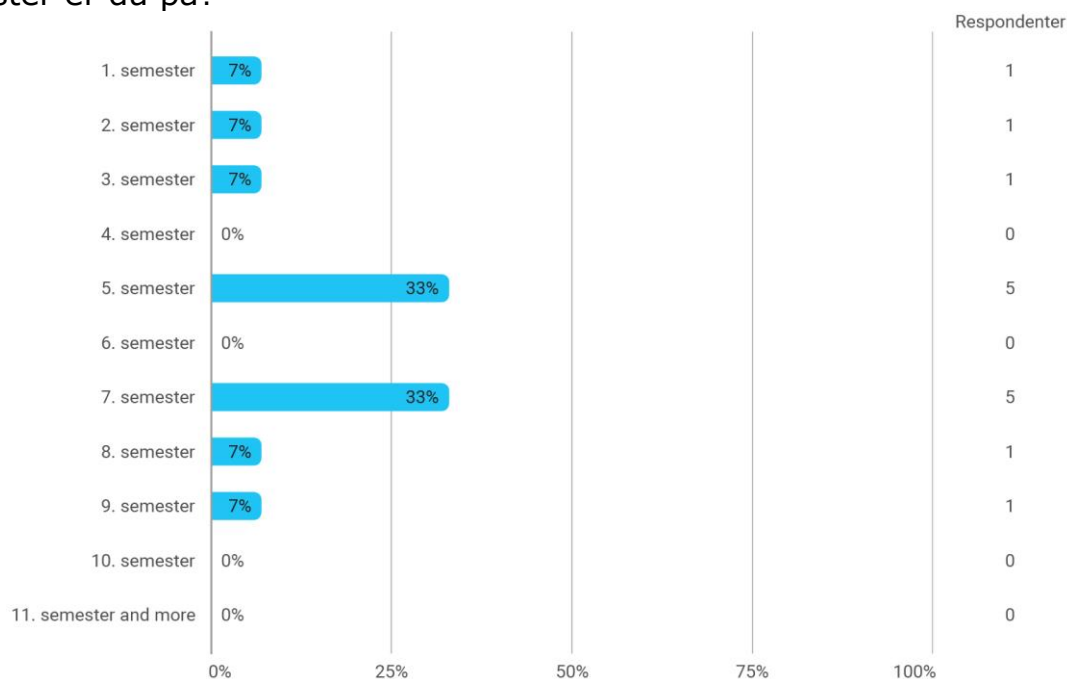
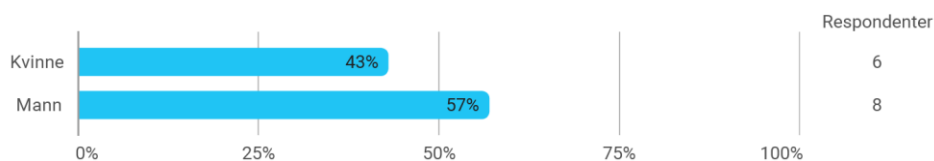


Emneevaluering GEOV217, H20

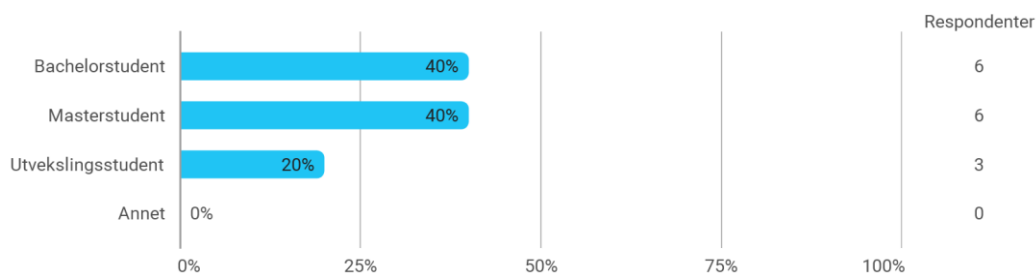
Hvilket semester er du på?



Hva er ditt kjønn?



Er du ...?



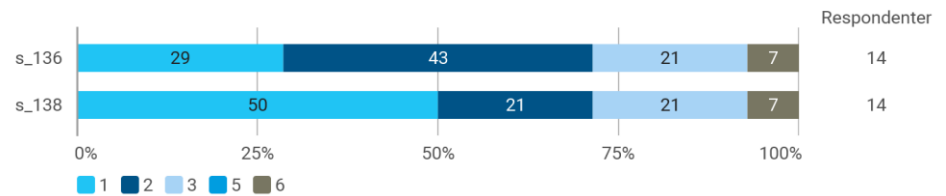
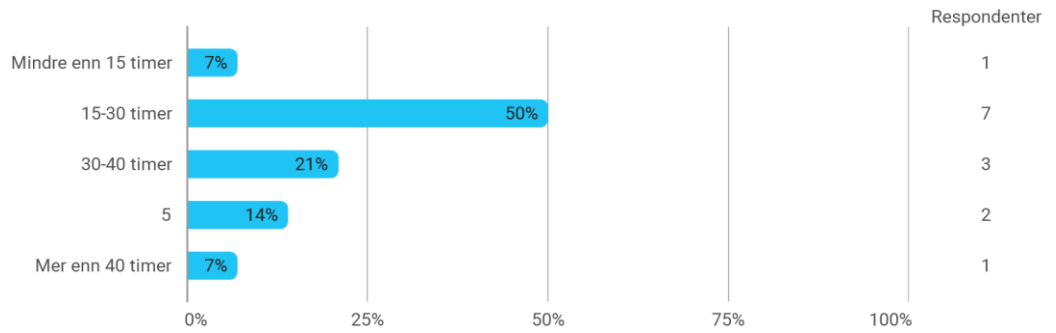
Er du ...? - Annet

Hvilke andre emner har du tatt dette semesteret?

