taught every two years), could be offered on yearly-basis with 10-14 supplementary hours of teaching including sessions of exercises (to be discussed according to the regulation of working loading/credits for the students).