

Evaluation report 2019 autumn

Course code: KJEM243

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

Praktisk gjennomføring/*practical implementation*

The lecture covers topics in organometallic chemistry and catalysis (divided in two parts). The courses were theory based lectures (19*2 hours) and tutorial (7*2 hours). The lectures and tutorials were both given in the auditorium 4. The lectures are based on “Organometallic Chemistry and Catalysis” textbook from D. Astruc. To complement the textbook, teaching materials such as lecture notes (\approx 160 slides using PowerPoint) and relevant documents/articles were provided to the students. In addition, extra information, detailed examples and clarifications were given throughout the use of the blackboard and during the tutorial. The assessment form was a final written Inspera Digital exam (4 hours).

Strykprosent og frafall/*failure rate and apostasy*

27 students signed up for KJEM243, and 23 students were present to the examination.

Number of candidates (registered): 23; Number of submission: 20
Number of pass: 20.

Karakterfordeling/*grade distribution*

KJEM243: A: 20%, B: 15%; C: 35%, D: 15%, E: 15%, Average: C
The average grade is very similar to the other previous years (2011-2018), but the main differences are that in 2019, 5-10% fewer students received grades A and B, and 22% more students got a grade C.

Studieinformasjon og dokumentasjon/*information of studies and documentation*

All necessary educational materials (lecture notes, exercises, documents and articles) were posted on Mitt UiB. All the students are very satisfied about the presentation of lectures presented on Mitt UiB (100% replies above 5, from a scale ranging from 1 to 6).

Tilgang til relevant litteratur/*access to relevant literature*

Digitalized textbook and articles were available via Mitt UiB.

Faglærers vurdering av rammevilkårene/lecturers assessment of frame terms

Lokaler og undervisningsutstyr/locals and teaching equipment

Auditorium 4 is a good auditorium for teaching. A periodic table of the elements is still missing (reported since 2011).

Andre forhold/other conditions

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

Metode – gjennomføring/method – implementation

Electronic questionnaire: 5 out of 27 replied: <20%.

Oppsummering av innspill/summary of input

Due to the inconsistencies and incomplete replies in this survey, the extrapolation of the results contains a large magnitude of uncertainty. Nevertheless some rough trends can be drawn.

The lectures seem to have met the students expectation related to the overall and large sets of objectives (80%).

80% students answered they had the adequate background for following KJEM243 while 20% replied they had a lack of knowledge and no sufficient background, particularly in organic chemistry.

With respect to the questions on clarity of presentation of the different topics (including the usefulness of the exercises), the students responded to large degree (75%) very positively (above 5 from a scale ranging from 1 to 6). 75% of students answered the learning outcomes were very high to fairly high meaning that the KJEM243's objectives and content responded well to the expectations of most students.

All students responded that they had very good to good contact with the lecturer (above 5 from a scale ranging from 1 to 6).

While 60% of the students are very to fairly satisfied with the textbook "Organometallic Chemistry and Catalysis", 20% are very unsatisfied.

A large majority of students (80%) attended more than 50% of the lectures. The majority of student (75%) responded that they were sometimes prepared for the lectures, despite the fact that 60% of the students declared that KJEM243 is more demanding than other lectures and spending less than 4-5 hours in average of self-study per week for this subject (40%).

80% of students answered positively to the relevance of KJEM243 for their studies, thesis and/or research activities.

Ev. underveistiltak/eventual underway measures

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

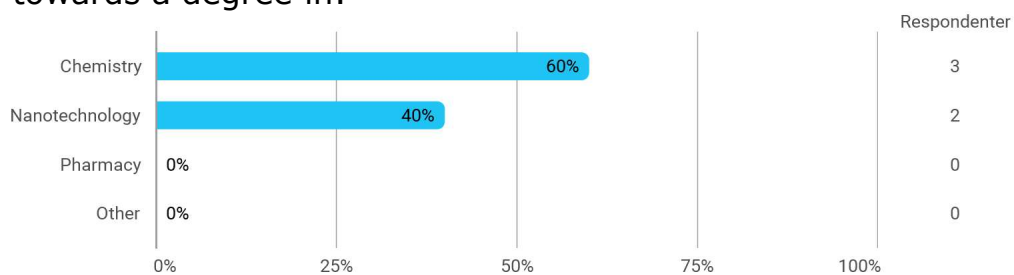
The general impression based on the feedback received from the students is that the teaching in KJEM243 in 2019 corresponds very well to the expectations of the students with a fairly appropriate total workload compared to other lectures.