- geov245 og geov228
- GEOV226 and GEOV228
- GEOV223, GEOV228
- GEOV223
- GEOV110 and GEOV114
- INF100, EXPHIL
- GEOV230 OG GEOV226
- GEOV228 GEOV230
- BIO203 / GEOV245
- GEOV101, GEOV110, GEOV217, KJEM100

- Geov222, geov228
- GEO313, GEOV112
- GEOV114, GEOV110
- GEOV223
- Geofarer

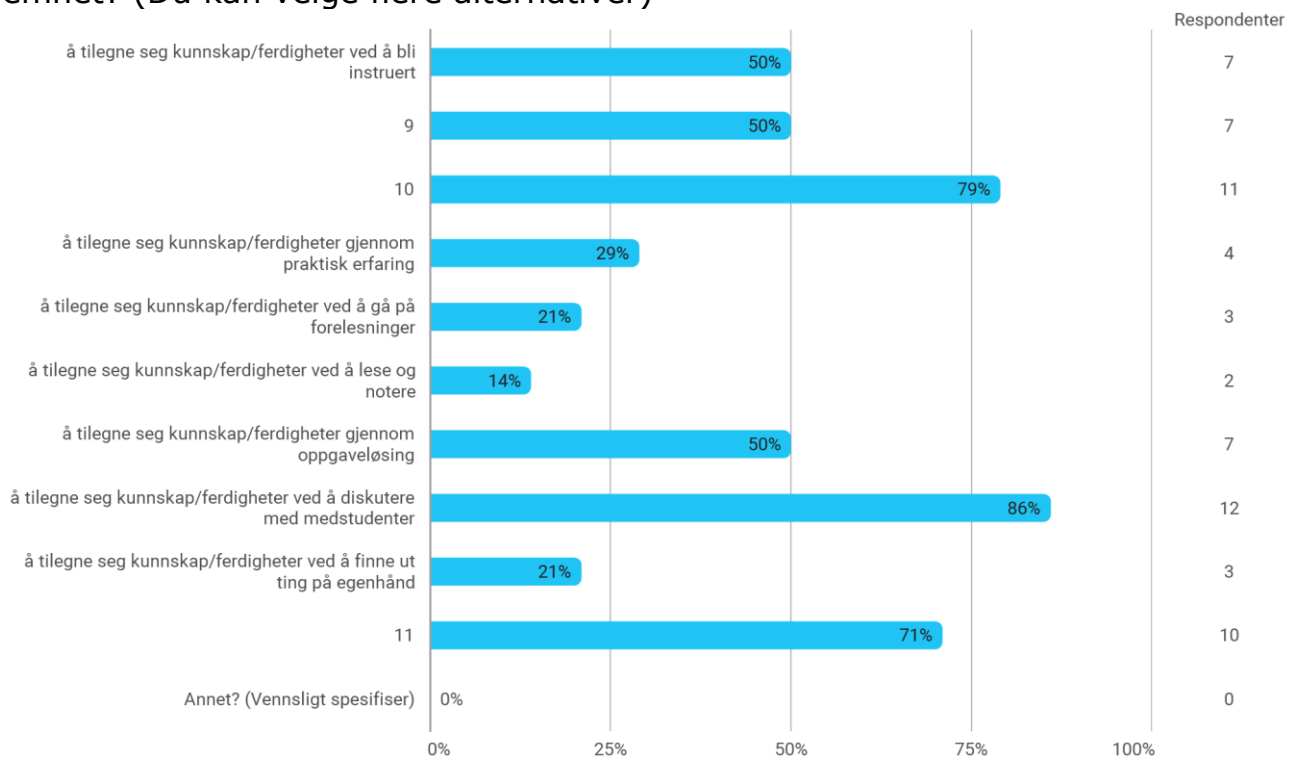
Hvor mange arbeidstimer utgjør en normal arbeidsuke for deg som fulltidsstudent?



s_139

- I spent more than half of my study time either preparing for class, in class, or working on one of the assignments in this course.
- This course, as it has been this semester, should give 15 credits.
- In the start of the semester, the time use was appropriate, but all my courses really ramped up the work during the semester. This resulted in me having over 50 hour work weeks for 5-6 weeks. This was really exhausting.
- Ser ikke spørsmål på de to nederste

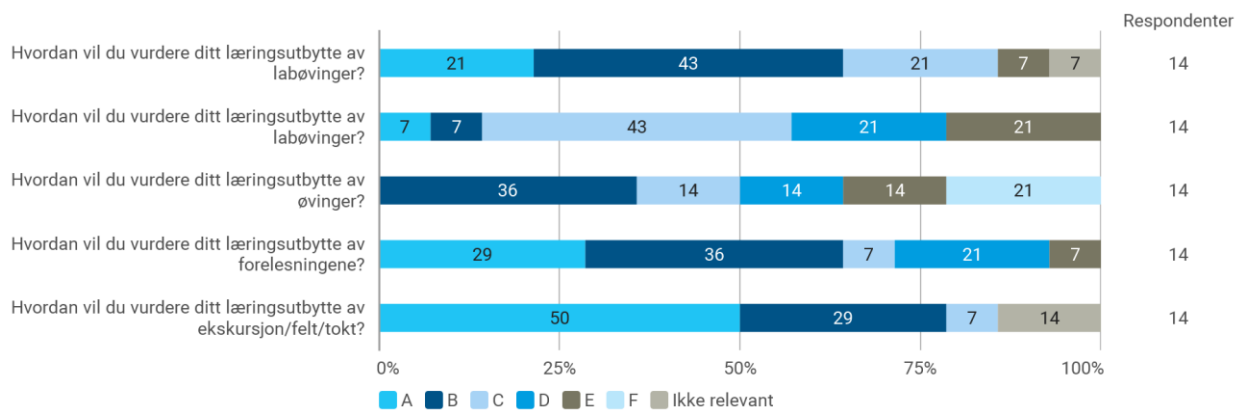
Hvilke av de følgende læringsaktivitetene gav best læringsutbytte i dette emnet? (Du kan velge flere alternativer)



