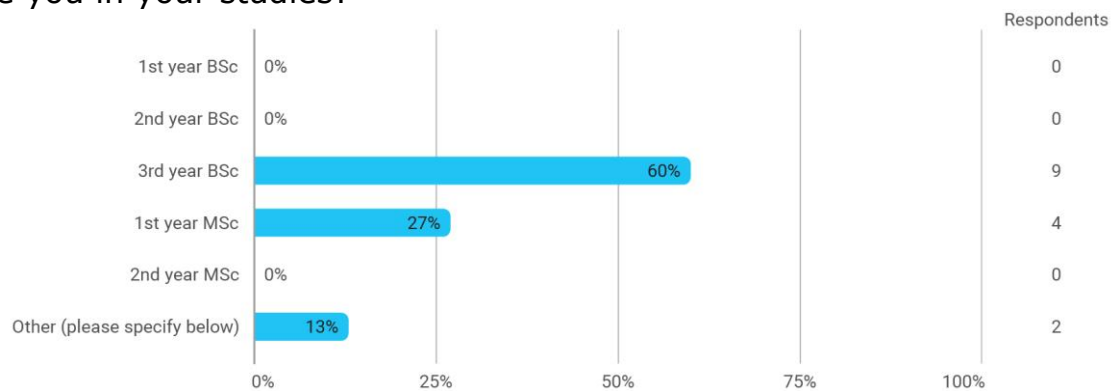


# Emneevaluering SDG213, H20

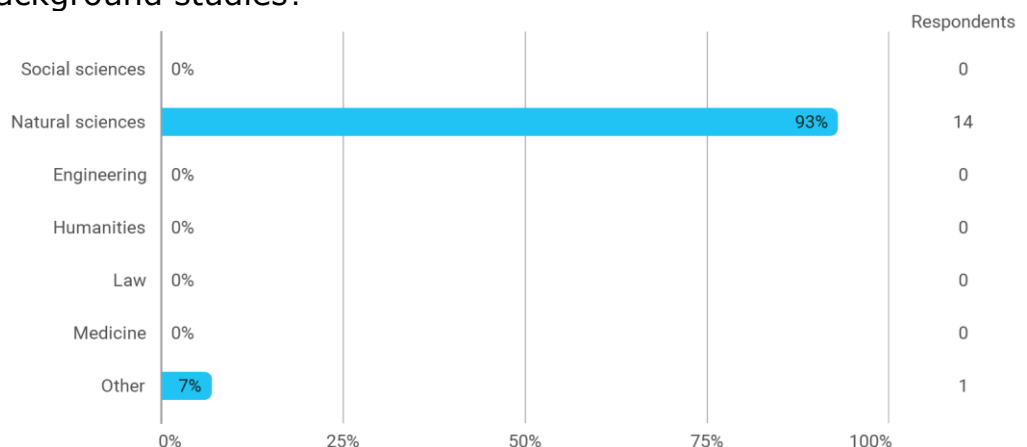
How far are you in your studies?



How far are you in your studies? - Other (please specify below)

- 4th year bachelor
- 4rd year Bsc

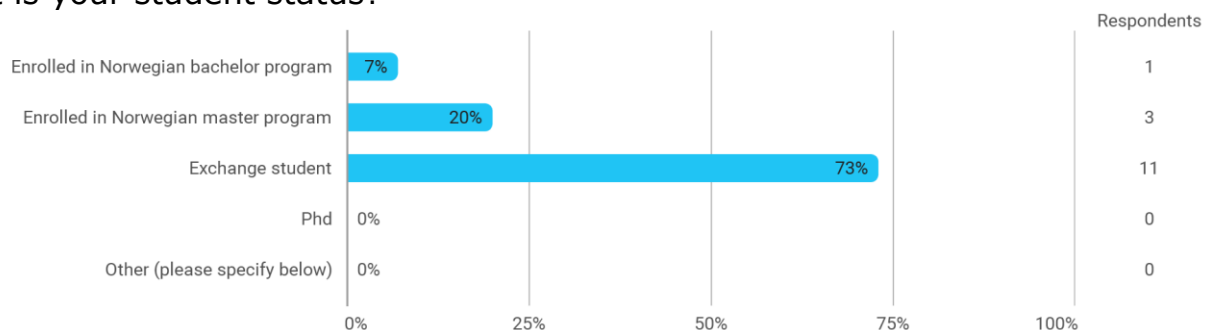
What are your background studies?



What are your background studies? - Other

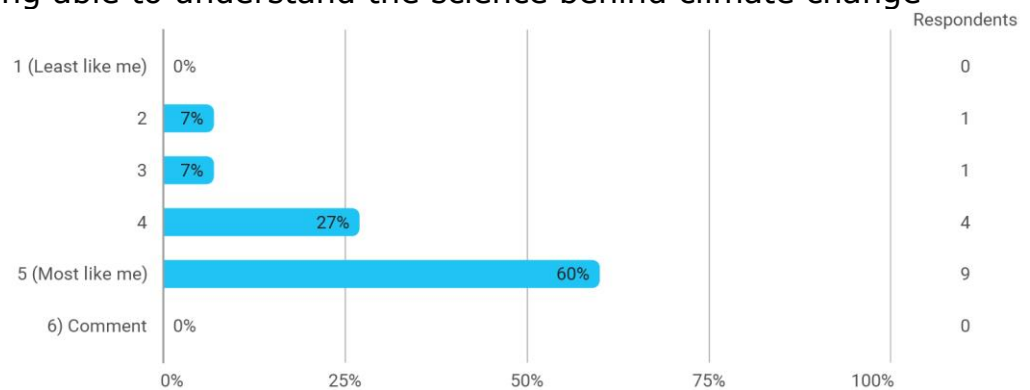
- Mathematics

What is your student status?



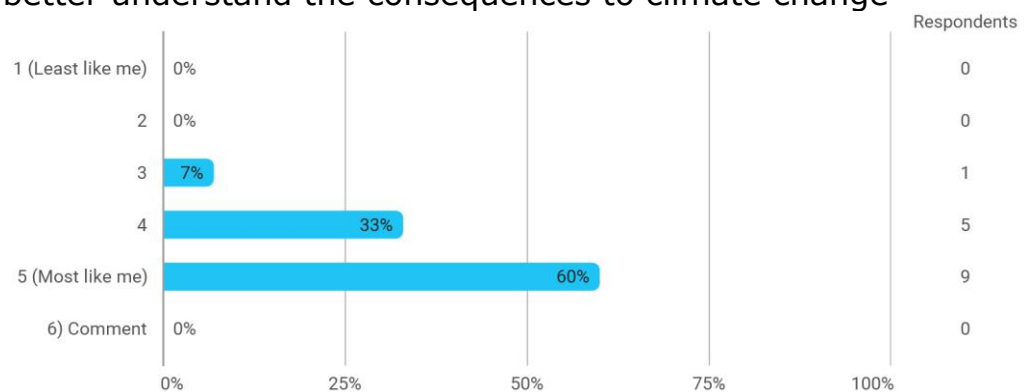
What is your student status? - Other (please specify below)

What was your motivation for taking this course? (Rank each between 1 and 5 in table) - a) Being able to understand the science behind climate change



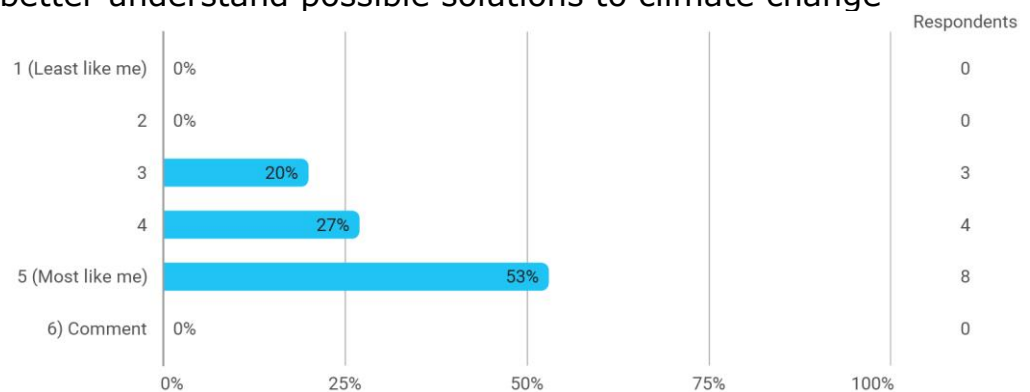
What was your motivation for taking this course? (Rank each between 1 and 5 in table) - a) Being able to understand the science behind climate change - 6) Comment

What was your motivation for taking this course? (Rank each between 1 and 5 in table) - b) To better understand the consequences to climate change



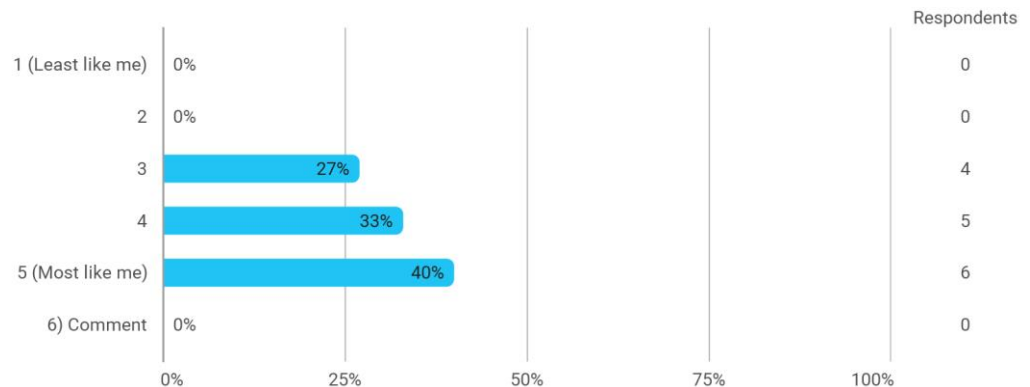
What was your motivation for taking this course? (Rank each between 1 and 5 in table) - b) To better understand the consequences to climate change - 6) Comment

