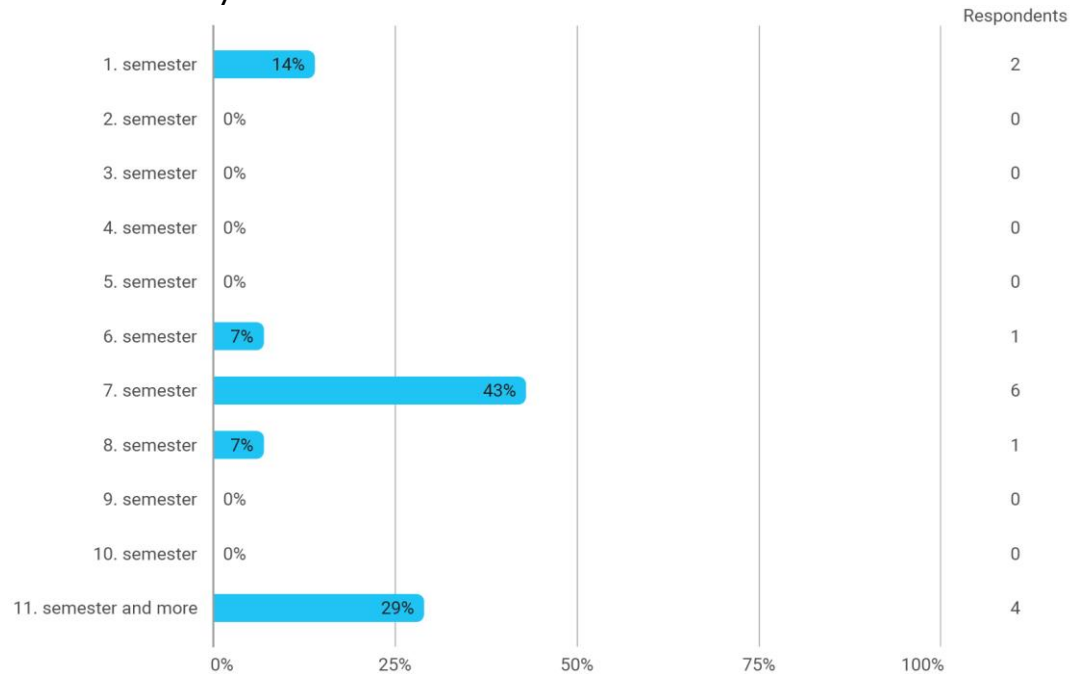
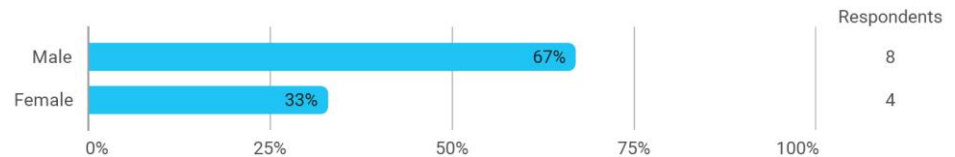


Emneevaluering SDG207, H20

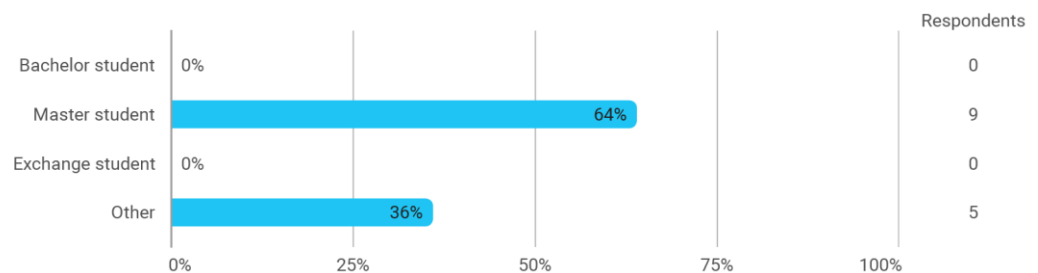
Which study semester are you in?



What is your gender?



Are you...?



Are you...? - Other

- PhD Candidate
- PhD
- PhD
- PhD
- Post Bachelor

At which institute are you enrolled?

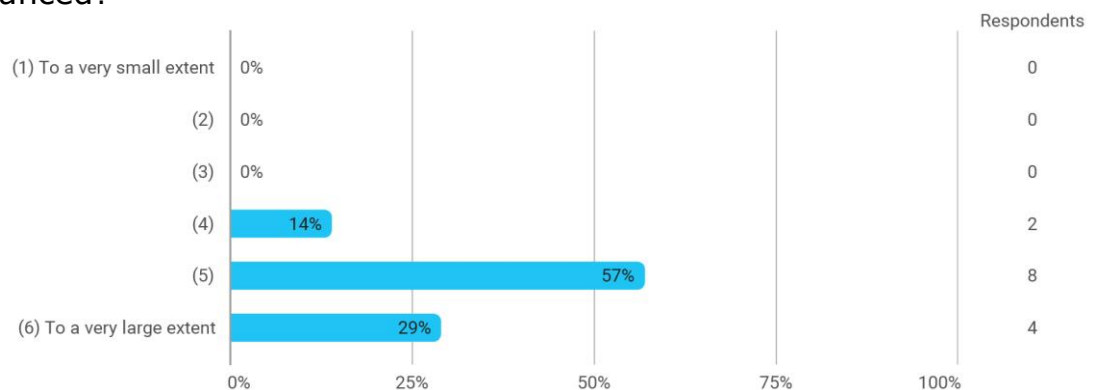
- Department of Physics and Technology
- Geoscience
- Geovitenskap
- Geovitenskap
- Department of Earth Science