Hvilke av de følgende læringsaktivitetene gav best læringsutbytte i dette emnet? (Du kan velge flere alternativer) - Annet? (Vennsligt spesifiser)

s_140

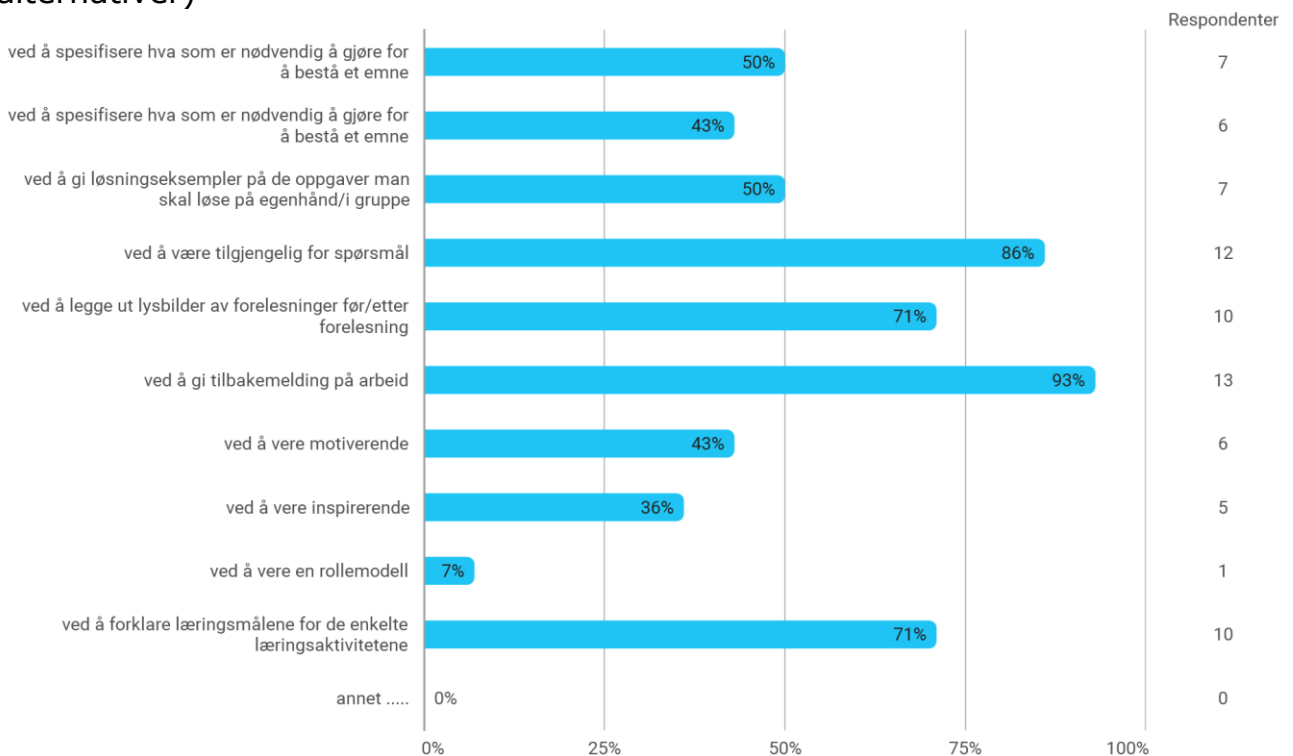
- I learned a lot by working on the poster and term paper, which were really interesting assignments. I think the communication project was a bit detached from my thoughts on the course, it felt unnecessary to spend so much time working on communication factors in the assignment. Most of the preparation material were quite instructive, and the text book presents the information efficiently and interestingly. The in-class activities seemed less productive, and focused on finding a lot of relevant information in a very short amount of time. I feel like an expert in read reports rapidly, looking for keywords or figures that seem relevant. Didn't think that would be a focus in this class.
- The class activities did not contribute in the intended way.



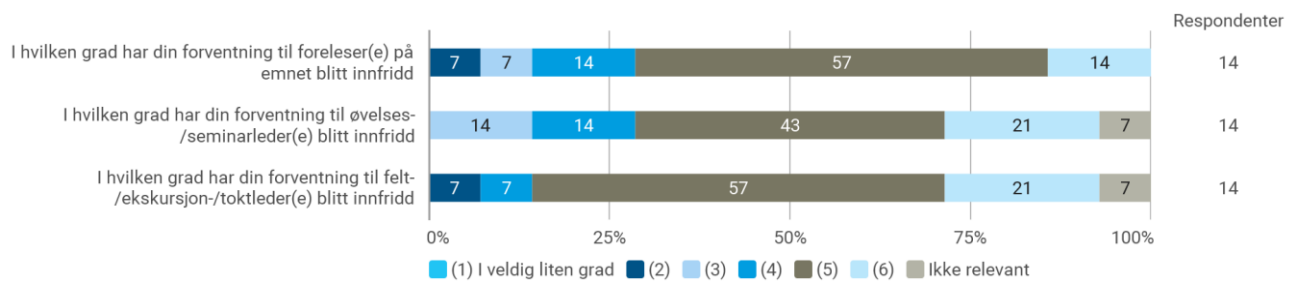
s_141

- The group activities were helpful, but sometimes it was ineffective. Most of the time this was because of technical problems or too hard tasks (especially the hazard map at Aga).

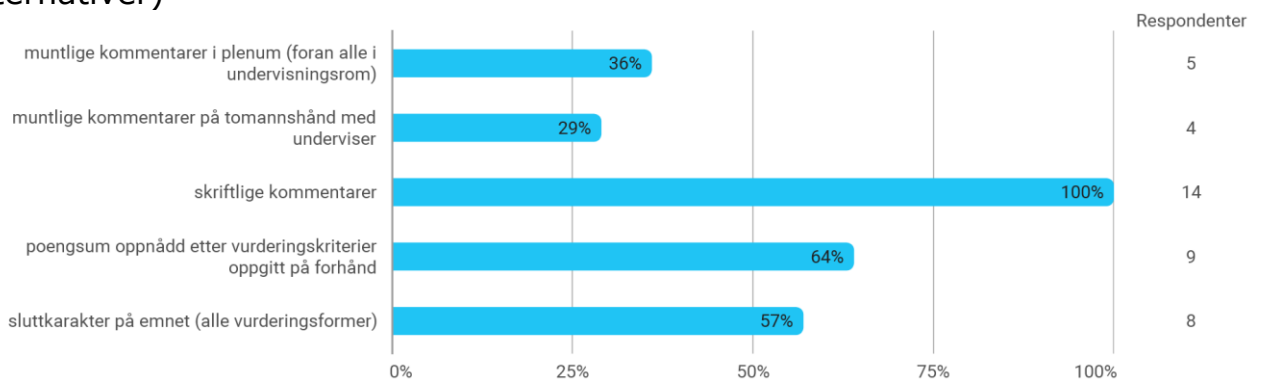
Hvordan forventer du at undervisere (foreleser, øvelsesleder, undervisningsassistenter, etc.) skal legge til rette for læring? (velg gjerne flere alternativer)