What was your motivation for taking this course? (Rank each between 1 and 5 in table) - c) To better understand possible solutions to climate change



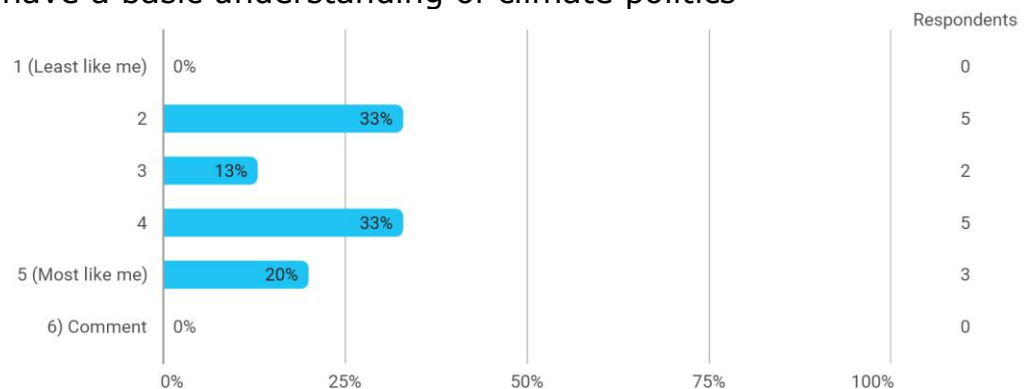
What was your motivation for taking this course? (Rank each between 1 and 5 in table) - c) To better understand possible solutions to climate change - 6) Comment

What was your motivation for taking this course? (Rank each between 1 and 5 in table) - d) To put current and future climate changes into a broader perspective



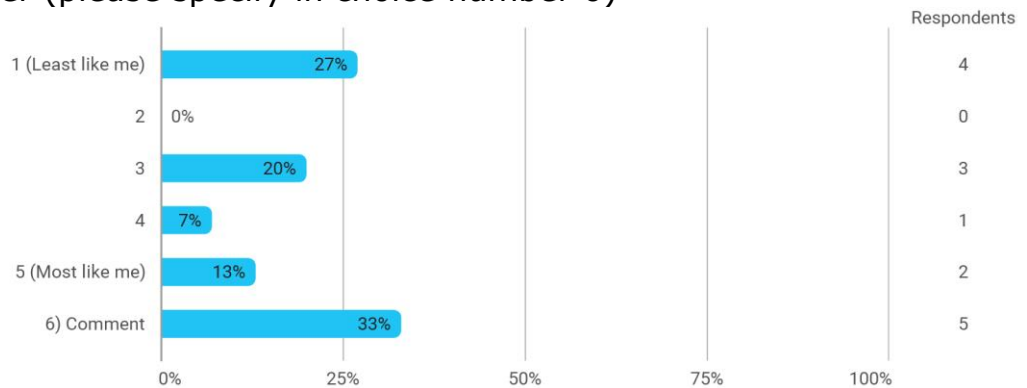
What was your motivation for taking this course? (Rank each between 1 and 5 in table) - d) To put current and future climate changes into a broader perspective - 6) Comment

What was your motivation for taking this course? (Rank each between 1 and 5 in table) - e) To have a basic understanding of climate politics



What was your motivation for taking this course? (Rank each between 1 and 5 in table) - e) To have a basic understanding of climate politics - 6) Comment

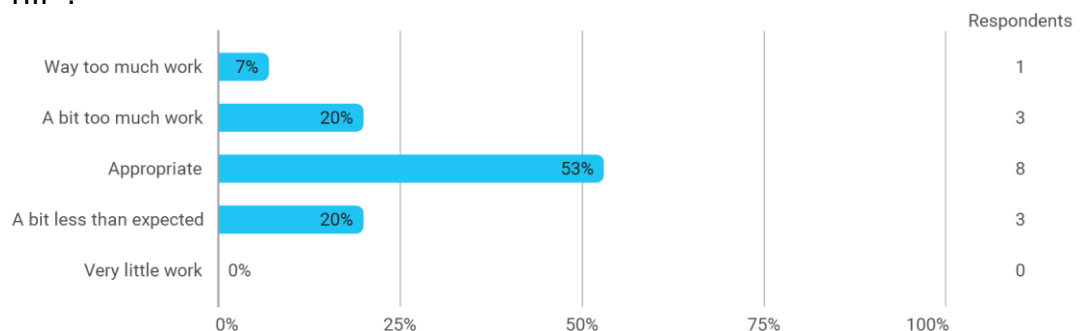
What was your motivation for taking this course? (Rank each between 1 and 5 in table) - f) Other (please specify in choice number 6)



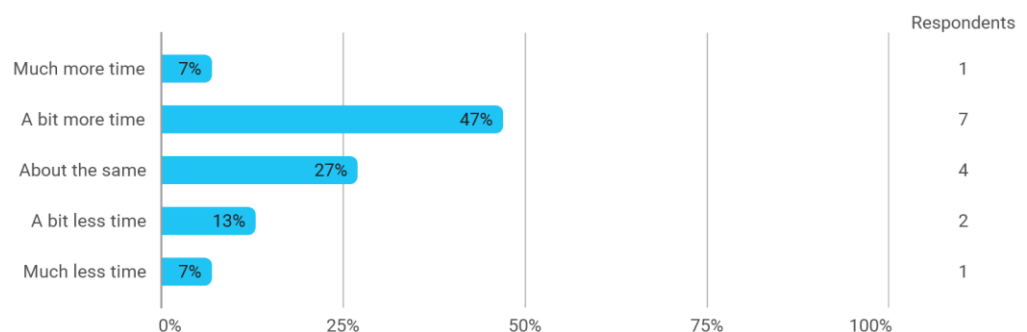
What was your motivation for taking this course? (Rank each between 1 and 5 in table) - f) Other (please specify in choice number 6) - 6) Comment

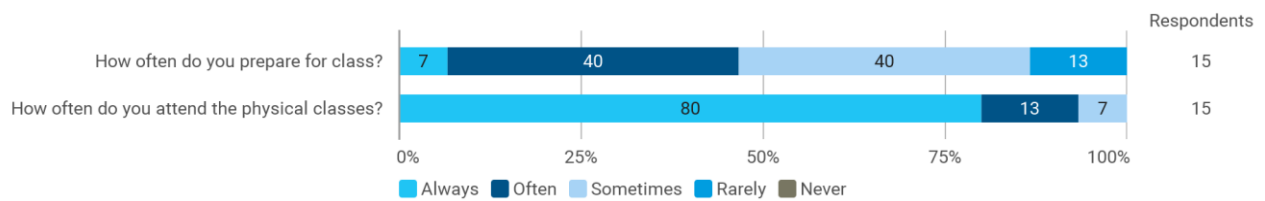
- To find out what is wrong or right upon all the things that are said about climate.
- Get broad insight in the topic of climate change
- Get to know the Norwegian perspective(s) (consequences, actions, problems, ...) on climate change.
- To see which branch i could go in this area
- Interested in climate change

How is the work-load of the course, compared to the 10 credits that it is supposed to "fill"?

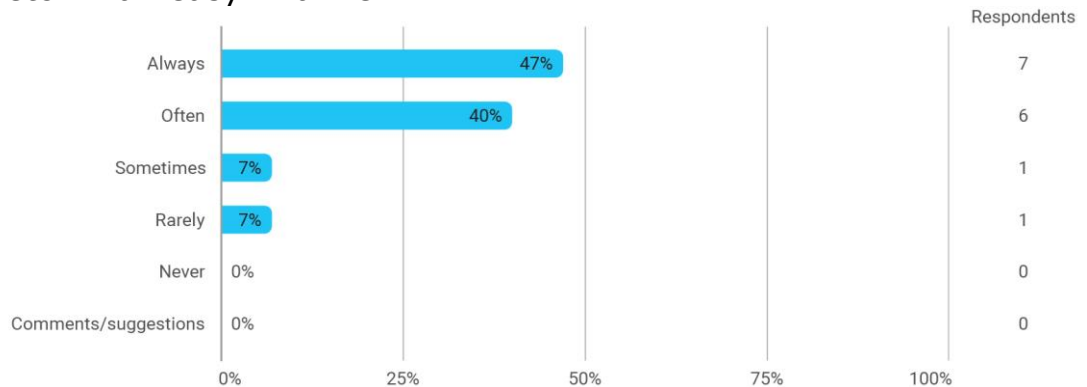


How much time do you spend on this course compared to other 10-credit courses?



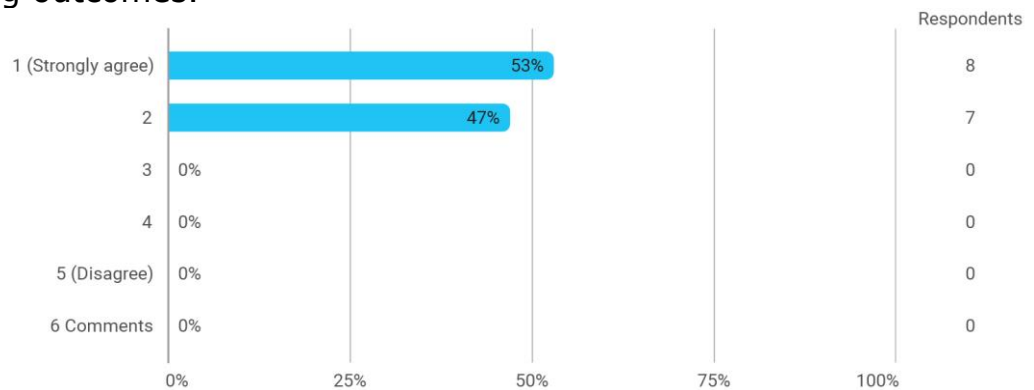


Are you able to find the information we publish about preparation materials, assignments etc. in an easy manner?