The lectures have relatively good attendance (80% have followed more than 50% of the lectures), the lecturer receives good feedback, and the lectures contents responded well to most of the students.

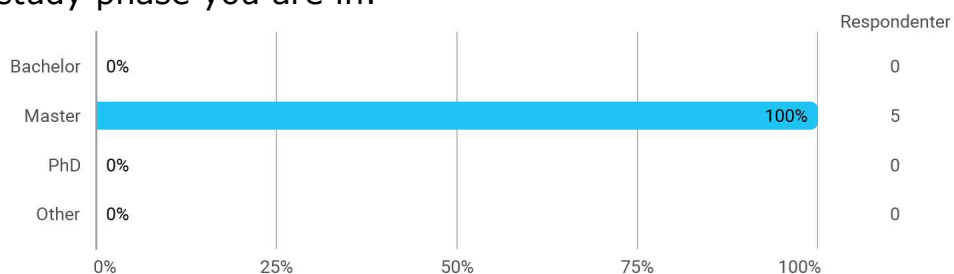
Since many years, KJEM243 has an inhomogeneous group of students where the level of knowledge and interest in the subject varies greatly from year to year which are greatly dependent on students' motivation. This is a challenge for the lecturer to respond and catch as many of the students particularly those with little knowledge in basic and organic chemistry. In 2019, many adjustments were constantly made during the lectures based mostly on students request or when loopholes were identified. Thus, corrective measures have been implemented compared to the previous years, such as introducing soft self-tests at early stage, replacing few lectures by tutorials, making extra teaching materials for completing the basic knowledge in chemistry. As reflected by the student's performances during the exam, such changes seem to have a positive impact on the exam results and are satisfactory in view of the students' background and objectives.

Although most students are satisfied with the current textbook, some students are fairly unsatisfied. The search for a new textbook that can cover both all contents of KJEM243 and most of the students' needs is undergoing.

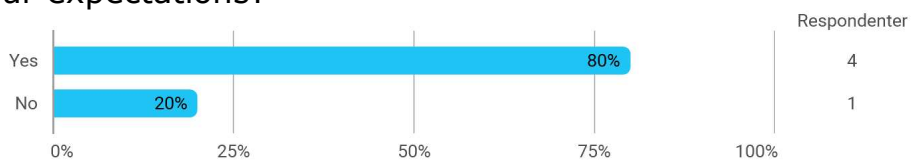
Are you studying towards a degree in:



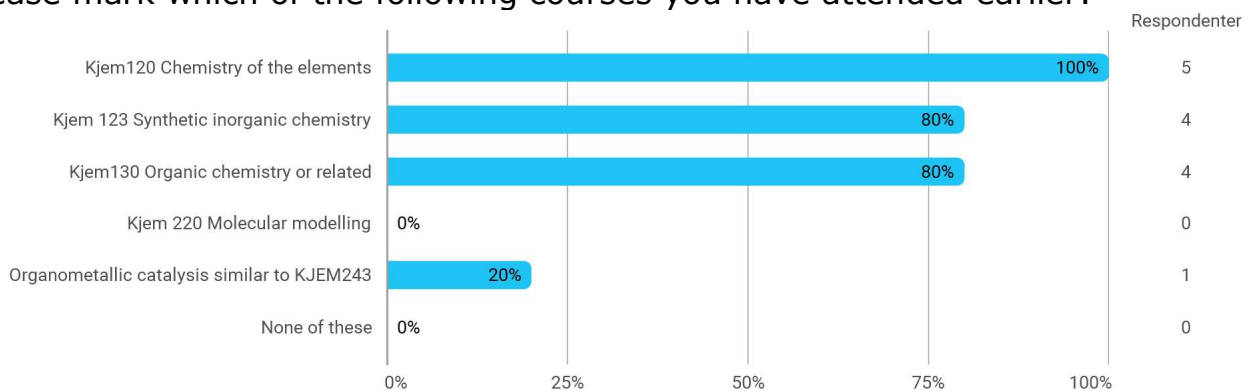
Please identify the study phase you are in:



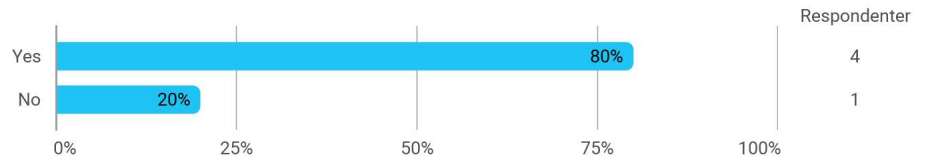
Did the course meet your expectations?