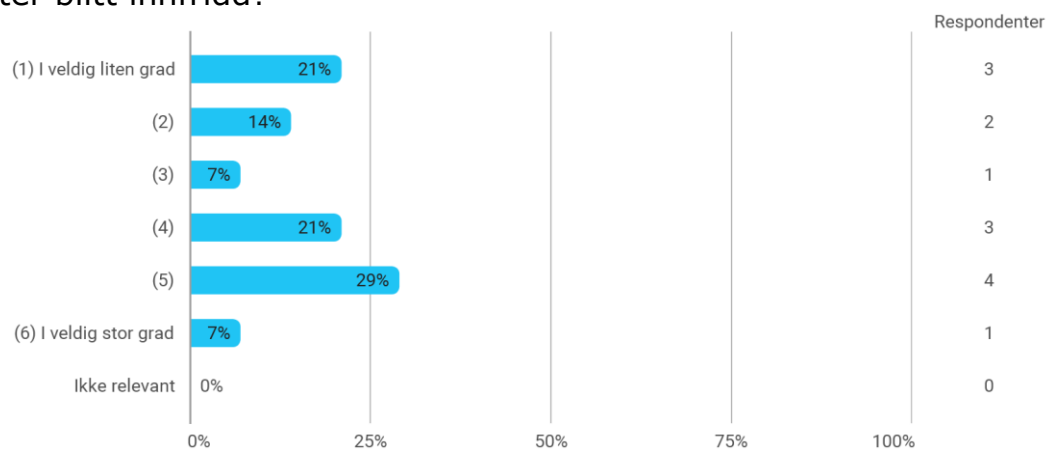
Hvordan forventer du at undervisere (foreleser, øvelsesleder, undervisningsassistenter, etc.) skal legge til rette for læring? (velg gjerne flere alternativer) - annet



Hva forventer du at tilbakemelding skal innebære? (velg gjerne flere alternativer)



I hvilken grad har din forventning til tilbakemelding på innleverte arbeidsaktiviteter blitt innfridd?



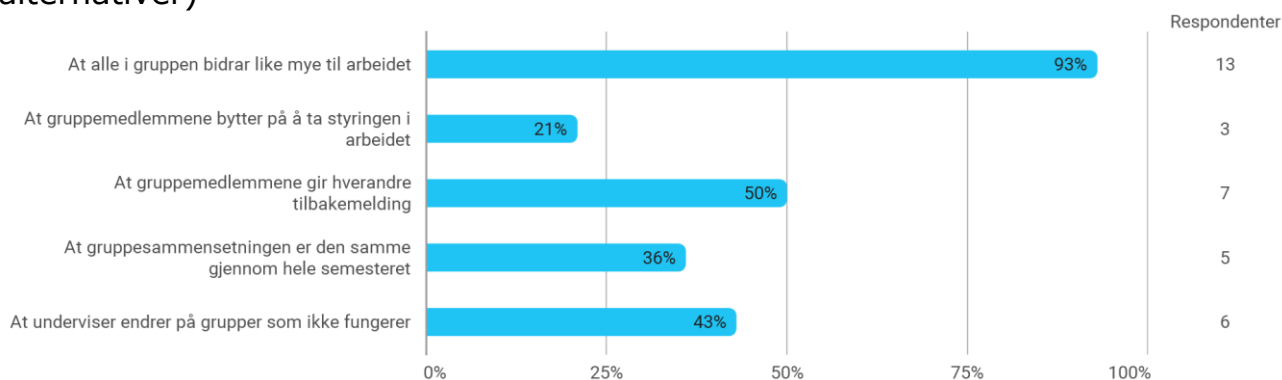
s_150

- in my group we had one who really didnt particpate but the other than that the atmosphere and cooperation with the rest was very nice
- Feedback has come a bit late, for example to improve from one assignment to the next you need to get feedback before handing in the next assignment.
- We get feedback after we have had a new assignment. In that way we cant learn from our mistakes and get the same feedback twice.
- Det hadde vært hjelpsomt å fått tilbakemelding på innleveringen før man skal levere neste innlevering, så man vet hvordan man ligger ann og hva foreleseren vektlegger. Leverte semesteroppgave (term paper) den 26.okt og vi har enda ikke fått den tilbake (24.nov), det

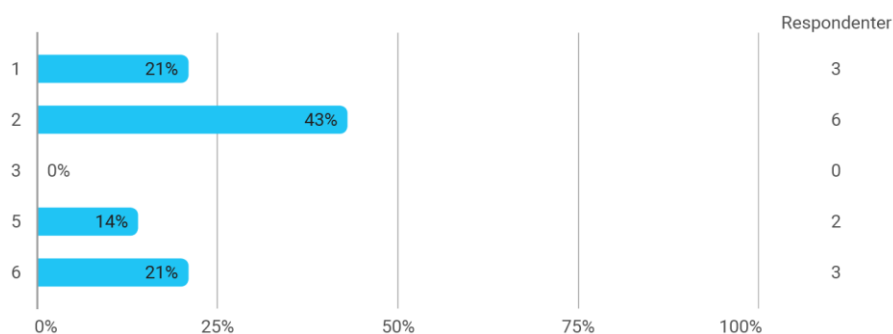
synes jeg er veldig dårlig at det skal ta så lang tid.

- We have not been given feedback on the assessed hand-ins (term paper and final poster), and thus have not been able to improve ourselves during the semester. We have only gotten the one peer evaluation..