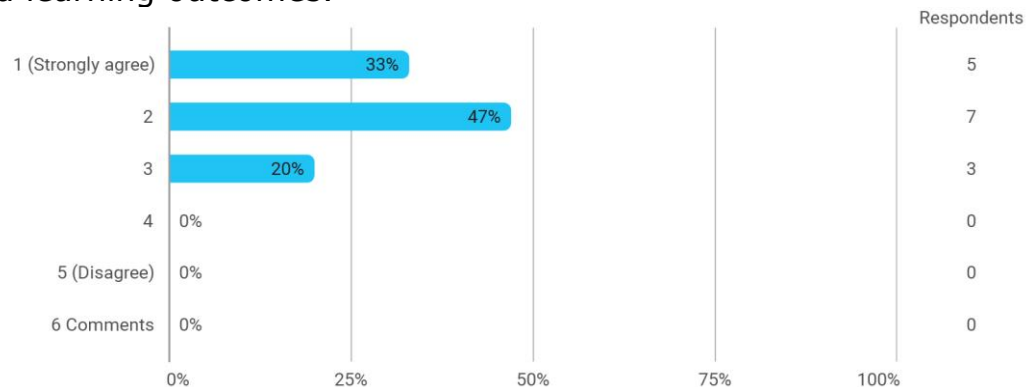
Are you able to find the information we publish about preparation materials, assignments etc. in an easy manner? - Comments/suggestions

Do the preparation materials support the intended learning outcomes? (rate from 1 to 5 in a table). - a) Did the course material help you to achieve your intended learning outcomes.



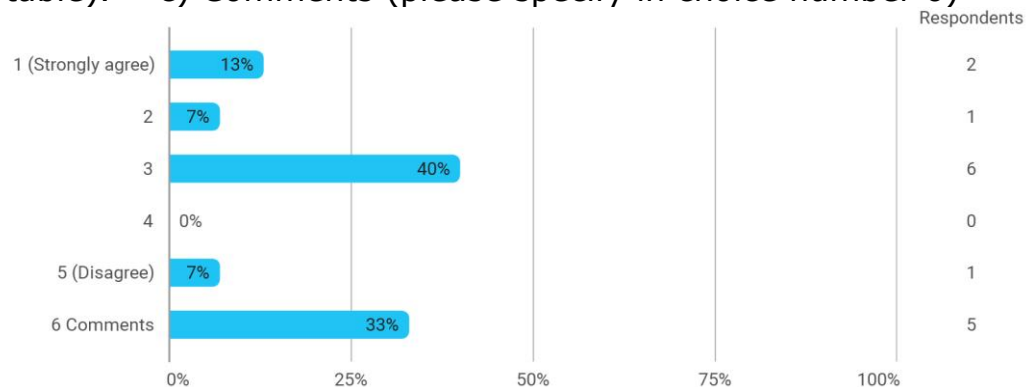
Do the preparation materials support the intended learning outcomes? (rate from 1 to 5 in a table). - a) Did the course material help you to achieve your intended learning outcomes. - 6 Comments

Do the preparation materials support the intended learning outcomes? (rate from 1 to 5 in a table). - b) Did the course material help you to achieve the courses intended learning outcomes.



Do the preparation materials support the intended learning outcomes? (rate from 1 to 5 in a table). - b) Did the course material help you to achieve the courses intended learning outcomes. - 6 Comments

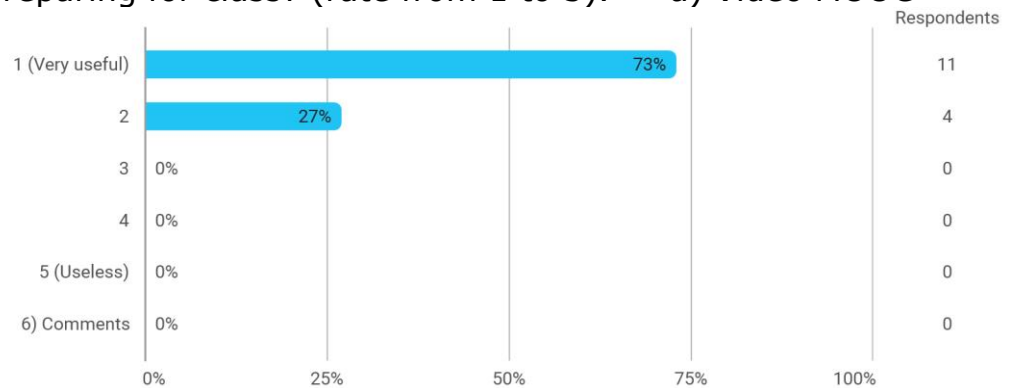
Do the preparation materials support the intended learning outcomes? (rate from 1 to 5 in a table). - c) Comments (please specify in choice number 6)



Do the preparation materials support the intended learning outcomes? (rate from 1 to 5 in a table). - c) Comments (please specify in choice number 6) - 6 Comments

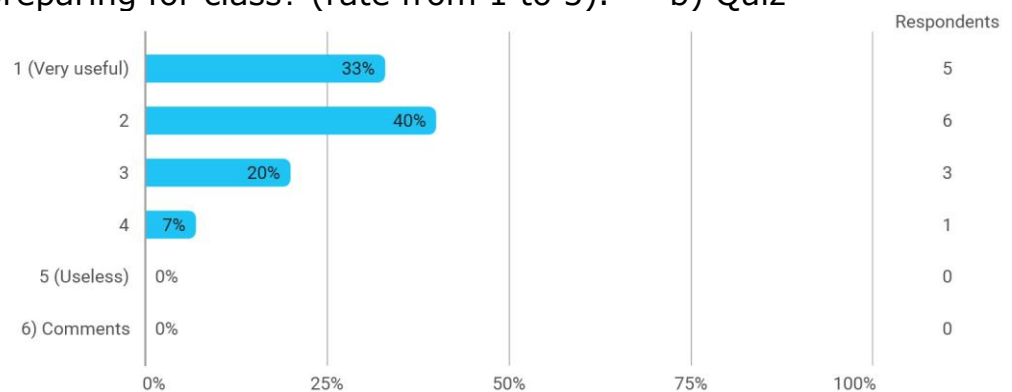
- I think that the preparation material is totally conform with the learning outcomes.
- maybe a little too much focus on the first part with the physical stuff. i liked the mooc, but we did not need more than that. I see there is 3 points overlap with GEO212, and in mat for example there is always overlap between courses(take MAT112 and MAT212 for instance.) what im trying to say is that some overlap is good without the need to reduce points for overlap, so the mooc was enough to not take points for overlap
- I really liked the discussions. They helped to develop a broader understanding and
- the course material are really well done

During the first part of the course, which of the teaching materials were most important when preparing for class? (rate from 1 to 5). - a) Video MOOC



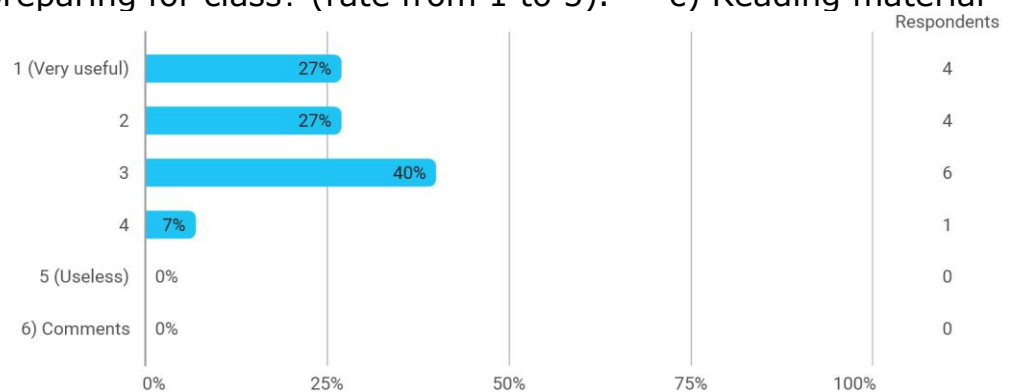
During the first part of the course, which of the teaching materials were most important when preparing for class? (rate from 1 to 5). - a) Video MOOC - 6) Comments

During the first part of the course, which of the teaching materials were most important when preparing for class? (rate from 1 to 5). - b) Quiz



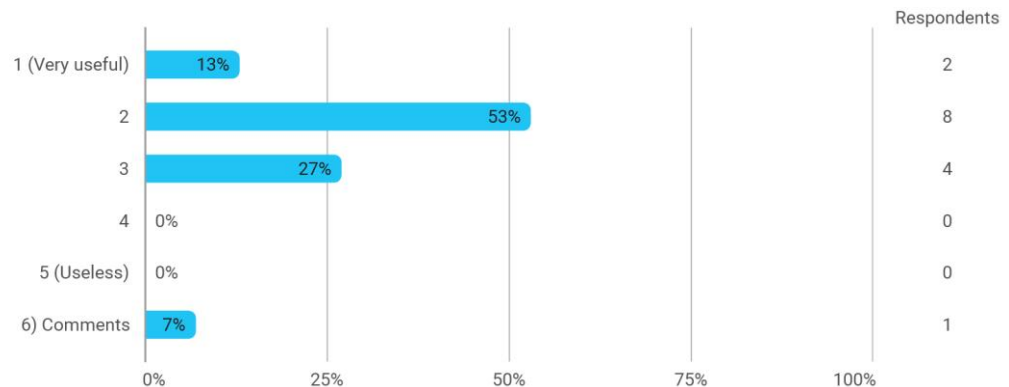
During the first part of the course, which of the teaching materials were most important when preparing for class? (rate from 1 to 5). - b) Quiz - 6) Comments

