

Evaluation report 2019 autumn

Course code: KJEM231

Faglærers vurdering av gjennomføring/lecturers assessment of implementation:

Praktisk gjennomføring/practical implementation

The use of digital tools helped in the whole implementation of the course for both the lecturer and students. The lectures were a combination of old and new teaching methods and most of the students seem to like lectures and other activities.

Strykprosent og frafall/failure rate and apostasy

None of the student failed in the course.

Karakterfordeling/grade distribution

The grades were distributed according to the following document.

Retningslinjer for bruk av karakterskalaen A – F ved
Kjemisk institutt

Programstyret i kjemi fattet følgende vedtak angående karaktersetting i emneeksamener i sitt møte 14.mai 2004:

”Bokstavkarakterer skal gis i tråd med kvalitative kriterier for alle emner. I emner med muligheter til å benytte prosentmodell, går Programstyret inn for følgende forslag:

Karakter A: 90-100 %

Karakter B: 76-89 %

Karakter C: 61-75 %

Karakter D: 50-60 %

Karakter E: 40-49 %

Karakter F: <40 % ”

Studieinformasjon og dokumentasjon/information of studies and documentation

The information of the upcoming lectures was uploaded in advance for the students. All the course material was uploaded regularly at mitt.uib.no and all students had access to this site.

Tilgang til relevant litteratur/*access to relevant literature*

All the students were informed in the first lecture about the recommended literature and textbooks, which were accessible to students from the library. In addition, all the course material was uploaded regularly.

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

Lokaler og undervisningsutstyr/*locals and teaching equipment*

All the teaching equipment was available. Although the lack of availability of lecture room was observed sometimes and in one of the lecture room (Tripletten ("The triplet", aka room 3069) whiteboard was not installed separately and only powerpoint slides or board can be used at a time.

Andre forhold/*other conditions*

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

Metode – gjennomføring/*method – implementation*

Students agreed to and liked the interactive sessions and group discussion methods of teaching (this method is also recommended by research carried out by our department).

Oppsummering av innspill/*summary of input*

According to my understanding and observation students were showing interest in the lectures and other teaching activities.

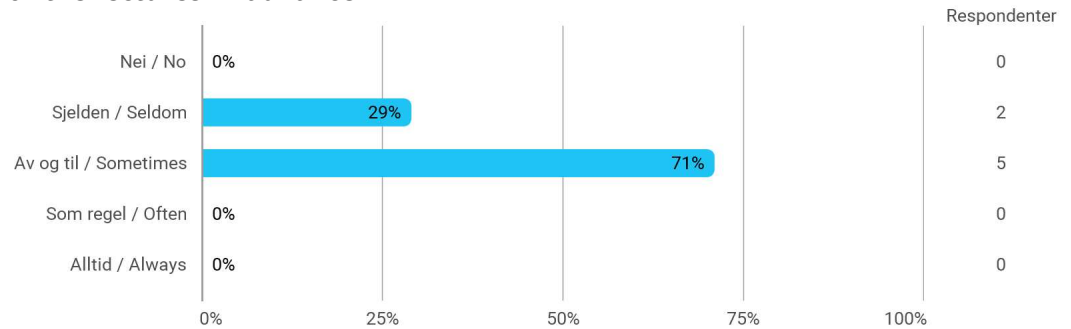
Ev. underveistiltak/*eventual underway measures*

The lectures will be upgraded and improved for the next session.

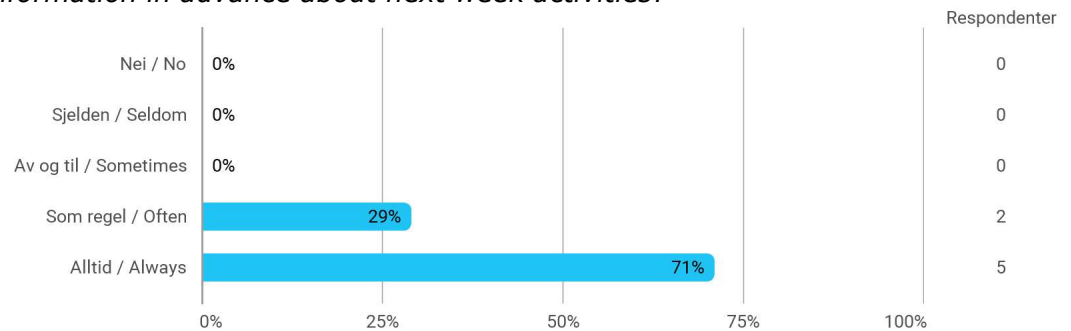
Faglærers samlede vurdering, inkl. forslag til forbedringstiltak/*lecturers overall assessment, including suggestions for improvement measures*

The structure of the course and schedules for the lectures and exercise was overall good and suited both the students and the lecturer. Overall the course ran smoothly.