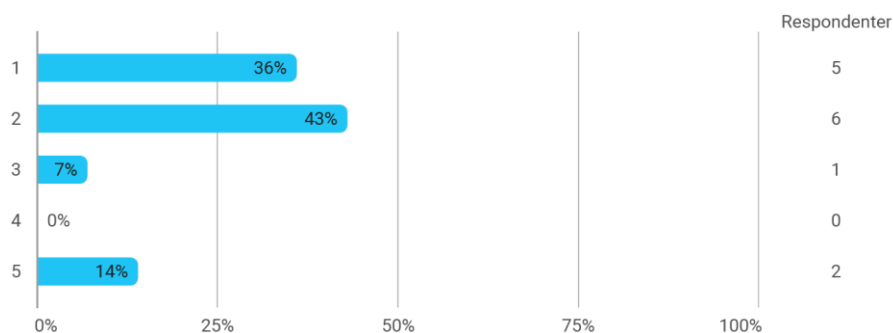
Hva forventer du at gruppearbeid skal innebære? (velg gjerne flere alternativer)



s_142



s_143

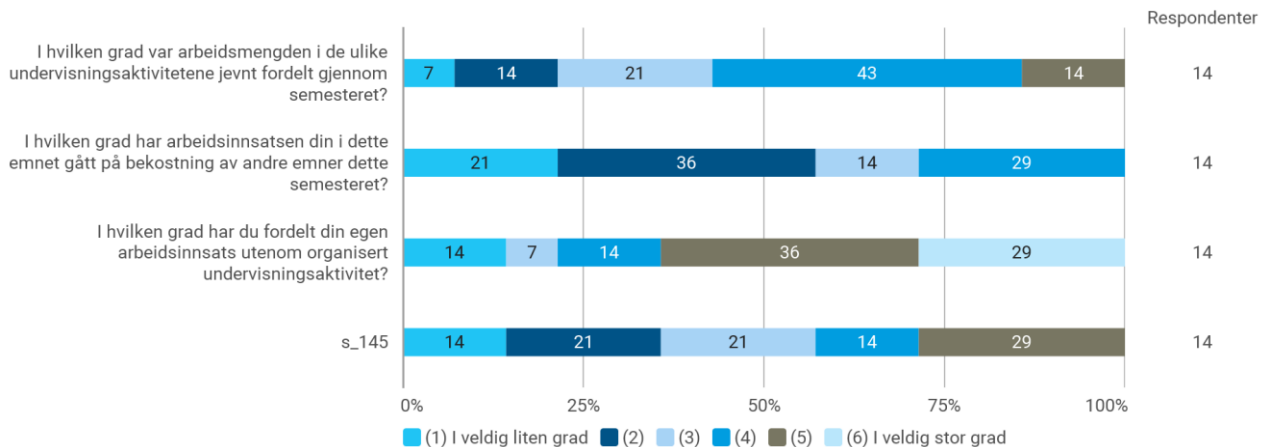


s_144

- The group has been the most significant factor in providing insight and understanding in this course. It has been really helpful to have a group to discuss the concepts/themes with. The group has been very focused on contributing and working together; this seems to apply for all the groups in this course. It has been very fun to talk with other groups about their work.
- By using peer evaluation I think it justify having group work as a part of the final grade as this makes it fair, and you get an individual grade that correlates to the amount of work and also the

quality of the work that you contributed with.

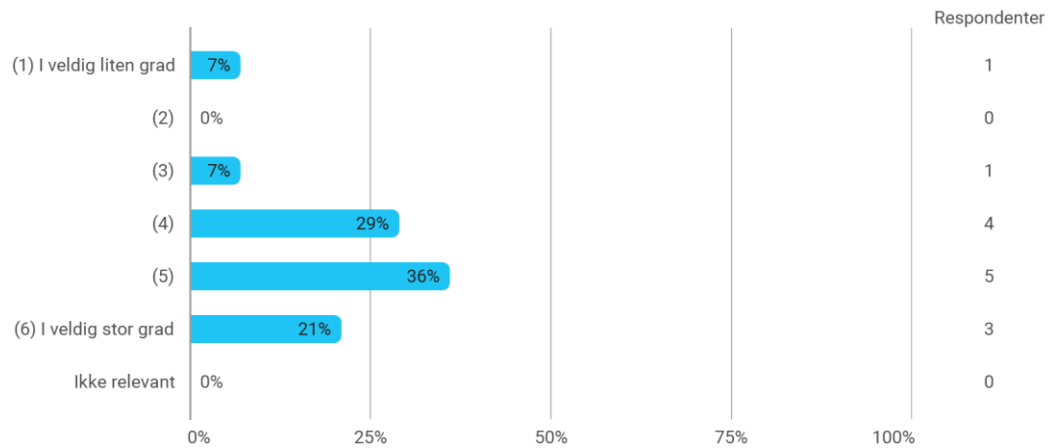
- Synes det er dumt at så mye av karakteren er avhengig av gruppearbeid, det burde heller være godkjent/ikke godkjent



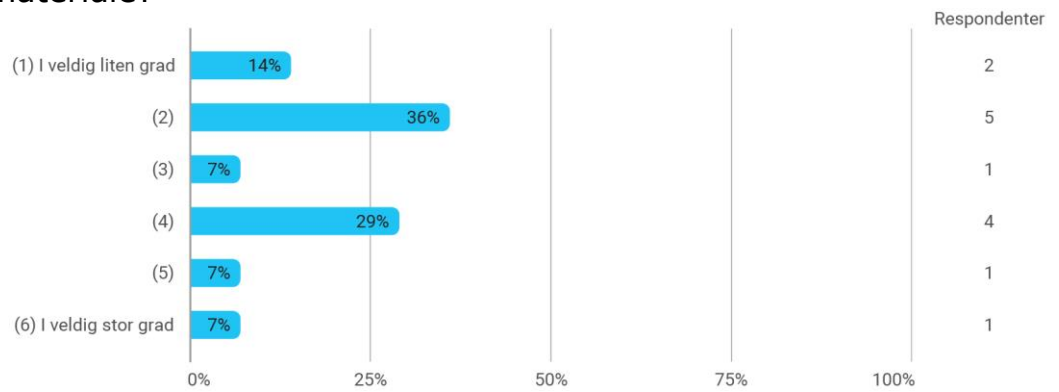
s_146

- The pre-class activity (measured through the quiz) counts for a very small part of the overall grade; does not seem worth it, when thinking about the amount of time spent on this part. The in-class activity has been mostly non-relevant for the assessment in the course, I think every assignment counting towards the final grade could be completed without having done any in-class learning activity.
- This course took up most of my time and I had very little time to work on other courses throughout this semester. Luckily, my other courses did not take up much time and I was able to manage the workload of this course.
- Jeg synes det er dårlig at vi har for.eks har innleveringsfrist på semesteroppgave mandag kl.08.00, samtidig som vi har en ny pakke/modul til den dagen også. Jeg synes vi burde få slippe å måtte sitte å lese til en ny quiz når man har siste innspurt i en så stor oppgave.
- The work in class were sometimes not efficient to learn new things, but in terms of giving perspective, it has good potential.