During the first part of the course, which of the teaching materials were most important when preparing for class? (rate from 1 to 5). - c) Reading material



During the first part of the course, which of the teaching materials were most important when preparing for class? (rate from 1 to 5). - c) Reading material - 6) Comments

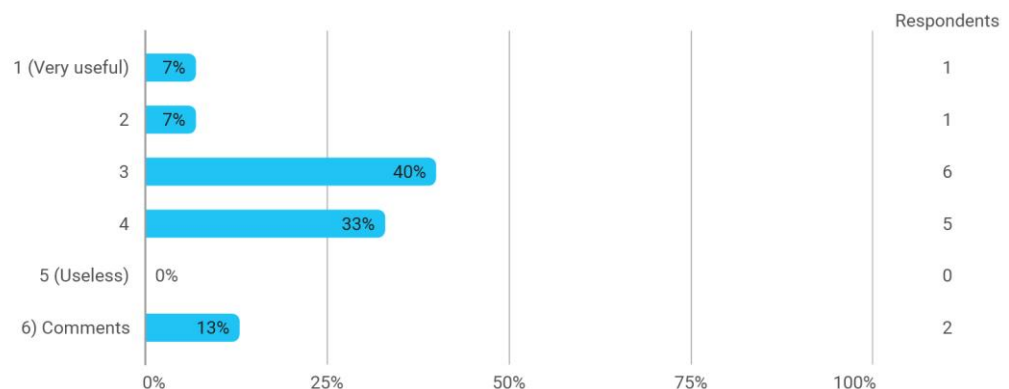
During the first part of the course, which of the teaching materials were most important when preparing for class? (rate from 1 to 5). - d) Compulsory reading



During the first part of the course, which of the teaching materials were most important when preparing for class? (rate from 1 to 5). - d) Compulsory reading - 6) Comments

- what is the difference between compulsory reading and reading material? - As I don't see one: 1 (very useful)

During the first part of the course, which of the teaching materials were most important when preparing for class? (rate from 1 to 5). - e) Additional reading

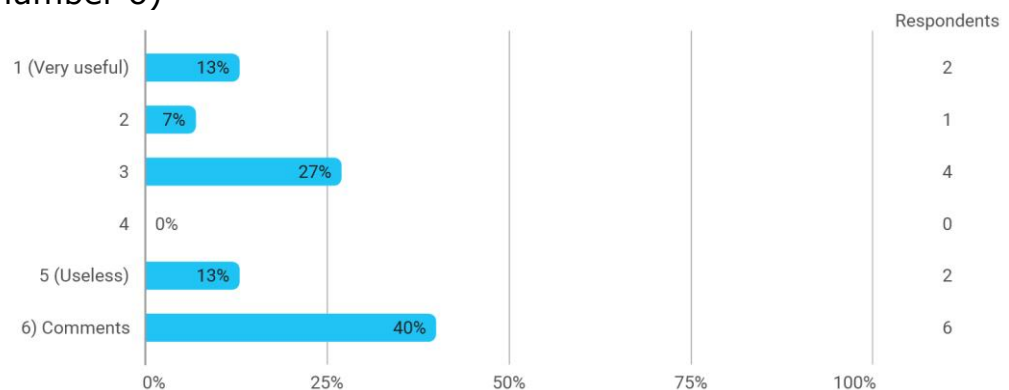


During the first part of the course, which of the teaching materials were most important when preparing for class? (rate from 1 to 5). - e) Additional reading - 6) Comments

- It is good to have additional reading, but most of them were difficult to understand.
- Sometimes I felt there was too much or too less additional reading. Of course, this also depends on the time one has / want to spend and how interesting it is / seems to be. Suggestion for improvement: Give a better guideline / short layout: this article is about ...; here the aspect of ... is considered more deeply; asf. And: distinguish between: you can read this "during this week" (maybe up to 1h more reading/working time) and "if you are really interested / want to spend your freetime on this / write a term paper (starting literature) / etc" check out this ... eg IPCC section or similar.



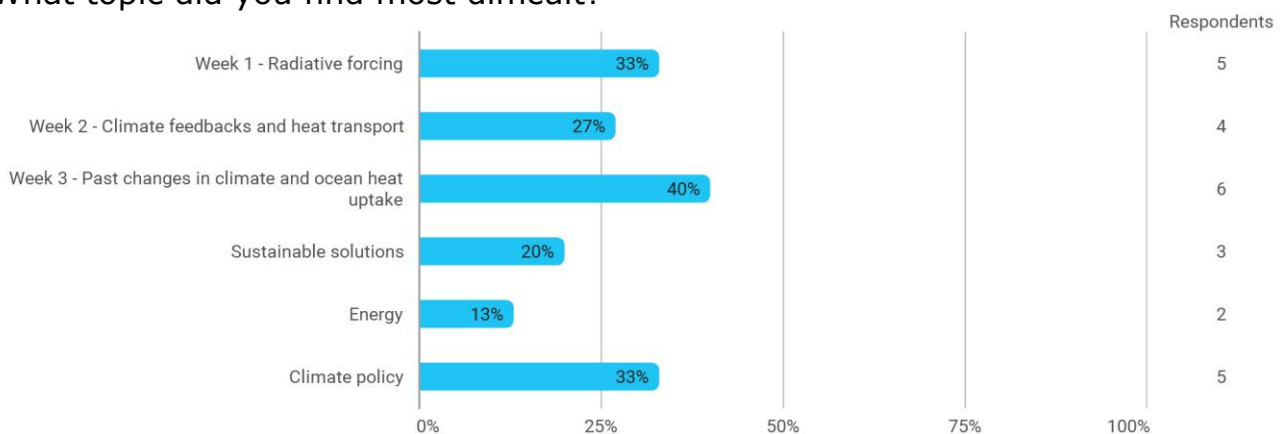
During the first part of the course, which of the teaching materials were most important when preparing for class? (rate from 1 to 5). - f) Other (please specify in choice number 6)



During the first part of the course, which of the teaching materials were most important when preparing for class? (rate from 1 to 5). - f) Other (please specify in choice number 6) - 6) Comments

- The videos and the compulsory reading were really good, but some of the additional reading were too hard to understand.
- .
- -
- Discussions of the exercises in the course. A suggestion on this: let groups (or people, in non-corona times) choose which topic/exercise they want to do. Reason: personally, I found some of the exercises fairly simple, even alone at home. But others were hard to "impossible" - at least when I was alone. I would have loved to discuss / work on (all) the hard ones with others and get the chance to understand them fully. Such "deep understanding" is not obtained from a short summary-presentation from another group in the end of the class. But still: those group works were very helpfull also in our version!
- The support with the email when we have some questions on the topic. You answer really quickly
- own semester thesis

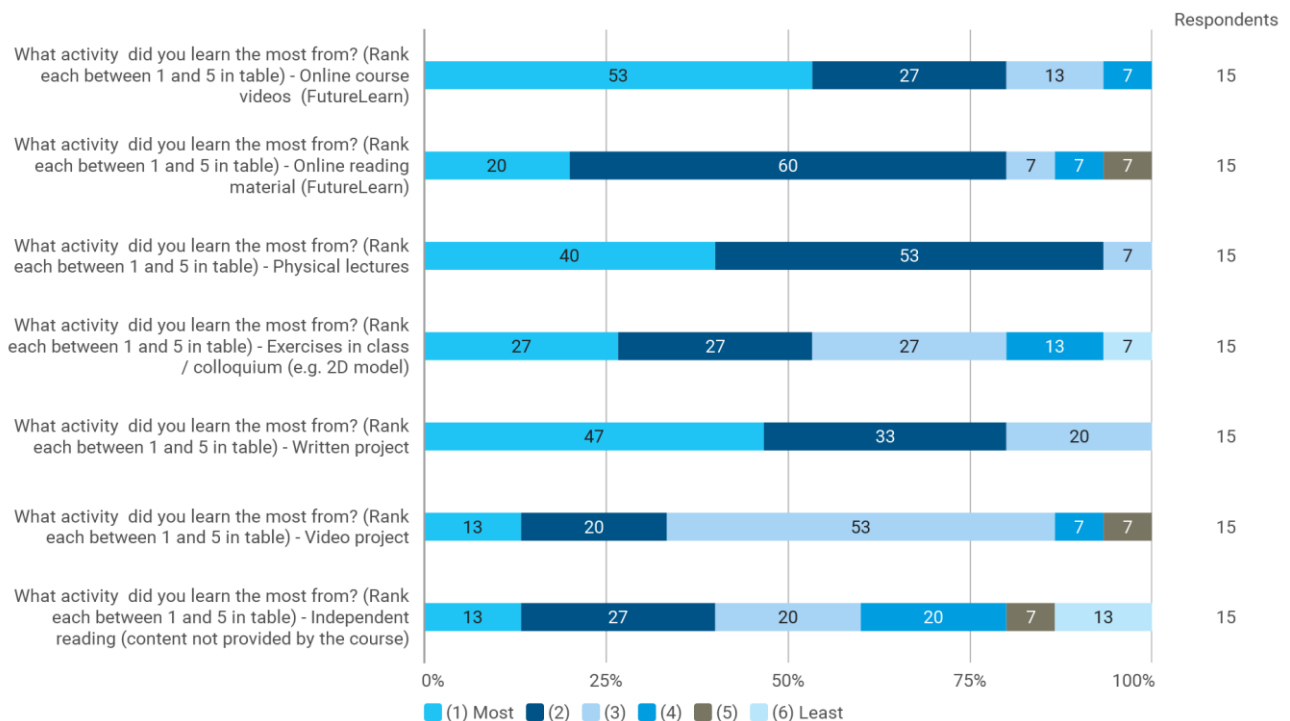
What topic did you find most difficult?