- IFT
- Earth Science
- Department of Earth Science
- Physics and Technology
- Geofysisk institutt
- Geovitenskap
- geovitenskap
- Institutt for Geovitenskap
- IFT

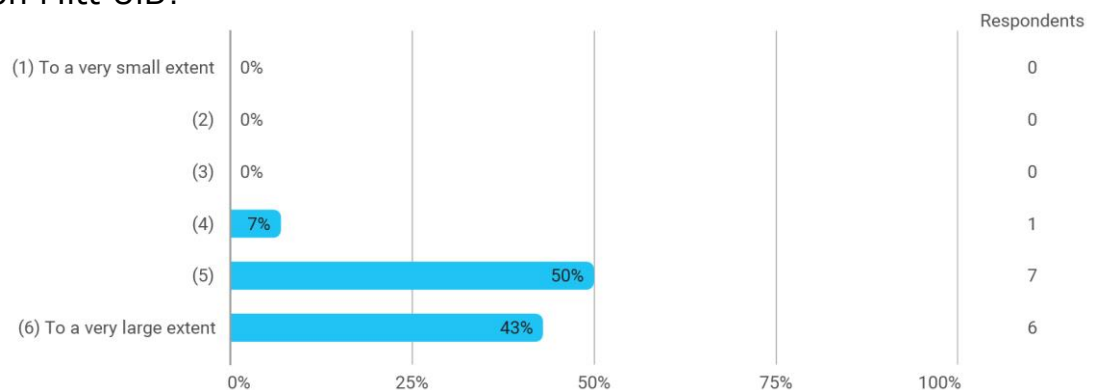
Which other courses have you followed this semester?

- None
- Geov251, 241, 372
- -
- GEO215, GEOV300, GEOV372
- GEOV361, GEOV364, GEOV372
- None
- GEOV364
- GEOV361 & GEOV372
- SDG207 is the only course in current semester
- PHYS109, GEO131, GEO113, GEOV328,
- MAT160, GEOV274, GEOV77
- GEOV277, GEOV355
- GEOV361, GEOV364, GEOV372
- Kjem214 Ptek213

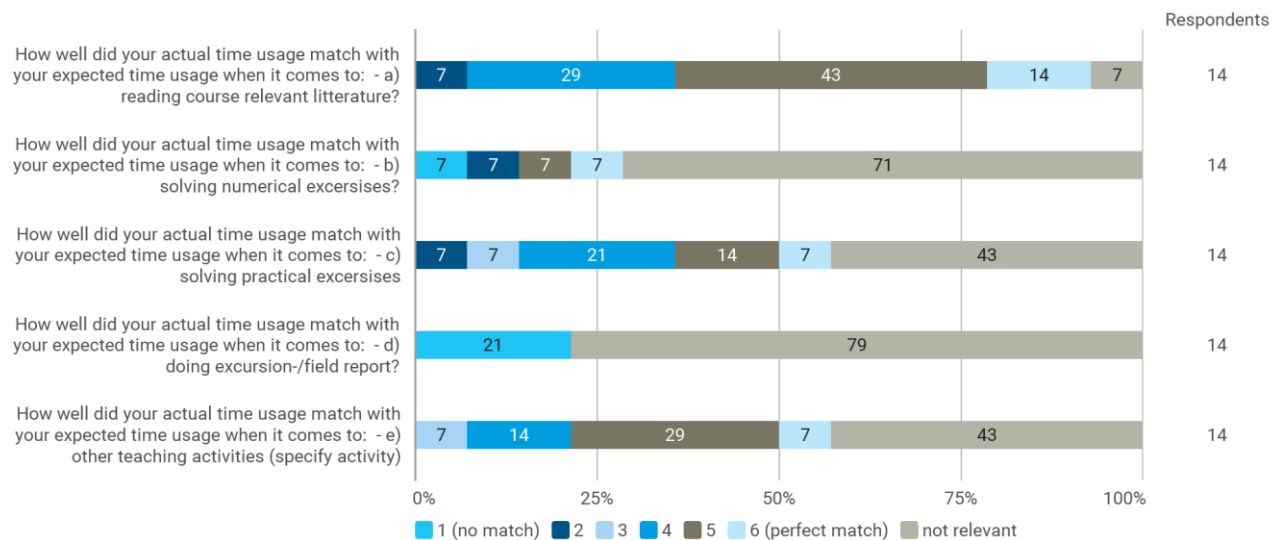
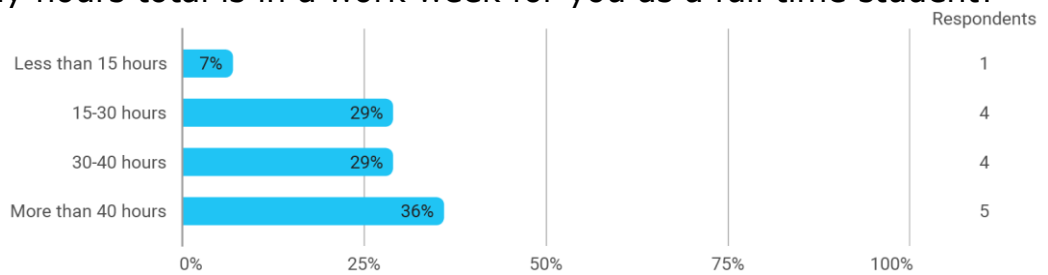
To which extent have changes in the teaching plan, - time and – place, been clearly announced?