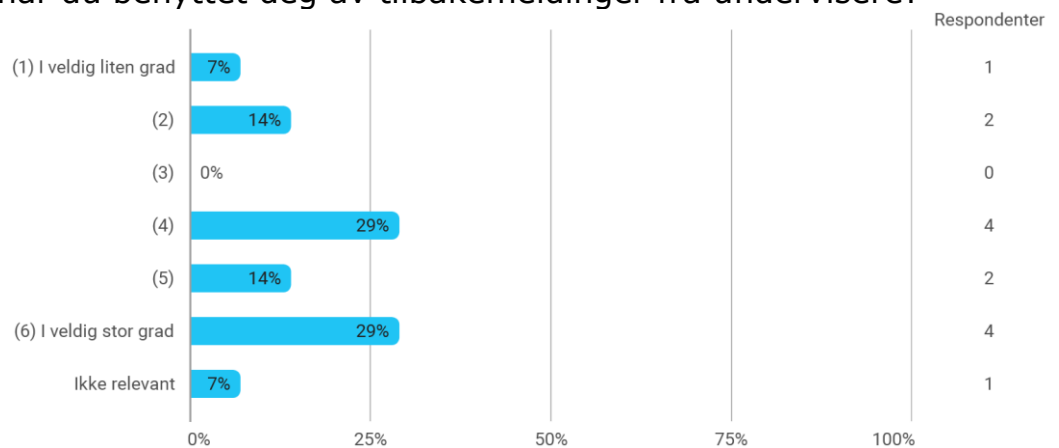
I hvilken grad har du benyttet deg av tilbudt undervisningsmateriale og -assistanse?



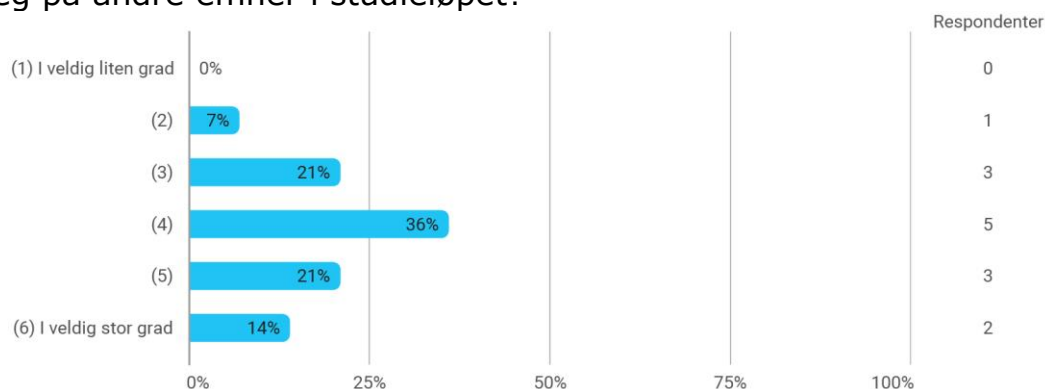
I hvilken grad har du innhentet emnerelevant informasjon i tillegg til oppgitt undervisningsmateriale?



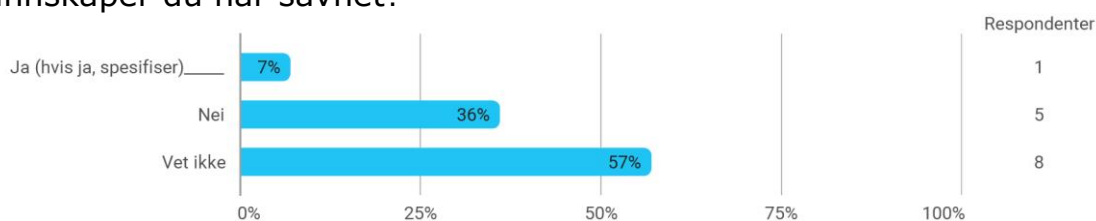
I hvilken grad har du benyttet deg av tilbakemeldinger fra undervisere?



I hvilken grad har du i dette emnet benyttet deg av kunnskap/ferdigheter du har ervervet deg på andre emner i studieløpet?



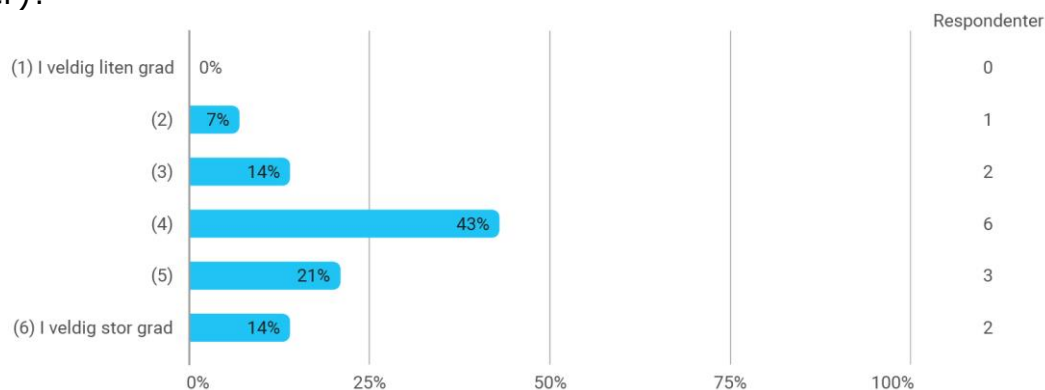
Er det forkunnskaper du har savnet?



Er det forkunnskaper du har savnet? - Ja (hvis ja, spesifiser) _____

- For the Peer evaluation

I hvilken grad har du kunnet relatere innholdet i emnet til andre sammenhenger utenom studiet (f. eks. nyheter, arbeidsmarked, fritidsaktiviteter)?