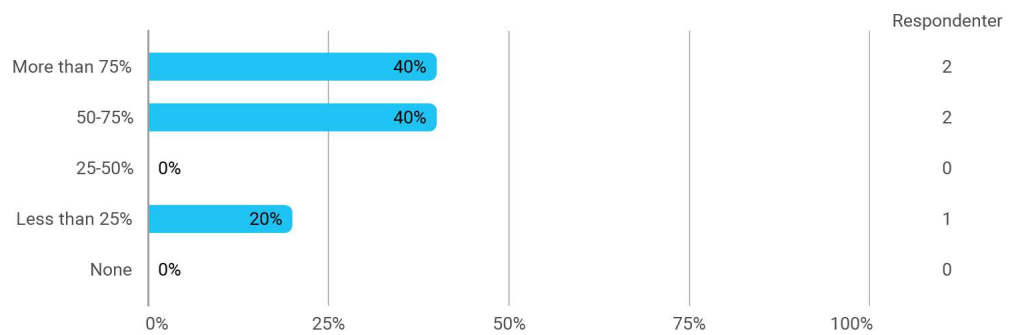
Please mark which of the following courses you have attended earlier:



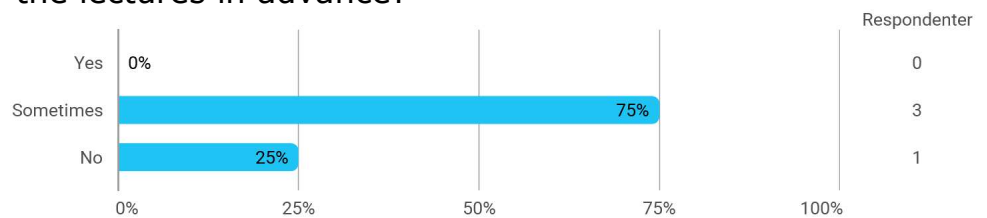
Did you feel your background knowledge was adequate to follow the content of this course?



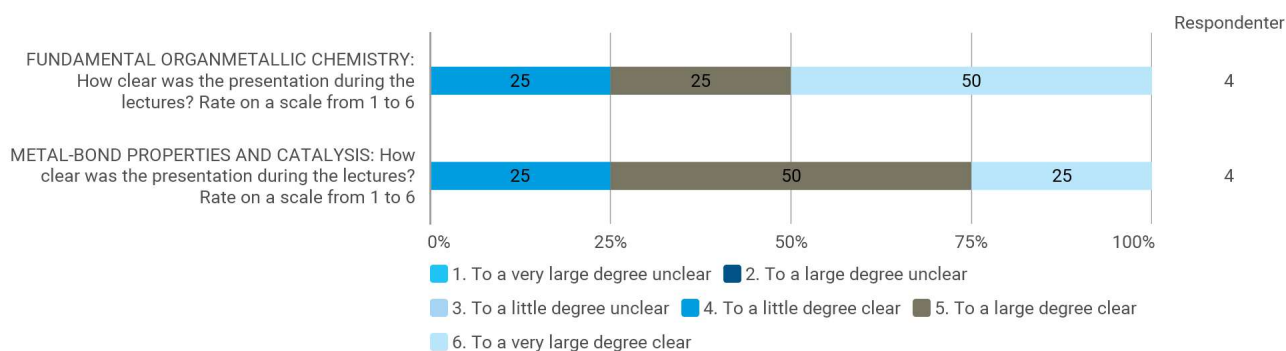
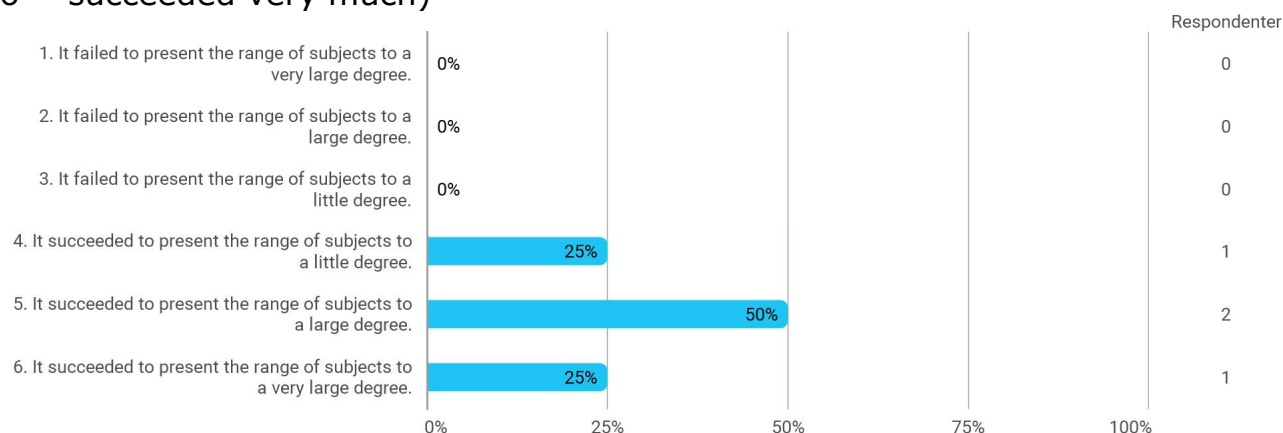
How many lectures have you attended?