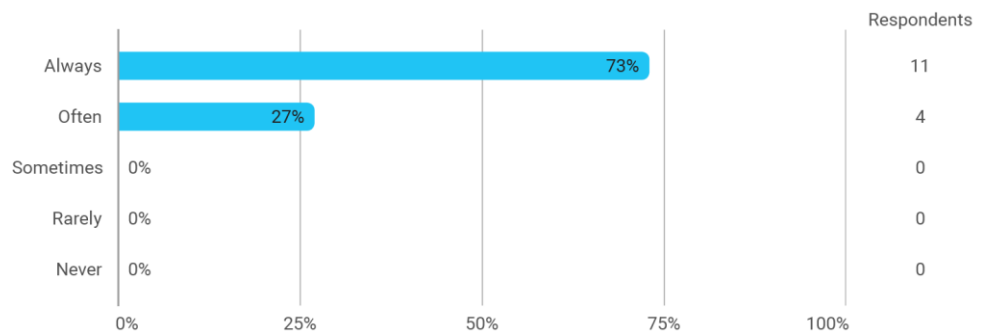
Why was that topic difficult?

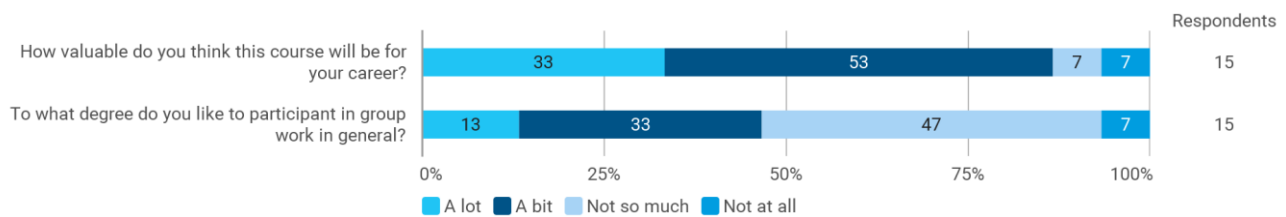
- The given definition on the articles were long, which is not easy to understand in english.
- Ocean heat uptake, renewable energy
- Its a new way of thinking for me. not only math and formulas as im used to. very interesting
- A huge topic covered within a week?
- Lot of factors to take into account
- Climate feedbacks make it very difficult to get to an „easy“ outcome, since all feedbacks are interacting

- Week 1 - Radiative forcing: there were a lot of complex concepts in there that worked fundamentally different and interacted - just not simple to understand. Plus I found exercise 1.8 very hard.  
Sustainable solutions, Energy, Climate policy: There is just a lot out there, thus (to me) it always feels like one is only scratching the surface... Still I liked the selected topics / speakers / talks / discussions. It made it clear that it is complex but there is a lot we can do / have already achieved - though also a lot remains uncertain yet.
- Because this is the topic where in the additional lecture you need to be good in maths for understanding really well the details.
- Because they are hard to know what to do with. Its open questions which are still discussed
- very broad subject in general, not the teaching that made it difficult, but more a lack of motivation on my part
- because I did not know anything about the role of the ocean before.
- A lot of new vocabulary and new concepts at the same time.
- because climate policies often are not efficient enough and more inspirational in my opinion
- ?
- Physical understanding

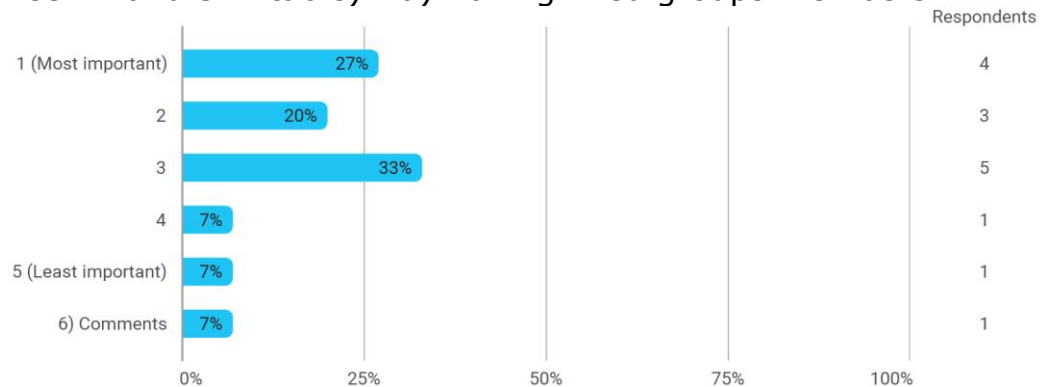


If you did not understand the course content, were you able to get help from the teachers ?





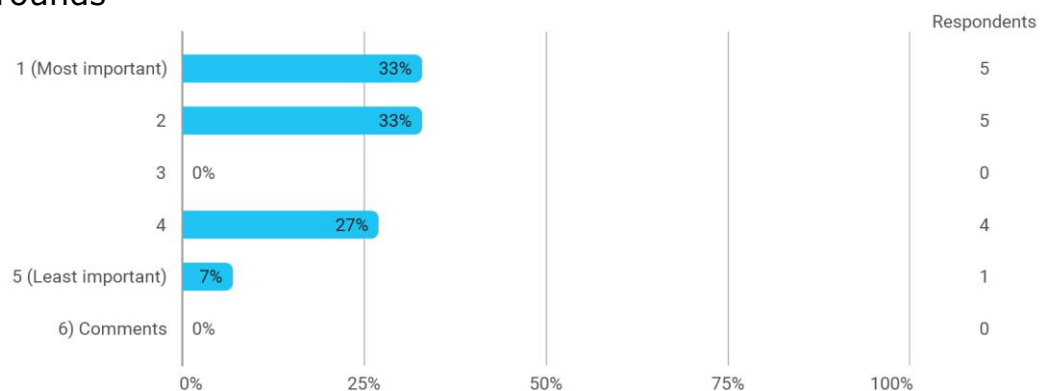
What factors are most important for your learning when working in groups?  
(Rank each between 1 and 5 in table) - a) Having fixed groups members



What factors are most important for your learning when working in groups?  
(Rank each between 1 and 5 in table) - a) Having fixed groups members - 6) Comments

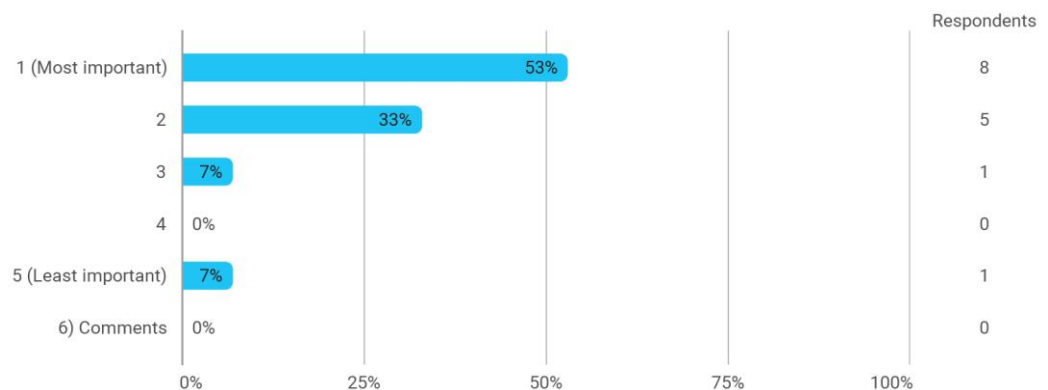
- It is maybe hard with covid but I think it would be great to change the groups if people want to, so we can meet new people and have new point of view.

What factors are most important for your learning when working in groups?  
(Rank each between 1 and 5 in table) - b) Having group members with different backgrounds



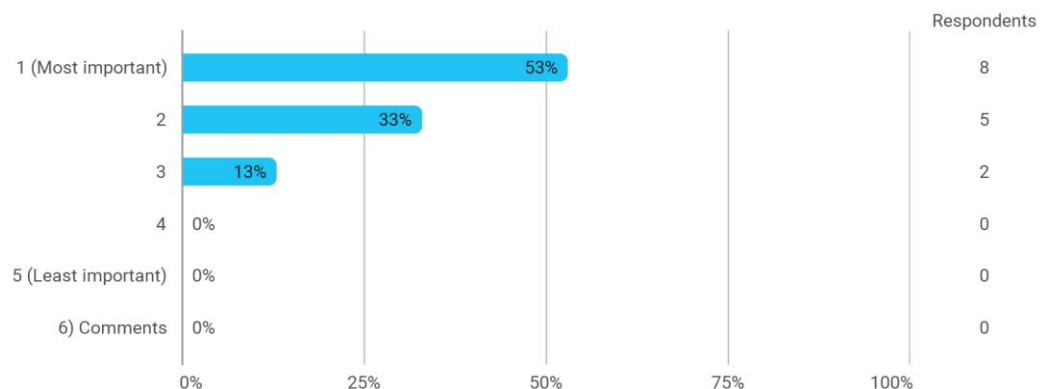
What factors are most important for your learning when working in groups?  
(Rank each between 1 and 5 in table) - b) Having group members with different backgrounds - 6) Comments

What factors are most important for your learning when working in groups?  
(Rank each between 1 and 5 in table) - c) Small group size (maximum 4 people)