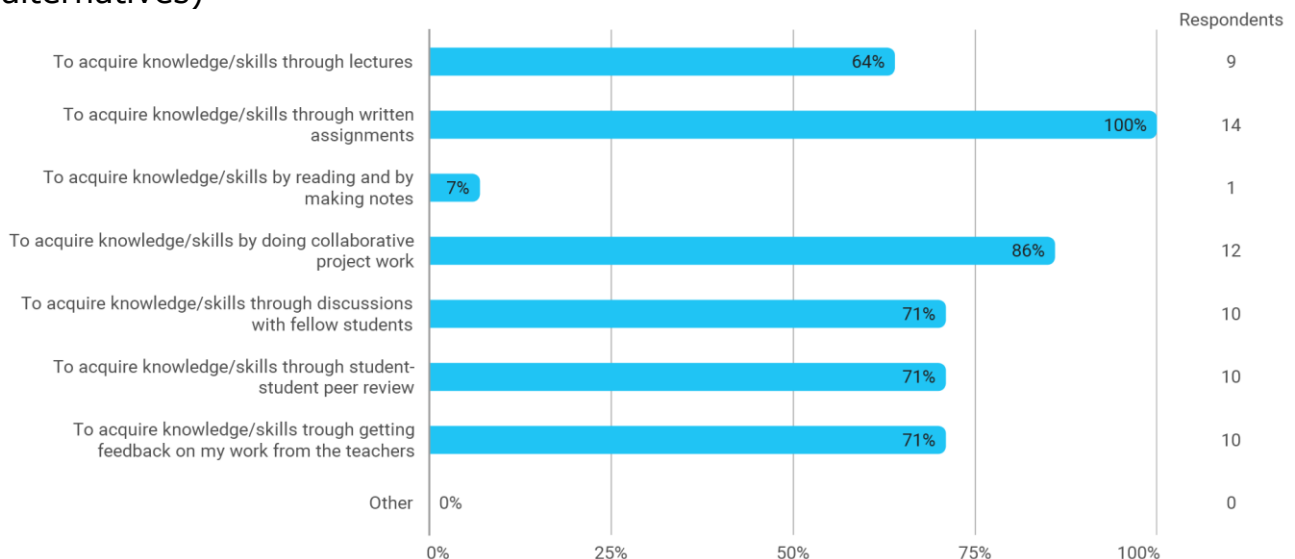
To which extent were teaching activities (e.g. lectures, exercises, seminars, fieldwork, cruise and excursions), deadlines and feedback on activities, announced on Mitt UiB?



How many study hours total is in a work week for you as a full time student?

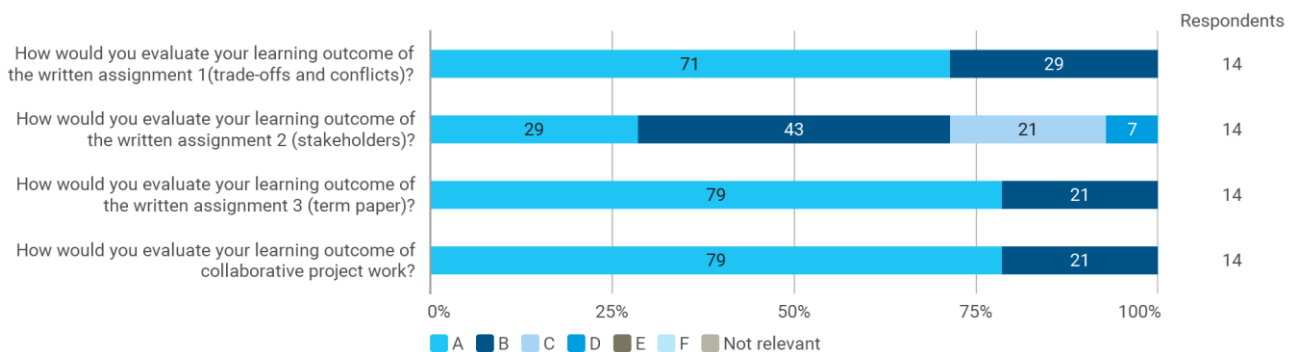
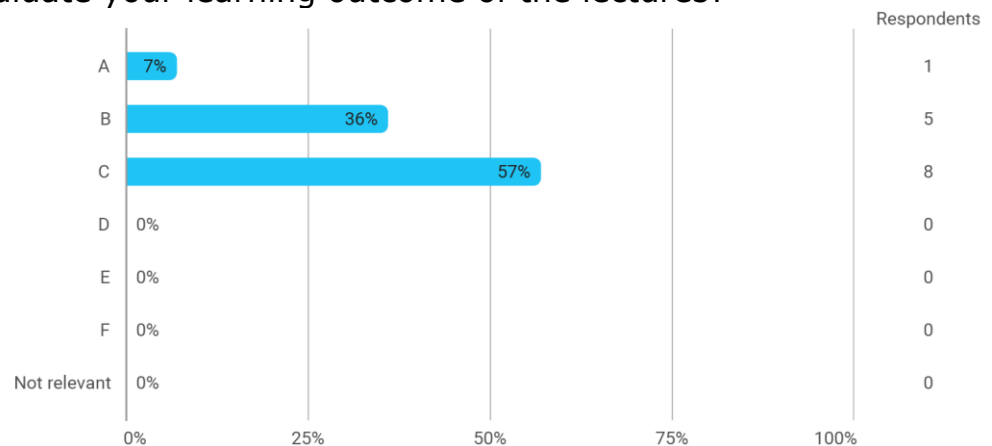