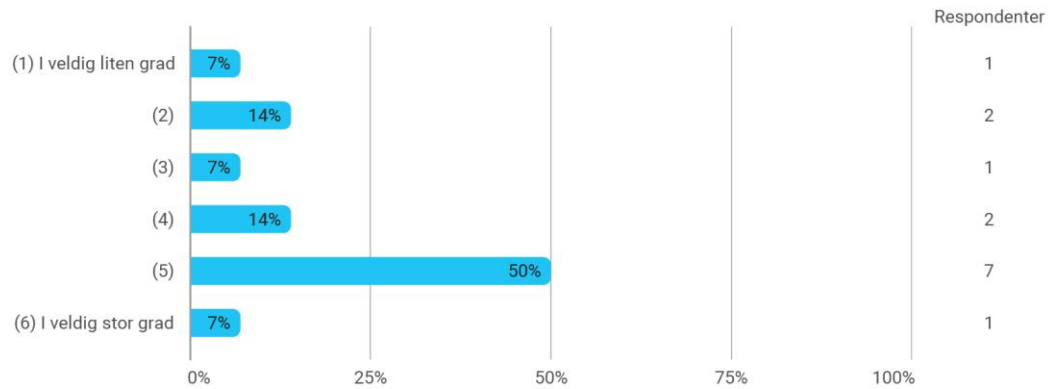


s_147

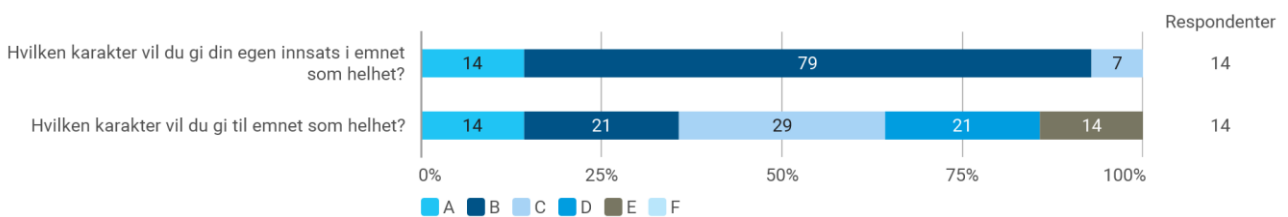
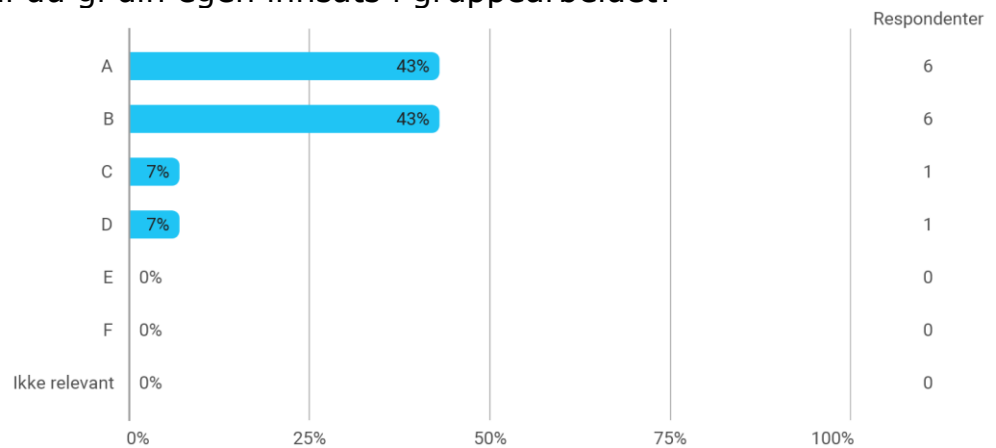
- The course leader has often pointed out how different concepts and themes are relevant for the job market and news, which has been very insightful, as I don't have much understanding of this. The amount of supplied material has been quite enough to prepare for the classes, especially considering the time spent going through this material. Other sources has been used in the in-class activities and assignments.
- To have NVE be a part of the course is very usefull to see how geohazards are dealt with in the real world, and what a job may look like.
- Har ikke benyttet meg så mye av tilbakemeldinger fra undervisere fordi vi generelt har fått veldig lite tilbakemeldinger

- I found the work regarding the term paper and Poster was motivational for finding additional material. Otherwise I did not look up any additional material.

I hvilken grad samsvarer ditt eget læringsutbytte med dine forventninger til emnet?



Hvilken karakter vil du gi din egen innsats i gruppearbeidet?



s_148

- I have spent a lot of time working on skills I don't see the relevance of: speed-reading damage reports of different hazards, spending a bit of time with different software (which wasn't relevant for the assessment, or other learning goals, in any way)
So much time and energy has been spent on work that was unnecessary for the final grade, which was frustrating. The fact that quizzes counted towards the final grade, but only in a very small part, was frustrating. It could have contributed more to the learning outcome if the stress of the assessment was removed from the quizzes. It's understandable that the time for the quizzes was so short when they counted for the grade, but that inhibited reflection, and resulted in a few educated guesses.
The group dynamic was the most motivating part of this course, and the group helped in the tough

times.

- I think the idea of flipped classroom is very good and has great potential. Personally I think this course needs some improvements to get the full benefit of this teaching method, but it works quite well and has potential to become great.

Hvilke(n) undervisningsaktivitet(er) mener du har bidratt mest til læring i dette emnet? [Spesifiser og gi begrunnelse]

- Class activities since we discussed a lot and got different points of view
- Reading the textbook has taught me a lot, as well as most of the pre-class presentations. The work on the term paper and poster project was the most interesting, productive and insight-giving work I've done this semester.
- The group work has contributed most to my learning, but I have also learned a lot from preparation materials for the quizzes.
- the GIS activity and the coursework
- The learning activities, because you get to try real methods and discuss in groups.
- Going through the preparation materials (reading and lectures + videos) and working in groups (discussions).
- Innleveringene
- The preparation materials
- - read the book
- - preparation of assignment
- Det som har gitt meg mest læring er ekskursjonen, plakaten og semesteroppgaven.
- the excursion, because you see not just the theory behind it. Also, when Mathilde or Felix explain something.
- Writing the term paper and creating the poster was the activities that I learned the most from as I really had to understand the topics. Also class activities where we looked at different cases of the same natural hazard and presented gave a good perspective on it.
- Completing the preparation materials each week and the three assignments contributed the most to my learning.
- Under V isningsmaterieell på mitt UiB. Da dette er spesifikt inn på geofarar høyst aktuelt og interessant.