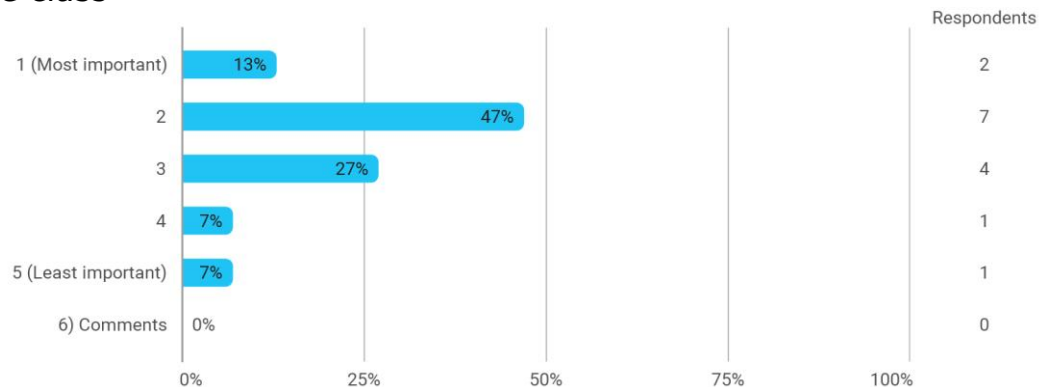
What factors are most important for your learning when working in groups?  
(Rank each between 1 and 5 in table) - c) Small group size (maximum 4 people) - 6) Comments

What factors are most important for your learning when working in groups?  
(Rank each between 1 and 5 in table) - d) Opportunity to discuss with other students



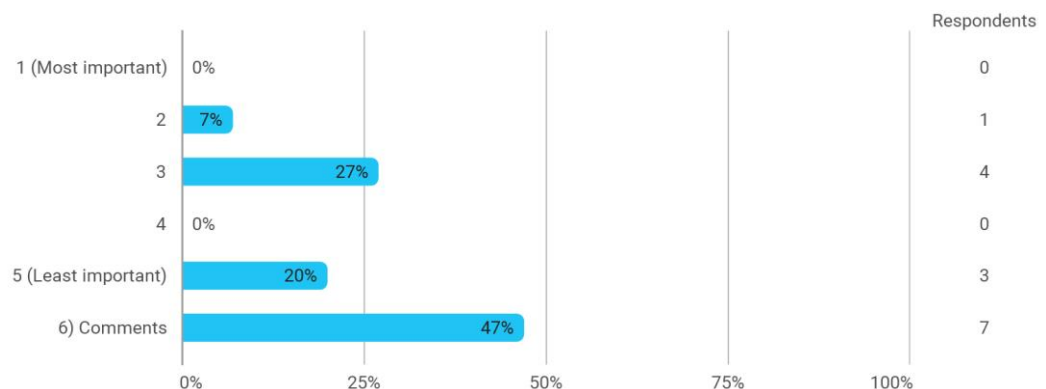
What factors are most important for your learning when working in groups?  
(Rank each between 1 and 5 in table) - d) Opportunity to discuss with other students - 6) Comments

What factors are most important for your learning when working in groups?  
(Rank each between 1 and 5 in table) - e) Opportunity to work on project together outside class



What factors are most important for your learning when working in groups?  
(Rank each between 1 and 5 in table) - e) Opportunity to work on project together outside class - 6) Comments

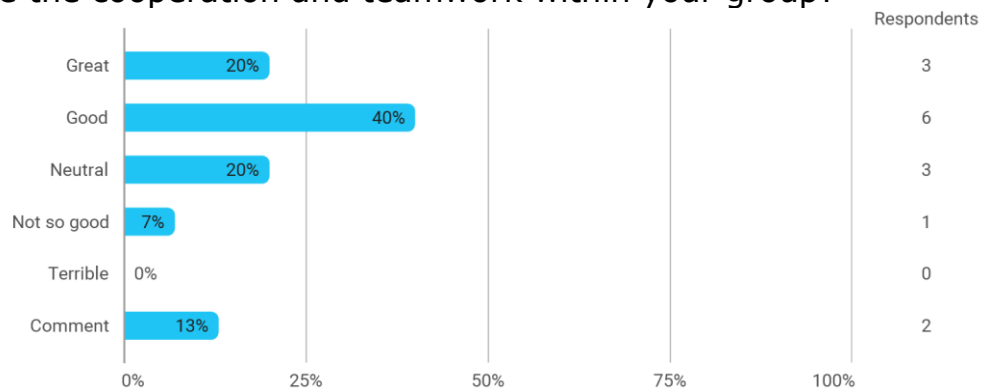
What factors are most important for your learning when working in groups?  
(Rank each between 1 and 5 in table) - f) Other (please specify in comments below)



What factors are most important for your learning when working in groups?  
(Rank each between 1 and 5 in table) - f) Other (please specify in comments below) - 6) Comments

- Working in group when we are at the faculty is a good thing but I personally don't like group project because the different members don't have the same expectations and time to spend on their work.
- Self study
- All members should be motivated and splitting up the work in a proper manner
- Clear structure: eg. group-time for xx minutes, then presentation
- I think to come from different origins. For mixed our culture
- Intelligent students who are motivated to work

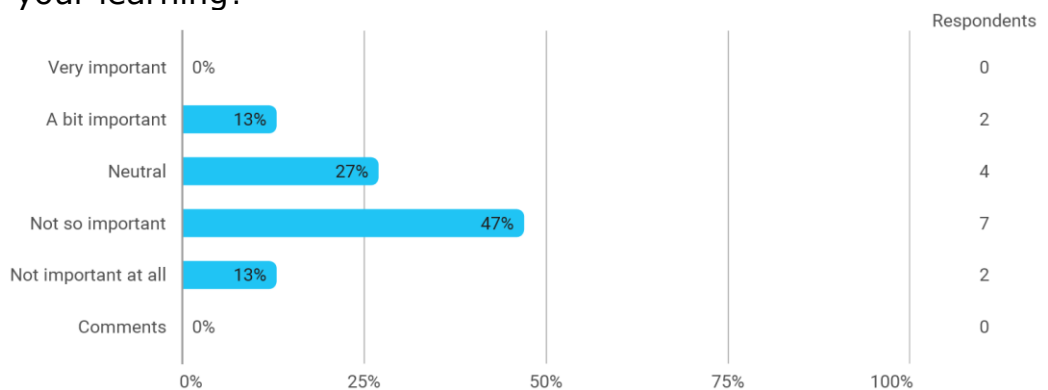
How would you rate the cooperation and teamwork within your group?



How would you rate the cooperation and teamwork within your group? - Comment

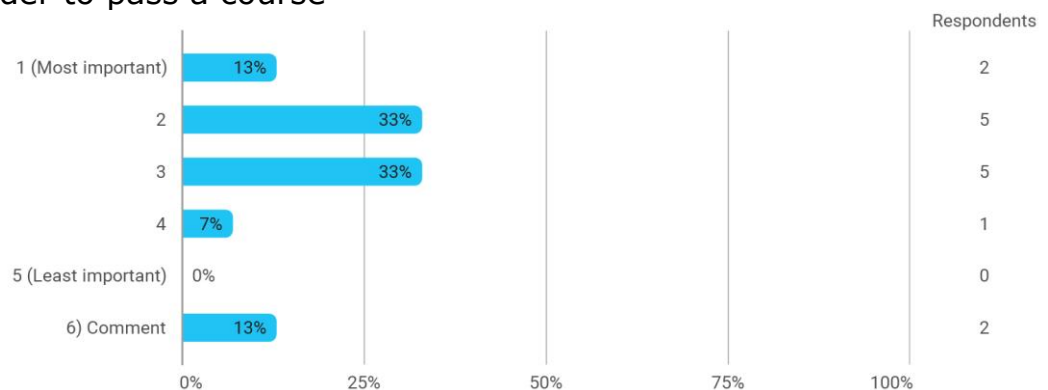
- It was just a bit frustrating at times because my group members didn't have much knowledge in natural science and as our topic was about climate science most the input came from me - I would have probably submitted a better project on my own
- I was not able to express myself correctly, my ideas was never took.

How important was your interactions in the online discussion forum on FutureLearn for your learning?



How important was your interactions in the online discussion forum on FutureLearn for your learning? - Comments

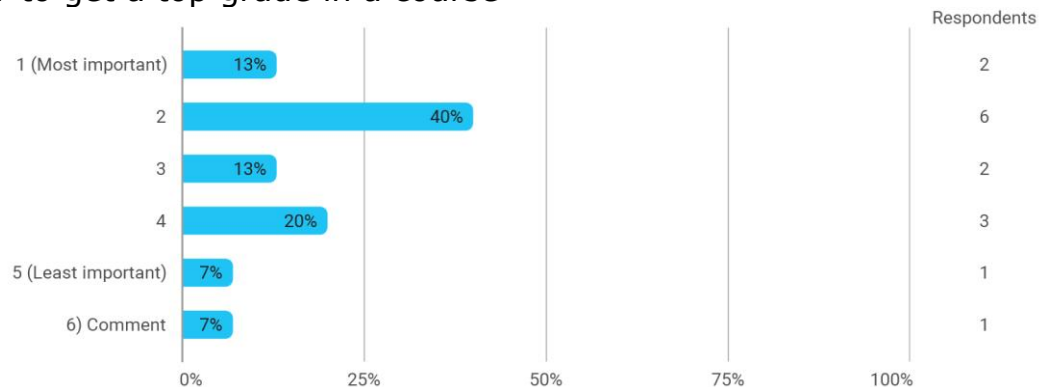
How do you expect educators (lecturer, teaching assistants, etc.) to facilitate learning? (Rank each between 1 and 5 in table) - a) By specifying what is needed to in order to pass a course



How do you expect educators (lecturer, teaching assistants, etc.) to facilitate learning? (Rank each between 1 and 5 in table) - a) By specifying what is needed to in order to pass a course - 6) Comment

- I was satisfied
- In a perfect world, a course would teach what is important and not what is needed to pass. Non scholae sed vitae discimus...