For this course which of the following learning activities were the most beneficial/important for the learning outcomes : (You can choose several of the alternatives)

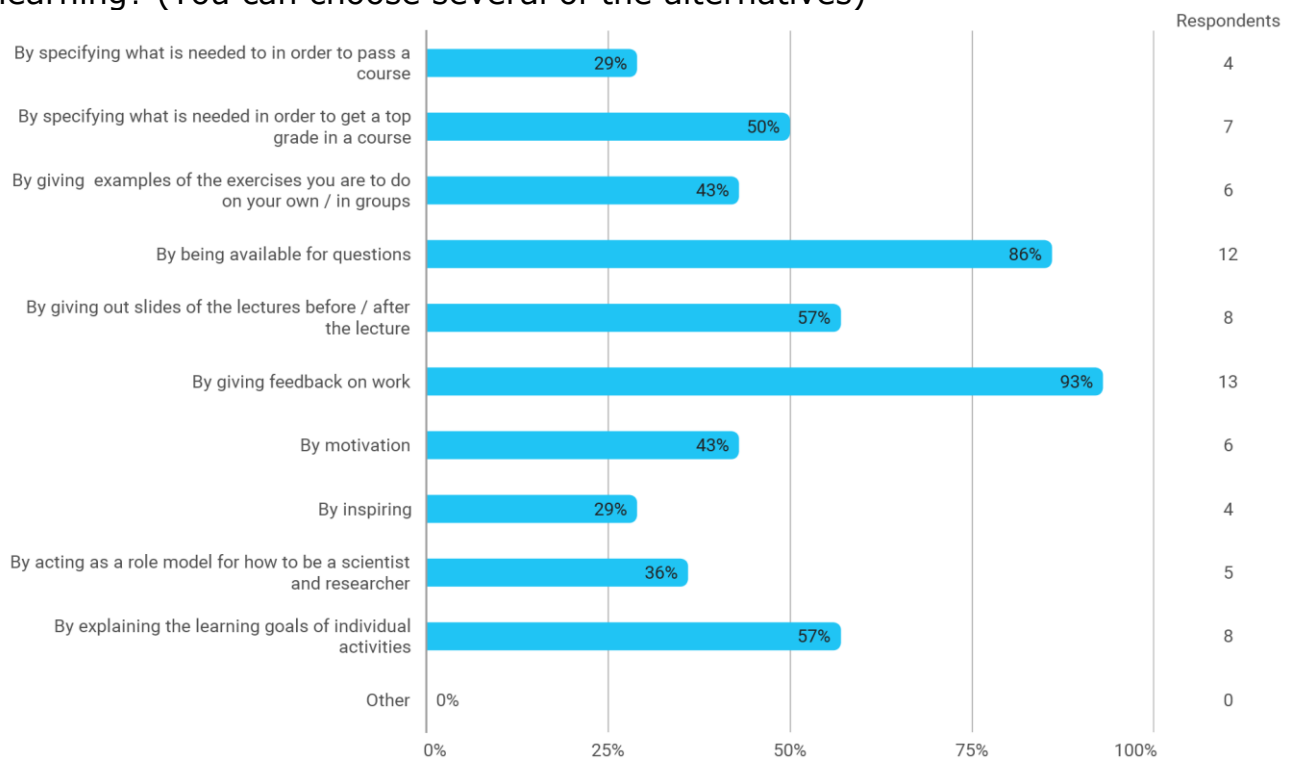


For this course which of the following learning activities were the most beneficial/important for the learning outcomes : (You can choose several of the alternatives) - Other

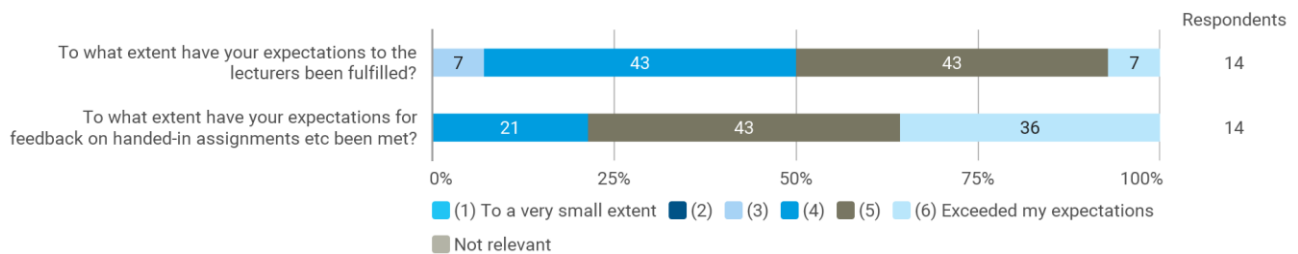
How would you evaluate your learning outcome of the lectures?



