



Emnerapport: GEO-SD325 Client-based modeling project 2019 V

1. Informasjon om emnet

Emne	https://www.uib.no/emne/GEO-SD325
Undervisningssemester	Vår 2019
Emneansvarlig	Birgit Kopainsky
Vurderingsform	Presentasjon (50%), Prosjektinnlevering (50%)
Undervisningsform	Forelesninger, seminar og lab
Obligatoriske arbeidskrav	Forelesninger, seminar og lab er obligatorisk

2. Statistikk

Eksamensmeldt	17
Bestått	14
Ikke møtt	3
Stryk	0
Gjennomsnittskarakter	B

Karakterfordeling:

A=5
B=4
C=4
D=1

3. Egenevaluering

Vurdering av undervisningsopplegget i forhold til mål og resultater (emneansvarlig)

This is a newly developed course that I taught for the second time. After the second iteration of the course, I believe even more in the overall objective of the course, which is to work with organizations outside the University of Bergen (the clients) who furnish students with an applied context and

specific problems they are currently dealing with. Throughout the course, students develop simulation models that help solve these problems.

Course activities include problem presentation by clients, theory and practice of the most frequently used knowledge elicitation and analysis methods in the system dynamics modeling process, and we go through the individual steps of the modeling process one more time before students start working on their master thesis. We also spend quite a bit of time discussing how to present technical work in non-technical ways and I am very happy with the overall quality of project presentations.

A couple of learning points that I want to address in subsequent versions of this course are:

- More detailed briefing of clients so that their problem presentations become more accessible and tangible for students. This year, we had two clients: UNEP and Climate Interactive. The problem presentation by UNEP was very broad, very ambitious and probably a bit overwhelming.
- Make some of the voluntary exercises such as conducting interviews or facilitating a group model building workshop compulsory so that the red thread throughout the course becomes stronger.
- Schedule more interactions with the client to work more strongly towards the overall objective of the course.
- Structure the deep dives into the system dynamics modeling process even more.

4. Studentevaluering:

I study GEO-SD3250 as part of:

Master programme in System Dynamics: 4

How often do you participate in the lectures and seminars?

80-100%: 4

How do you assess the different parts of the learning and assessment?

The content of the lectures:

Very good: 2

Good: 1

Average: 1

The pedagogically quality of the lectures:

Very good: 2

Good: 1

Bad: 1

The computer labs:

Very good: 2

Average: 2

The assignments:

Very good: 2

Average: 2

The literature:

Very good: 2

Good: 1

Average: 1

Do you have comments to the lectures?

(No response)

Do you have comments to the computer labs?

(No response)

Do you have comments to the assignments?

(No response)

Do you have comments to the course curriculum?

(No response)

How does the course reflect the learning outcomes in the course description:

<https://www.uib.no/en/course/GEO-SD325>

Very good: 2

Good:1

Average:1

Is the information at Mitt UiB sufficient to keep you updated during the course?

Yes: 4

What is your joint evaluation of the course?

Very good: 2

Good: 1

Bad: 1

Do you have comments to your joint evaluation of the course?

(No response)

Do you have suggestions to how we can improve the course?

(No response)

5. Oppfølging

Oppfølging av/kommentarer til tidligere evalueringer. Hvordan rapporten følges opp, evt. tiltak eller endringer som er gjort/planlegges gjennomført på bakgrunn av emnerapporten

Cf. Point 3