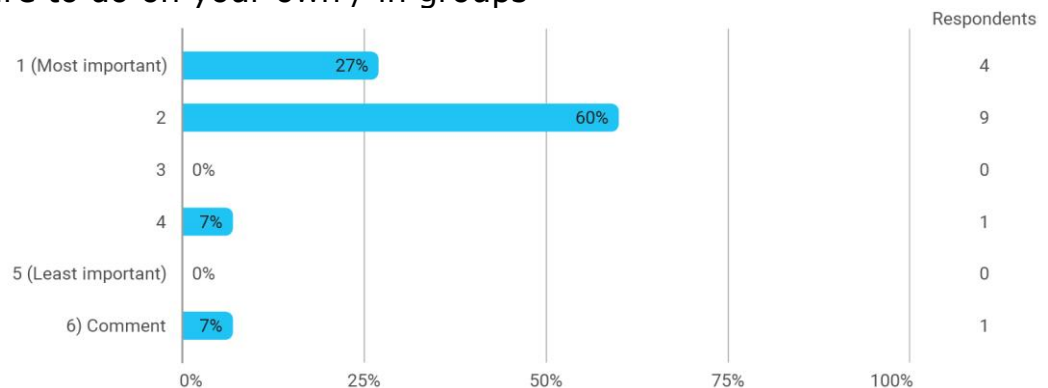
How do you expect educators (lecturer, teaching assistants, etc.) to facilitate learning? (Rank each between 1 and 5 in table) - b) By specifying what is needed in order to get a top grade in a course



How do you expect educators (lecturer, teaching assistants, etc.) to facilitate learning? (Rank each between 1 and 5 in table) - b) By specifying what is needed in order to get a top grade in a course - 6) Comment

- Attendance, understanding problematics, projects

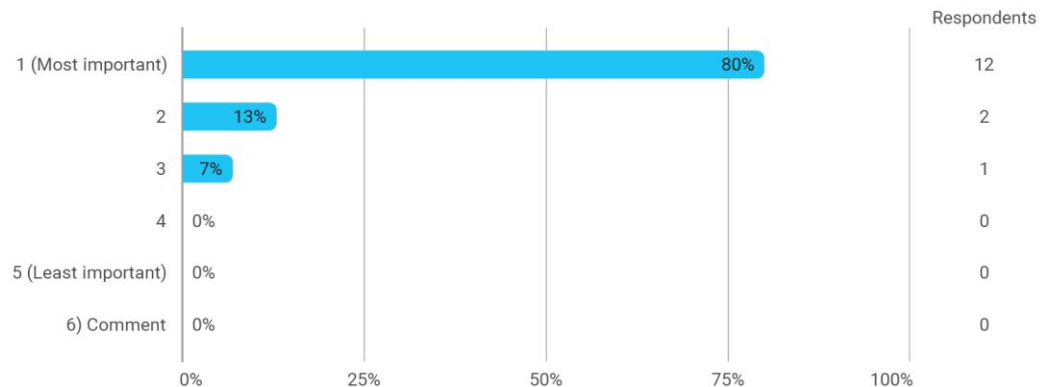
How do you expect educators (lecturer, teaching assistants, etc.) to facilitate learning? (Rank each between 1 and 5 in table) - c) By giving examples of the exercises you are to do on your own / in groups



How do you expect educators (lecturer, teaching assistants, etc.) to facilitate learning? (Rank each between 1 and 5 in table) - c) By giving examples of the exercises you are to do on your own / in groups - 6) Comment

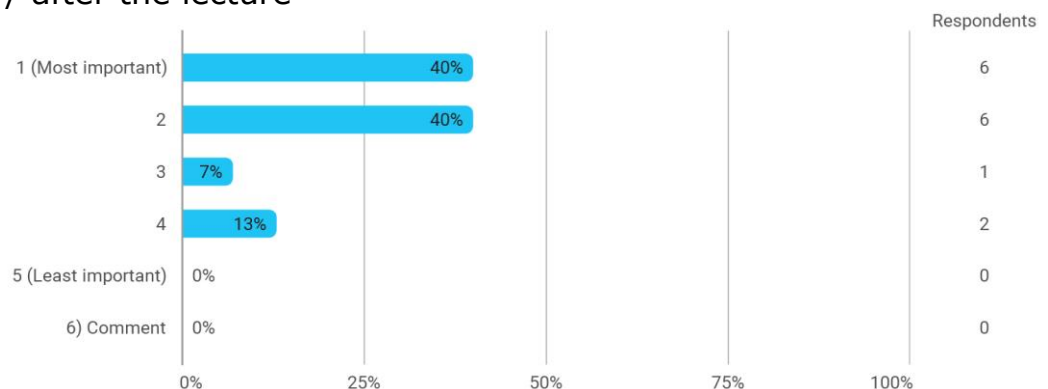
- Analyzing one specific article

How do you expect educators (lecturer, teaching assistants, etc.) to facilitate learning? (Rank each between 1 and 5 in table) - d) By being available for questions



How do you expect educators (lecturer, teaching assistants, etc.) to facilitate learning? (Rank each between 1 and 5 in table) - d) By being available for questions - 6) Comment

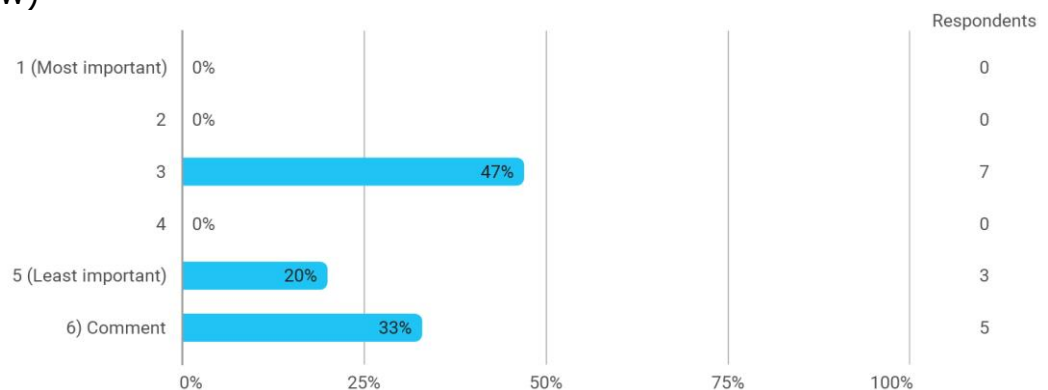
How do you expect educators (lecturer, teaching assistants, etc.) to facilitate learning? (Rank each between 1 and 5 in table) - e) By giving out slides of the lectures before / after the lecture



How do you expect educators (lecturer, teaching assistants, etc.) to facilitate learning? (Rank each between 1 and 5 in table) - e) By giving out slides of the lectures before / after the lecture - 6) Comment



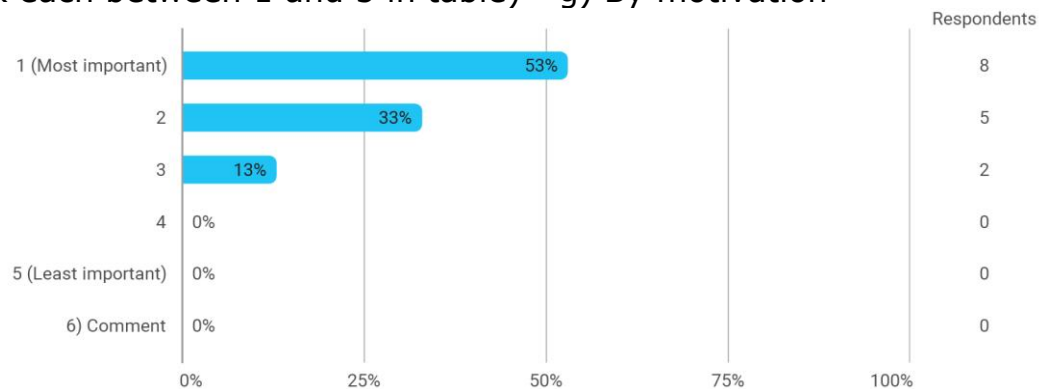
How do you expect educators (lecturer, teaching assistants, etc.) to facilitate learning? (Rank each between 1 and 5 in table) - f) Other (please specify in comments below)



How do you expect educators (lecturer, teaching assistants, etc.) to facilitate learning? (Rank each between 1 and 5 in table) - f) Other (please specify in comments below) - 6) Comment

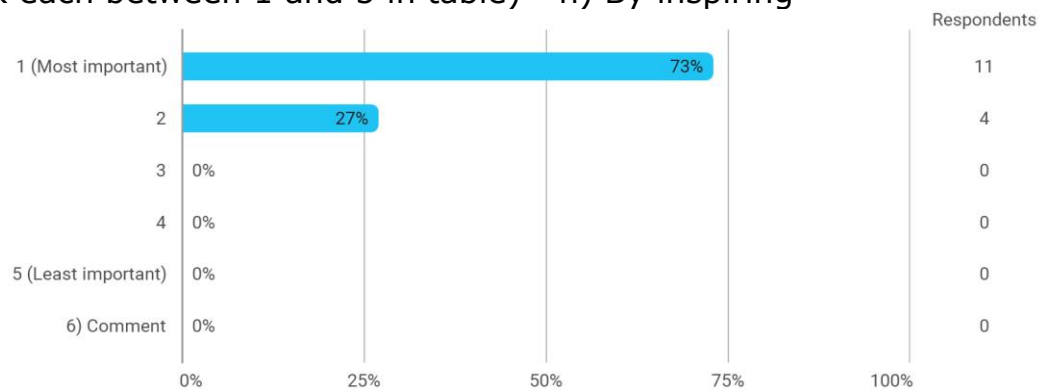
- It is a great course because the teachers spend time explaining what we have to work on and how to do it.
- To be motivating to work on the courses' topics
- Not only being available for questions but also giving good answers / sources for (possible) answers (or "I don't know" is also fine)
- by giving examples of their research on the field