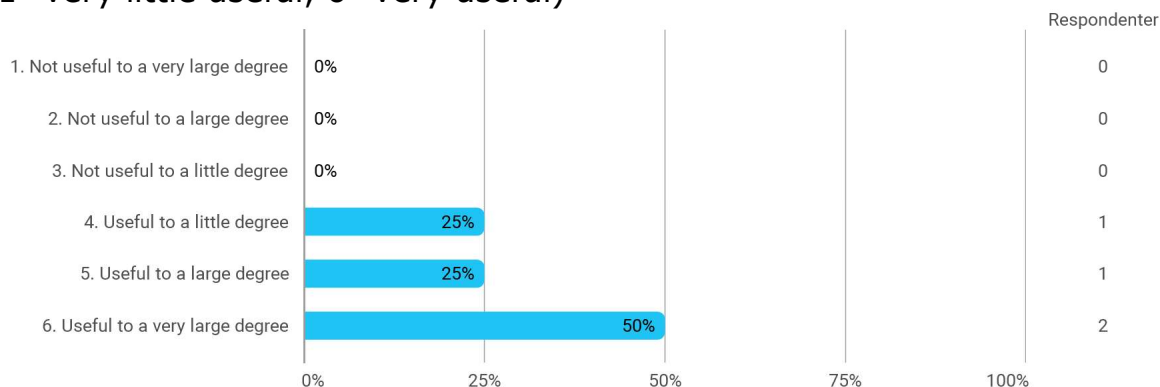
Did you prepare for the lectures in advance?



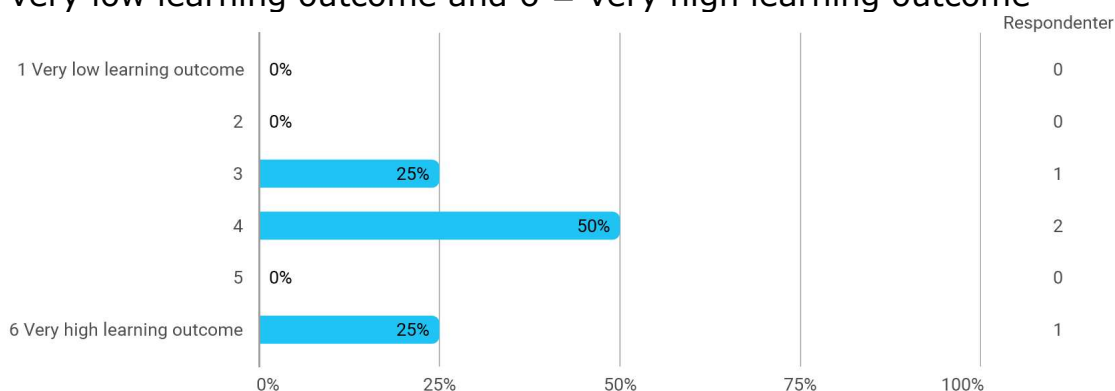
The course encompasses a wide range of subjects from fundamental organometallic chemistry to catalysis. How well do you think it managed to integrate this variety and present in a coherent manner (1 = very much failed, 6 = succeeded very much)