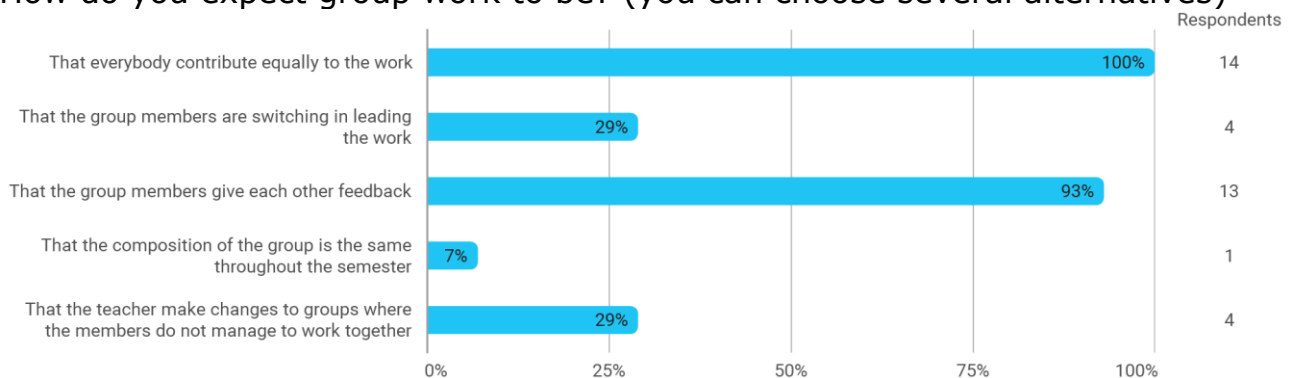
How do you expect educators (lecturer, teaching assistants, etc.) to facilitate learning? (You can choose several of the alternatives)



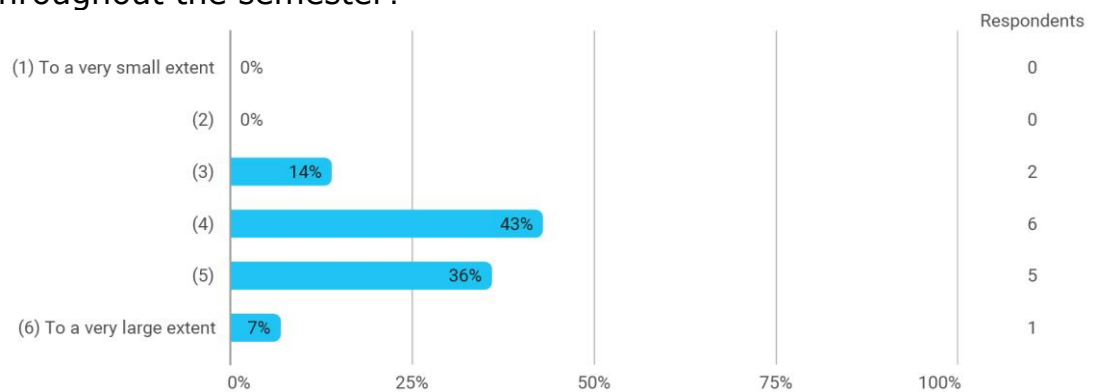
How do you expect educators (lecturer, teaching assistants, etc.) to facilitate learning? (You can choose several of the alternatives) - Other



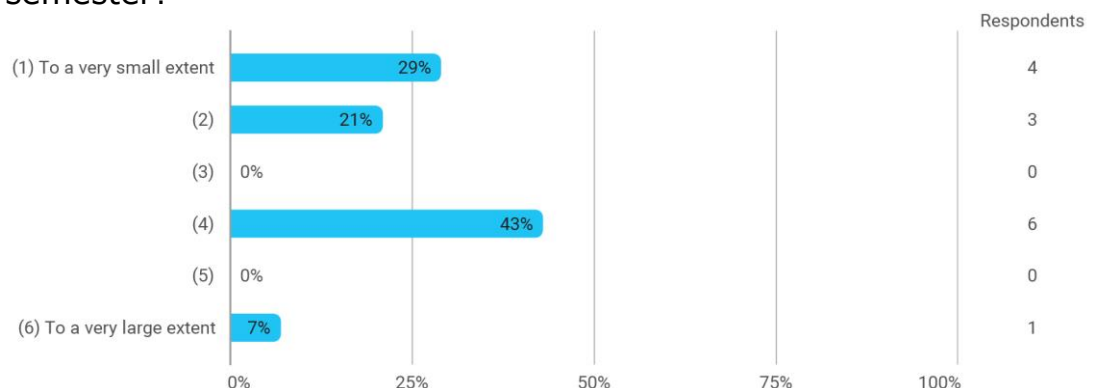
How do you expect group work to be? (you can choose several alternatives)