How do you expect educators (lecturer, teaching assistants, etc.) to facilitate learning? (Rank each between 1 and 5 in table) - g) By motivation



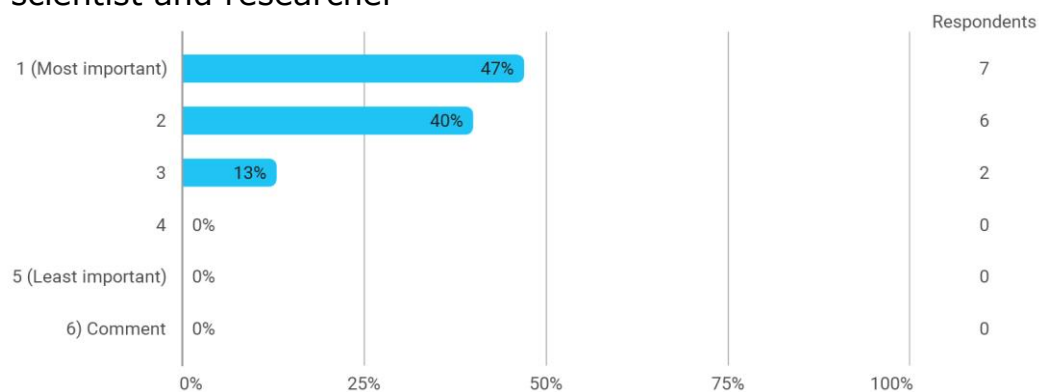
How do you expect educators (lecturer, teaching assistants, etc.) to facilitate learning? (Rank each between 1 and 5 in table) - g) By motivation - 6) Comment

How do you expect educators (lecturer, teaching assistants, etc.) to facilitate learning? (Rank each between 1 and 5 in table) - h) By inspiring



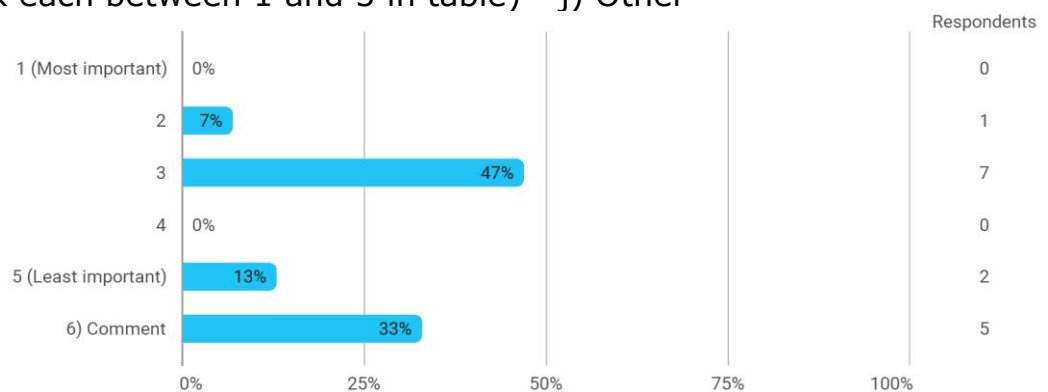
How do you expect educators (lecturer, teaching assistants, etc.) to facilitate learning? (Rank each between 1 and 5 in table) - h) By inspiring - 6) Comment

How do you expect educators (lecturer, teaching assistants, etc.) to facilitate learning? (Rank each between 1 and 5 in table) - i) By acting as a role model for how to be a scientist and researcher



How do you expect educators (lecturer, teaching assistants, etc.) to facilitate learning? (Rank each between 1 and 5 in table) - i) By acting as a role model for how to be a scientist and researcher - 6) Comment

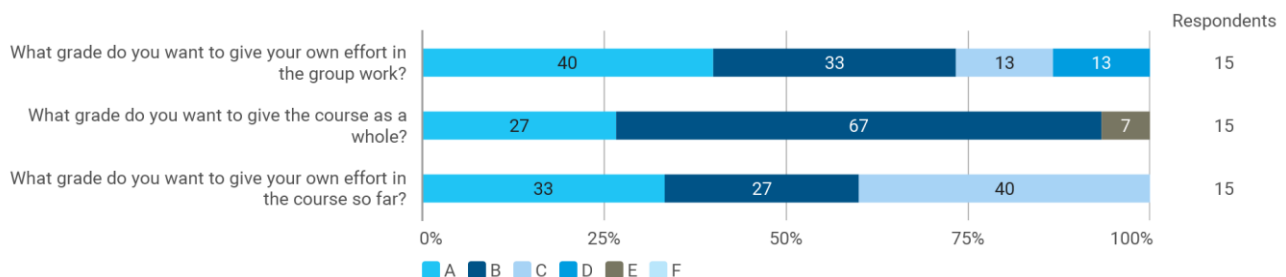
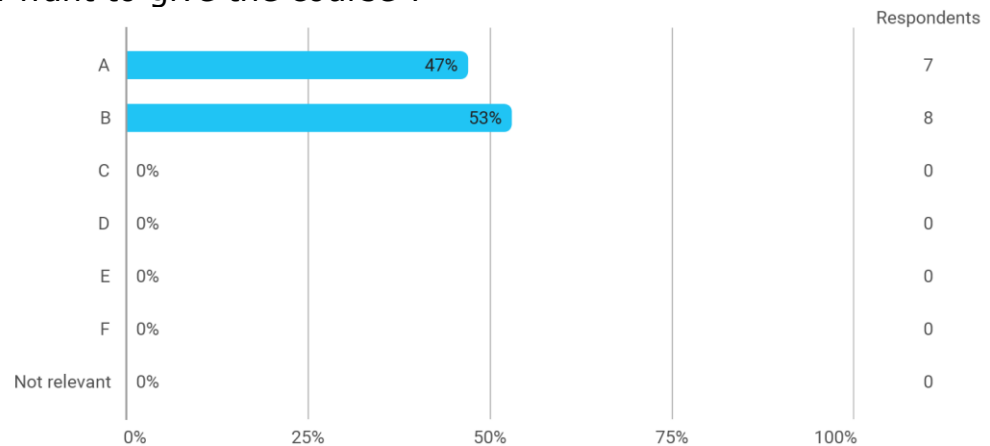
How do you expect educators (lecturer, teaching assistants, etc.) to facilitate learning? (Rank each between 1 and 5 in table) - j) Other



How do you expect educators (lecturer, teaching assistants, etc.) to facilitate learning? (Rank each between 1 and 5 in table) - j) Other - 6) Comment

- It is great that the teachers are inspired and motivated by the course and that they answer any question.
- .
- see comment to (a)
- -
- Make "clear" what their area of expertise is and maybe invite others for a talk / discussion (well done in this course, by the way)

What grade do you want to give the course ?



Is there anything else you would like to tell us (comments, suggestions)?

- Sometimes we spent too much time on some topics, and we should rather focus on the main projects. For example when we had to do the video, we could have spent some more time of the course working on it, but we had to do another diaporama at the same time, which I think was not really relevant.
- No, i think the course is for the moment well designed. It was the best one amongst ones i subscribed as an exchange student. It is great that the course is more or less accessible to all. It gave me nice overview of the problematic. It would be nice to maybe add one more lesson about sustainability and what can we do as an individuals.  
Thank you.
- the 3 point overlap with geof212 is unnecessary. like the overlap between math courses is not important and does not cost us points in overlap, so should sdg213 and geod212 not cost us 3 point because of overlap
- 5 CP reduction due to course overlap with GEO212 Physical Climatology is too much. The basic science behind climate change (i.e. the MOOC, basically) might more or less be the same, but this is not much of an advantage, as both courses make much use of group work and term projects. Would be nice to change that for future courses, thanks!
- Try to connect the lectures more to the projects of the course. This sometimes seemed to didn't fit good enough. E.g. some lecturers talked about topics which were somehow not really included in main projects of the course, like the UN goals or sustainable solutions
- What is the difference between "What grade do you want to give the course ?" and "What grade do you want to give the course as a whole?" ? Is the first concerning the futurelearn course?

futurelearn: place for "technical" feedback like typos or bad (equation / maths) formatting. I don't want to clutter up the discussion forum with that, but if I don't report it others might be irritated by it as well.

this evaluation: For me, "most important" and "least important" sounds like I should order the given statements according to their importance relative to each other. Maybe they could be replaced by "very important" and "not at all important", or similar, thus rating each statement individually (what is probably how this is considered in the evaluation of all answers).

In general, I think the course was very well designed and good to follow (both futurelearn and SDG213). Such a course with this much engagement should exist at every university! Tusen takk!

- I come from France, and we don't have this proximity with the teachers or the intervenants, and this is quite bad. So, you have to keep this thing because we don't feel hierarchy compares to the university in France. And you are listening so we have the impression that we can bring you things like you bring us. This is the best course I followed since i'm a student. Well played, Thanks
- The lecturers were very good at answering questions, giving easy-to-understand, but very informing and scientific insight into the topics (especially regarding the natural climate processes). Good course.
- I just wanted to thank you for your work, your kindness and your patience. Great first semester here in Bergen, thank you!
- I really like that it is an interdisciplinary course which accepts all our scientific backgrounds and encourages to deepen our studies related to our field of study but also relating that to climate change. It deepened my interest in geophysical and climatology studies, which I had no or just basic relations to before but now i want to focus more on that in the future. Thank you for being the inspiration for that!
- .
- I would have given the whole course an A if we had more time for the project and video. Then I could have learned more

## Overall Status