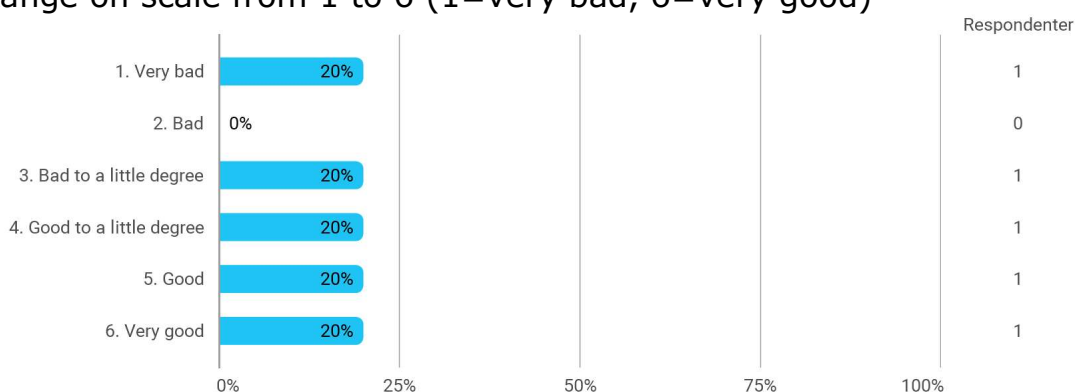
The lectures and particularly the exercises were to a certain degree meant to be interactive with intermittent questions being posed by the lecturer. Do you think this approach helped you in your learning progress? Rate on a scale from 1 to 6 (1=very little useful, 6=very useful)



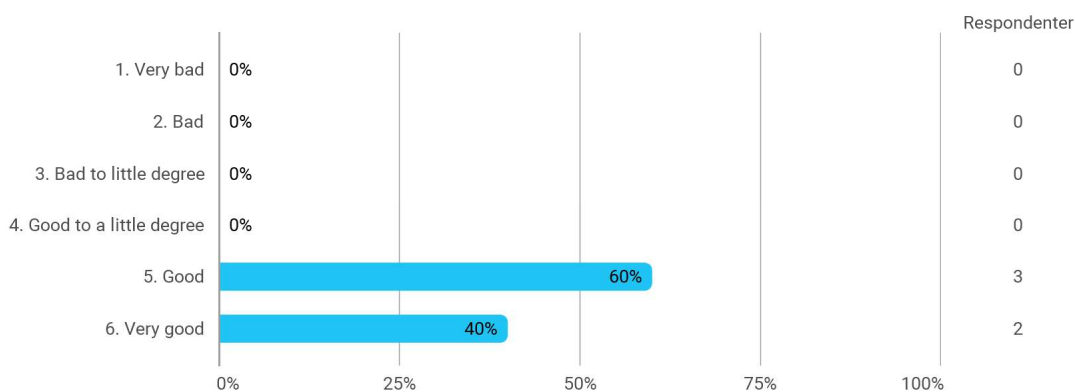
How do you rate the learning outcome from the lectures? Rate from 1 to 6, where 1 = very low learning outcome and 6 = very high learning outcome