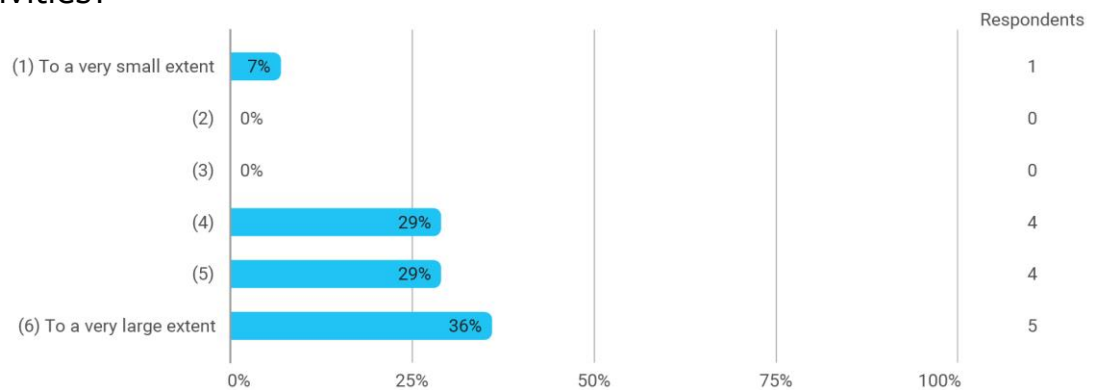
To what extent was the workload of the various teaching activities evenly distributed throughout the semester?



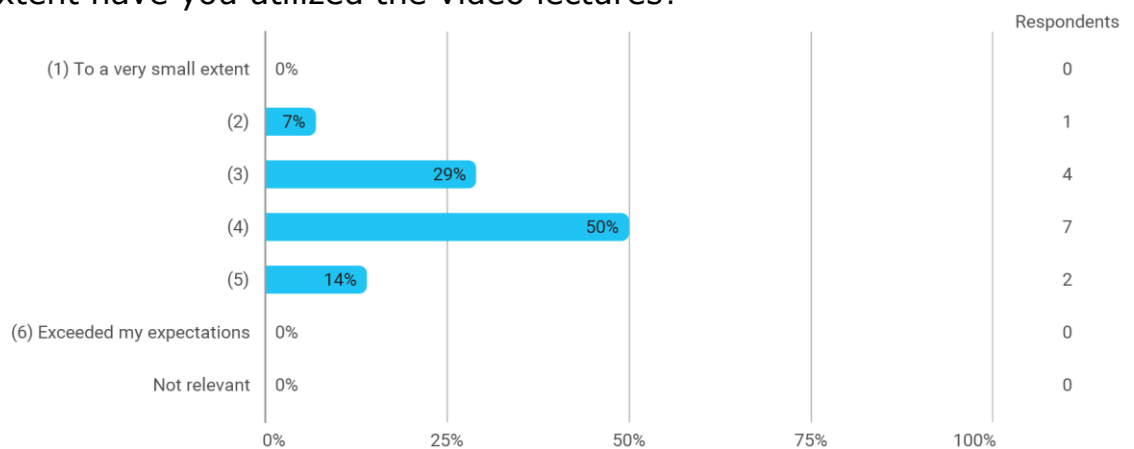
To what extent has your work effort in this course been hampered by other courses this semester?



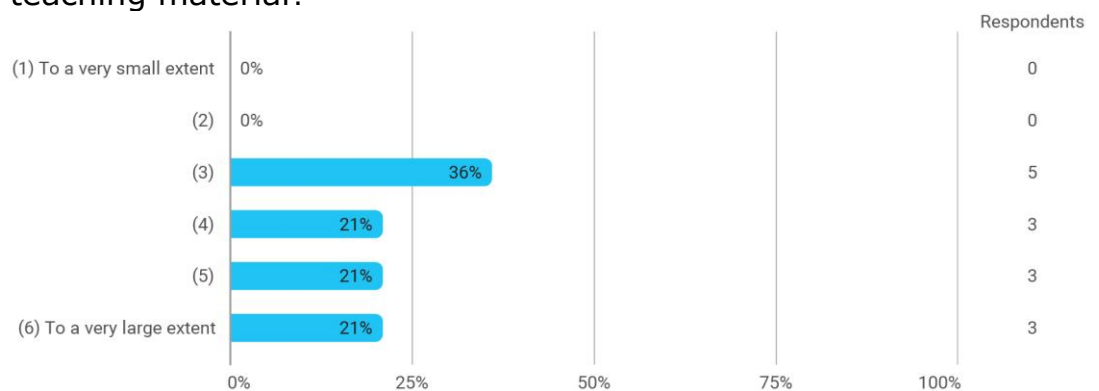
To what extent did your own work effort occur outside of the organized teaching activities?