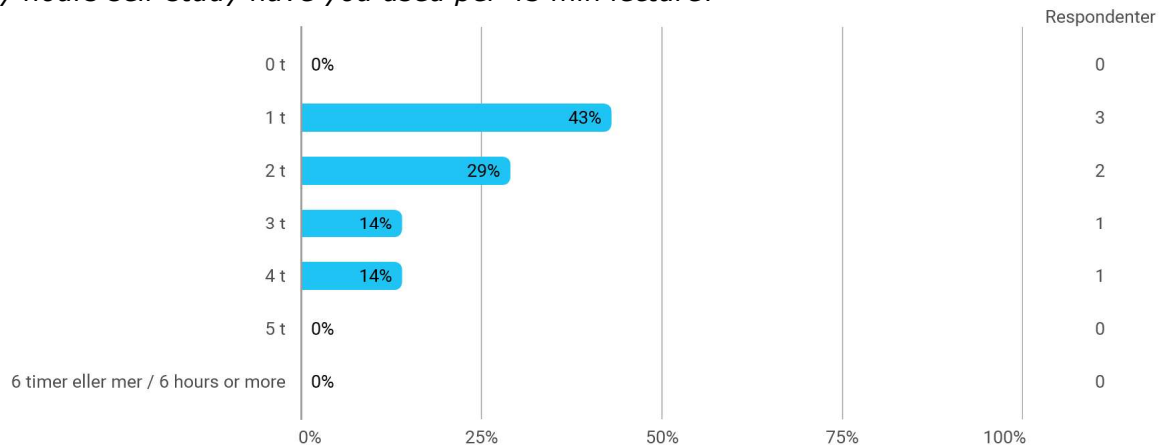
Har du forberedt deg til forelesningene?

Did you prepare for the lectures in advance?

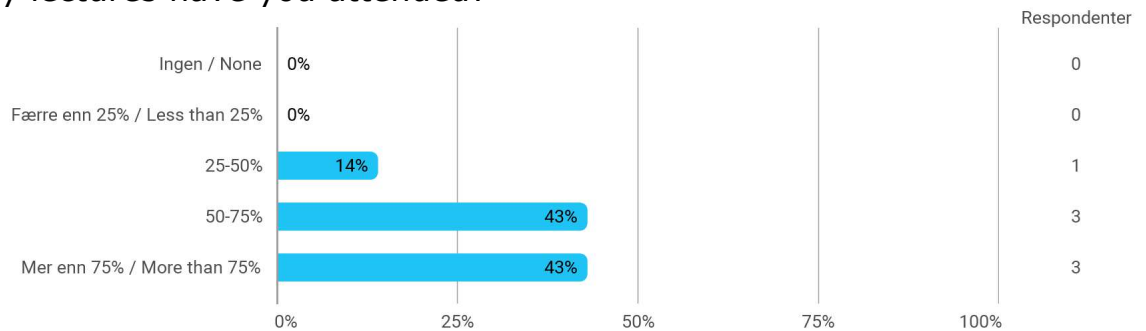
Får du nok informasjon angående neste ukes aktiviteter?

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))?

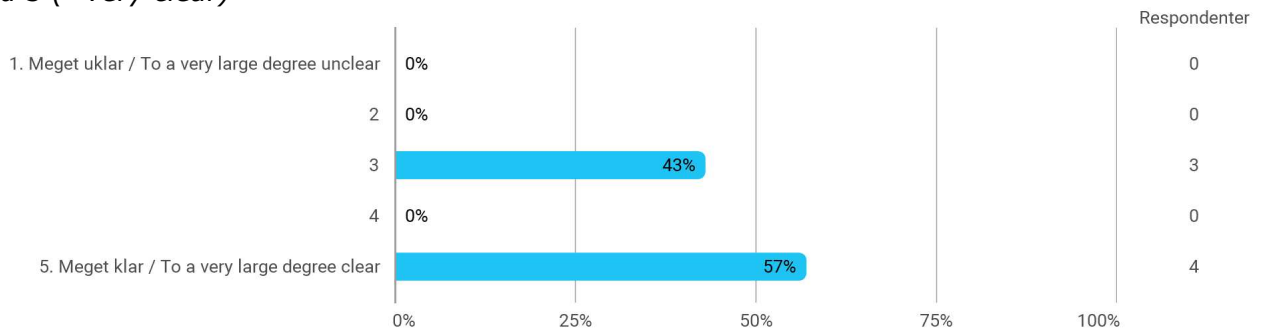
How many hours self-study have you used per 45 min lecture?

How many lectures have you attended?