Hvilke(n) undervisningsaktivitet(er) mener du har bidratt minst til læring i dette semesteret? [Spesifiser og gi begrunnelse]

- The quizzes, since they are really specific to one given question
- When we worked on the different softwares that we used in the course. Listening to other groups presenting their in-class activity was mostly tedious and unproductive; it's really hard making a good presentation in that short amount of time. It was rare that those presentations contributed to my learning outcome. If the tasks had been more focused, the presentation may have been better.
- The class activity zoom contributed least to my learning, because there were too many tasks to finish before the presentation in the end of the class. Maybe the tasks could be reduced so the group can get more time to reflect together about the theme/tasks.
- some of the classroom activities - such as the first few because they were very confusing and difficult to understand
- The quizzes, when I have finished the quiz I don't think so much about it later, and since it is a part of the final grade you don't have the opportunity to improve on it so I don't work with it further and therefore forget the information.
- The class activities did not really contribute to my learning outcome, mostly because I had already learned much from preparation, and also the group work could have been done without any previous knowledge from the course. In both group projects we could have easily managed to do them with using only Google.
- quiz
- Flipped classroom and the group activities

- - flipped classroom
- - extra activities
- Både forelesningene, quizene og oppgavene i timen har ikke gitt meg så veldig mye læringsutbytte. Føler ikke at quizene har vært særlig hjelpsomme. De gangene jeg har forberedt meg mest, og gått gjennom alt pensum før timer, har jeg gjort det dårligst på quizene.
- the group work, since it does not contribute to the learning outcome but stresses the individual students.
- The one using slope stability, as i do not remember anything and did not gain any motivation to use that tool. The ones were we were supposed to produce a product(map, etc) also did not work to well, mostly because of technical issues.
- I think that the quizzes helped to motivate me to complete the preparation materials, but I don't think they contributed to my learning on their own.
- Noen av undervisningsaktivitetene har resultert i surr. Da det er mye informasjon som skal innhentes, uklart hva man skal gjøre og kort tid.

Hvilke andre aktiviteter vil du konkret foreslå for å forbedre læringsutbyttet?
 [Spesifiser og gi begrunnelse]

- I would have more focus on preparing for the class activities
- Use the quizzes for en route assessment ("underveisvurdering"), without them counting toward the final grade. Maybe convert some of the quizzes to group-tasks. Many of the class activities are very broad, and unfocused. The result is that I'm often unsure of the underlying/underlying concepts that maybe should be highlighted by the course leader.
- I would suggest doing activities as individual tasks more than group work. I think it will improve learning if we can have more individual tasks. Because in many of the subjects we have been through, we have solved problems on our own, written scientific texts, used scientific style / reference, and also learned to be independent. In this subject, I feel that the final grade depends on the opinions of group members, which can be both.
- more computer activities and maybe making the gis a bit tougher
- I think if you have quizzes like we have had this semester, but dont make them count on the final grade, but instead have two or three larger quizzes which sums up the previous quizzes, and make these larger quizzes count on the final grade instead. This gives you room to improve and see what you did/did not understand while preparing for class.
- More lectures and videos. I found them really informative and easy-to-follow. I learned a lot from them.
- kanskje innleveringer for gruppen som ikke telte på karakteren
- more lecture or summarizing the materials.
- - more text about geohazards instead of videos
- Tror det hadde vært bedre om vi hadde hatt vanlige forelesninger, og ikke måtte ha sett på videoer hele tiden. Tror også det hadde vært bedre å gjøre quizene utenom timen så man kunne ha brukt hele timen til å lære seg nye ting enn å bruke ca 30 min av timen på å svare på quizen og gå gjennom den.
- sometimes we used programs and methods I haven't heard of before, but we just rushed throw it and didn't really learn how to use it. For instance, I wouldn't be able to use GeoStudio again.
- This is for the educational videos. The videos should be focused on what we are expected to learn, and maybe less on the technicalities the experts find interesting. I remember one video about flooding where most of the video was about formulas that i did not care to understand and did not see myself using in this course.
- More activities similar to the site selection class, as it was a very different format to the usual class which made it interesting and I feel like I learnt a lot from it.
- Kanskje man kunne lagt ut informasjon dagen før, og svart på spørsmålene, deretter tatt gruppearbeid med diskusjon ranger de viktigste punktene fra 1 til 5 Så kunne man ha sammenlignet etterpå gruppe for gruppe. Det hadde vært interessant og gøyt å se hvordan de ulike gruppene har resonnert seg frem til

Andre utfyllende kommentarer (f.eks. om feltlokaliteter, feltundervisning, tokt, forelesere, øvelsesledere, øvelses-/seminaroppgaver, undervisningsrom, læringsmiljø, studiefasiliteter/lesesal/kollokvieøyer, eller andre emnespesifikke ting du har på hjertet) [...]

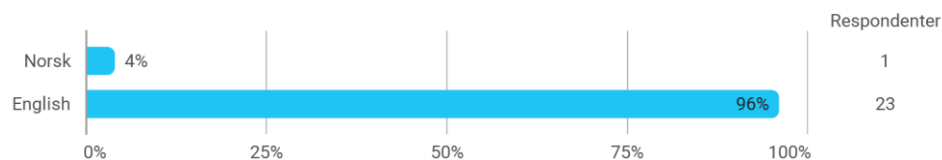
- the lectures just expected us to understand and know everything we read every week for the preparation material. i feel like i did not get to learn as much because the group activities in the

flipped classroom did not contribute to my learning. So every week I just learned some bits and pieces of the subject. At the end I don't feel like I have taken a 10-point course on geohazards... I was expecting a lot more explaining and summarizing of the subject and less activities that did not give anything back.

- Generelt synes jeg at oppsettet i faget ikke har vært så veldig bra, og at sånn oppsettet har vært nå burde vi heller fått godkjent/ikke godkjent i faget.

Det hadde også vært fint å kunne levert et førsteutkast av semesteroppgaven som enten andre medelever eller undervisere kunne gi tilbakemelding på før man leverte den endelige utgaven.

Språk



Samlet status