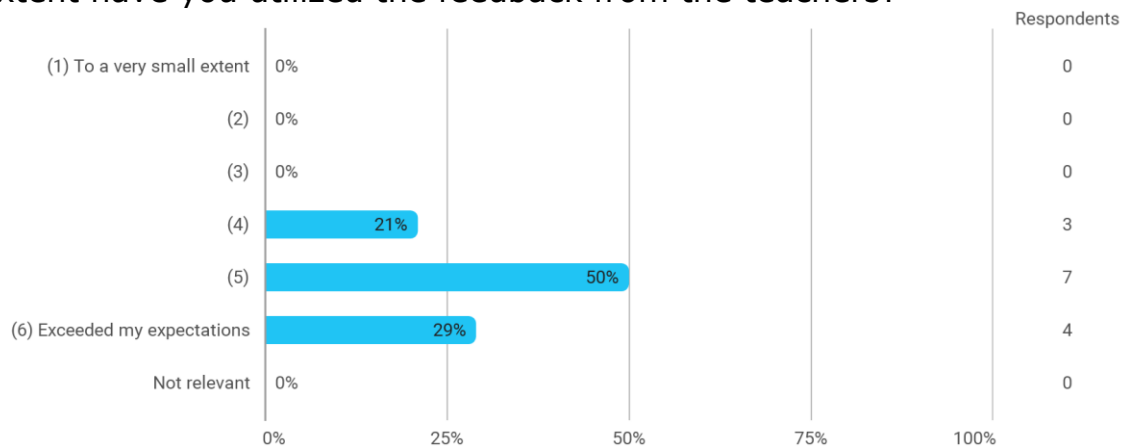
To what extent have you utilized the video lectures?



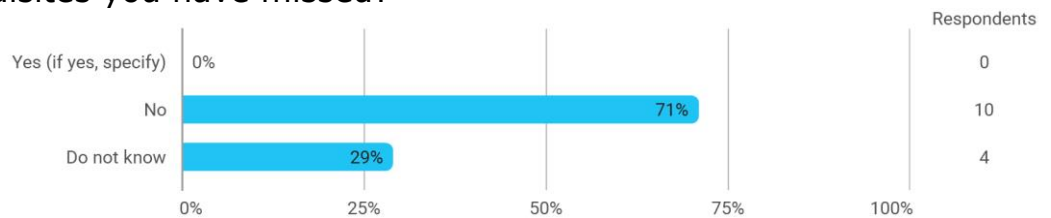
To what extent have you obtained course-relevant information to supplement the supplied teaching material?



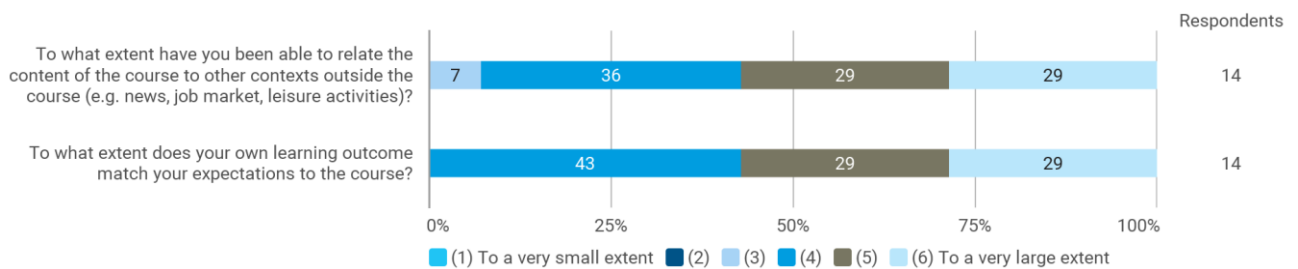
To what extent have you utilized the feedback from the teachers?



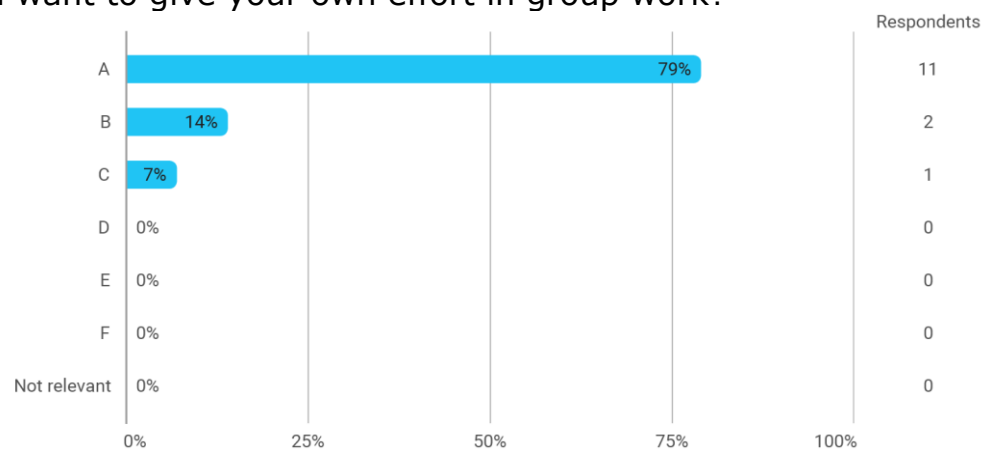
Are the prerequisites you have missed?