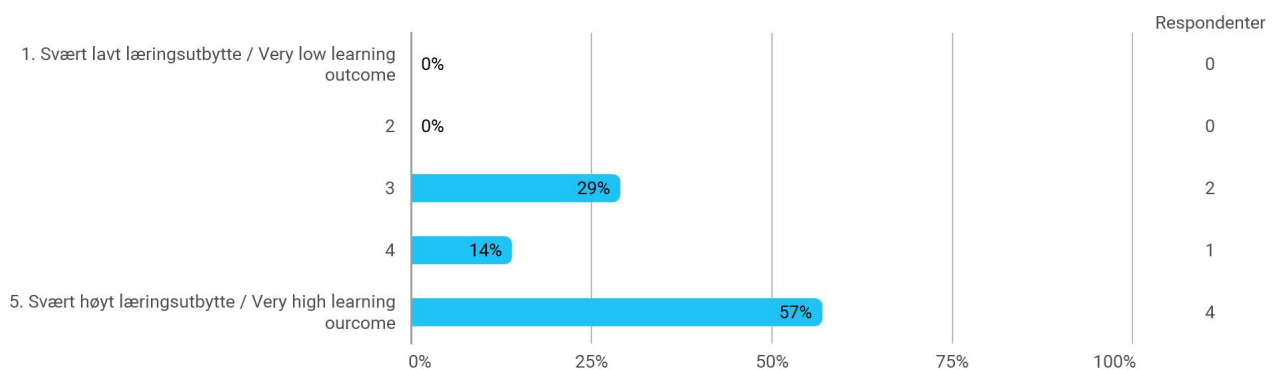
Klarhet i fremstillingen. 1 til 5, der 1 er meget uklar og 5 er meget klar.

How clear was the presentation during the lectures? Rate on a scale from 1 (=very unclear) and 5 (=very clear)



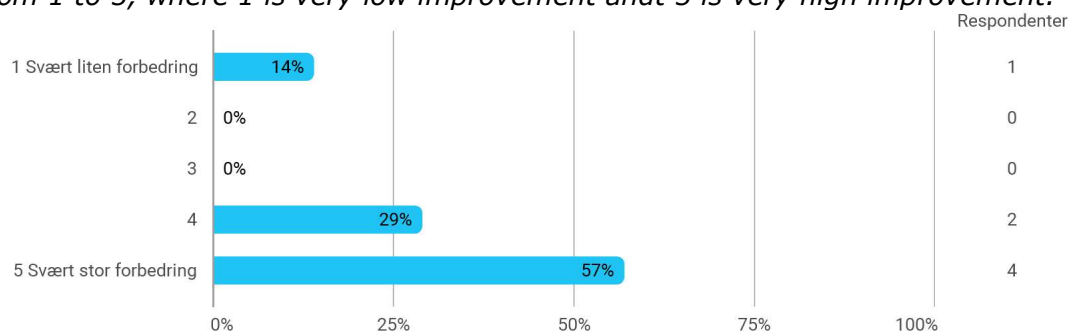
Hvordan har læringsutbyttet av forelesningene vært? 1 til 5, der 1 er svært lavt læringsutbytte og 5 er svært høyt læringsutbytte.

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



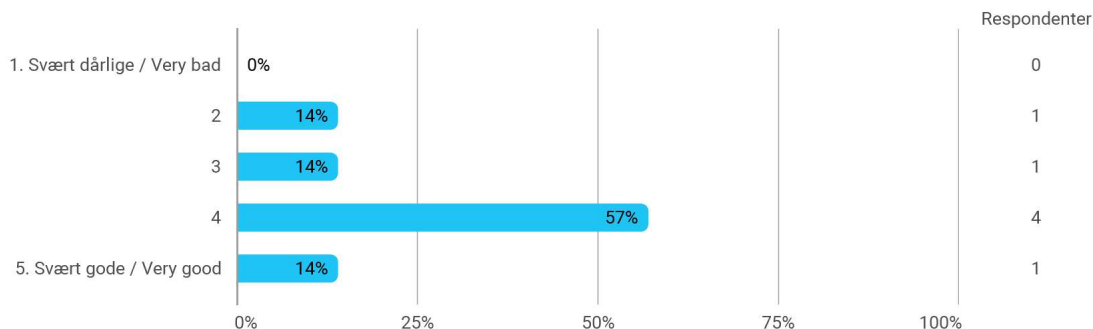
I hvilken grad føler du at kunnskapene dine i organisk kjemi har økt fra du startet på kurset og fram til nå? 1 til 5, der 1 er svært liten forbedring og 5 er svært stor forbedring.

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.



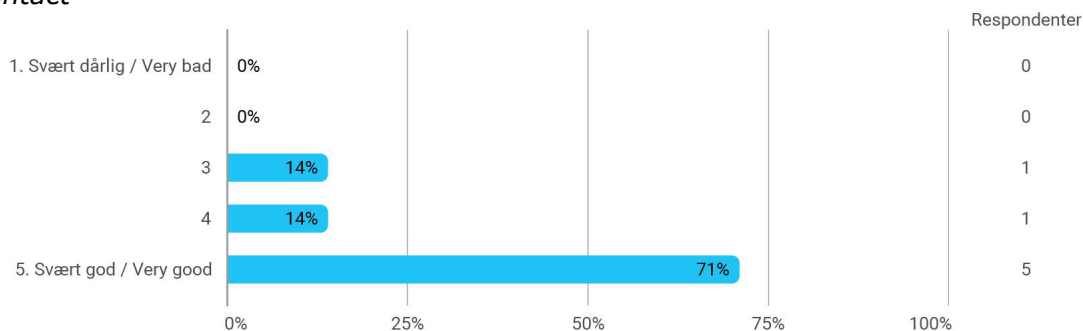
Hva syns du om læreboken/lærebøkene? 1 til 5 der 1 er svært dårlige bøker og 5 er svært gode bøker.

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?