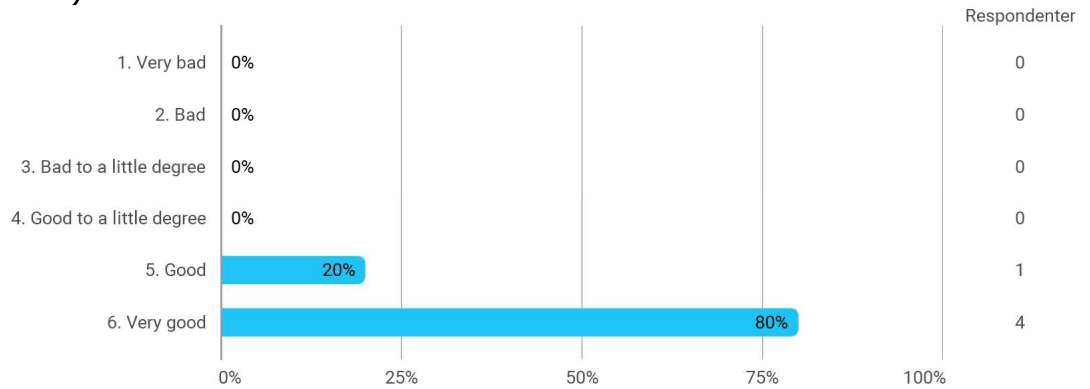
What is your opinion of the textbook "Organometallic Chemistry and Catalysis"? Range on scale from 1 to 6 (1=very bad, 6=very good)



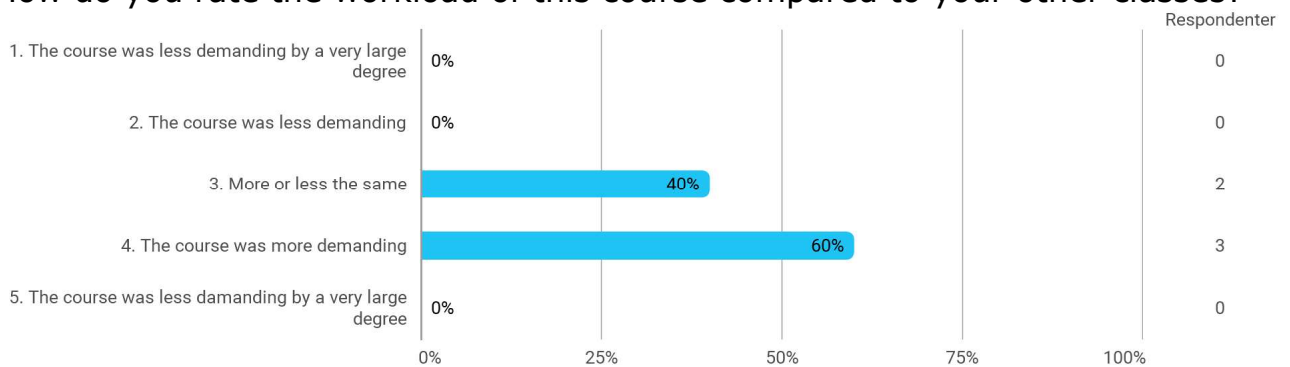
What do you think about the presentations of the lectures presented on Mi Side? Range on a scale from 1 to 6, where 1 is very bad and 6 is very good



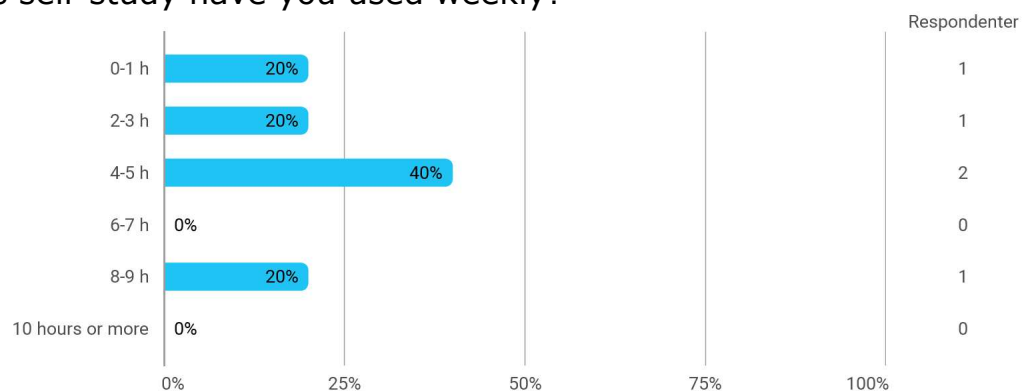
How has the contact with the teaching staff been? Range on a scale from 1 to 6, where 1 is very little contact/inaccessible and 6 is very good contact/acceccible)



How do you rate the workload of this course compared to your other classes?



How many hours self-study have you used weekly?



Do you think the knowledge you learned in this course will be relevant to your further studies / thesis / research activities?