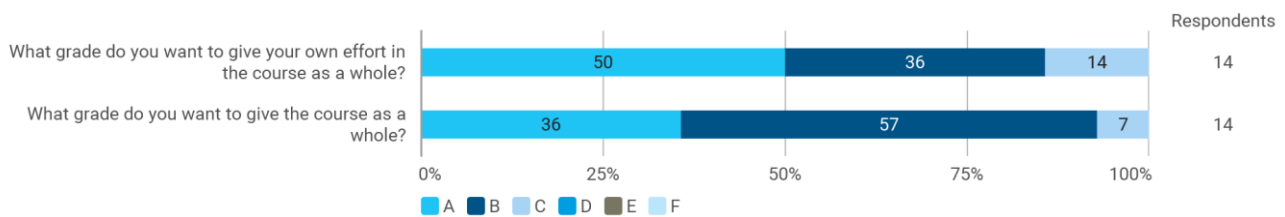


Are the prerequisites you have missed? - Yes (if yes, specify)



What grade do you want to give your own effort in group work?





Which teaching activity (s) do you think has/have contributed most to learning in this course? [Specify and give reasons]

- Legal issues, seabed mining and CO2 storage.
- A good insight on how policy-making and law are vehicles to deploy technology in society.
- Groupwork and term paper
- Mixture of paper writing and lectures. Lectures gave overview of different aspects, while papers allowed to research topics in details
- Lectures, assignments
- Discussion with other students in the lectures makes me understand better. Group work and assignments, its also a good way for us students to learn to work together in groups and work independently with the assignments.
- I totally agree that active learning is a smart way to teach a course. The breakout rooms worked very well!
- Lecture slides - Important to have something to look at during lectures
Student-active learning - A very good way of interacting and learning.
- The term paper and the project work. Working on the term paper taught me to look at different disciplines of my selected topic and gave me a larger insight of the topic. The project work taught me how to further improve my collaboration and presentation skills.
- Written assignments and project work because it required a lot of reading on my own. Break-out rooms helped to memorize what we have learnt during the lectures.
- I think I learned the most from the essays and group work (including the symposium). I feel like the lectures introduced me to a lot of new interesting topics, but were perhaps too short and general to justify "contributed most to learning".
- Discussion in lectures and working with the different assignments
- Lectures great for general understanding and broad knowledge. written assignments great for practice academic writing.
- The group work and symposium at the end.
- Break out rooms and student active learning. Project work

Which teaching activity (s) do you think has/have contributed least to learning in this course? [Specify and give reasons]

- Economic measures in the energy transition. I think it was too abstract and I had a hard time engaging with it.
- The two smaller exercises because they were just put in there without big reasoning
- Field trip, because it did not happen :D
- Not a big fan of breakoutrooms.
- Discussions, group work and assignments. Due to the fact that we can learn about the topics we think are most interesting and afterwards we can read articles and then present or write an essay about it.
- With group work at the same time as fulltime students have exams provide some challenges, especially when we can't meet in person. Maybe change the order of the term paper and the group work?
- Lecture slides - Some lectures were a bit boring with a lot of text and little student interaction.
- It will have to be split between assignment 1 and 2, not that they were bad assignments - the term paper and project work was just more time demanding and taught me more as a whole.
- The content of the lectures themselves: too many lecturers with different level of motivation for teaching this course. One lecture per energy source is too little.
- Field trip :P
- The lectures that have not facilitated for discussion

- the group work presentation day. It was way too long and a waste of time in the middle of the exam period. the presentations should either have been much shorter, not three 45 minutes presentation on the same subject. or not that everybody had to listen to everything.
- Reflection notes when missing lectures. It would be enough to trust the student to watch the lecture on their own time.
- Lectures without student activity.

Which other activities do you suggest in order to improve learning outcomes?
[Specify and give reasons]

- The module on Mathematical Modelling for decision-making could be expanded. I missed a bit on the ethics of modelling and the danger of black boxes influencing ignorant policy-makers. Maybe the module could be expanded on that. In MNF990 Andrea Saltelli (Andrea.Saltelli@uib.no) gave a great session on the Ethics of quantification and modelling, focused on topics like climate.
- Pass
- Division in pairs for a discussion has worked much better than just asking a question to the class (nobody dares to speak). What can be done is to force participation by a small % of the grade. Something like 5% that everyone can earn if they spoke, discussed or asked a question in the most of the classes.
- More diverse student active learning. To much breakoutrooms. Menti or kahoot would be fun.
- More group work and presentations. I think group work is a really good form of student active learning as we work together and can discuss our topic and get feedback from each other.

Field trips would also be great.

- Hi, it would be good to have extended deadlines for the written assignments. It was a tight schedule with a lot of work required for each of them.

Also, I thought it was a bit difficult to get the understanding of what trade off and synergies between different SDGs really meant and the start of assignment 1 came very fast! The article we were given were good, but to improve the general understanding it would be good to also have access to the supplement information.

- Some more Student-active learning.
- Maybe to have more practical assignments in groups where we have to work together to figure something out ++.
- Don't know, the course included more activities than i can count. (Don't actually know if this is a good idea, but i feel like there could have been 2 term papers instead of 1 term paper and 2 smaller essays, I learned way more from term paper, and felt like some of the research i did for the two first were wasted because the word limit was so low.)
- Maybe one of the first smaller hand ins could have been solved as group work with presentations. Maybe this would make more students comfortable with having open discussions in class.
- Like above:
the presentations should either have been much shorter, not three 45 minutes presentation on the same subject. or not that everybody had to listen to everything
- Field trips; learning by looking at something real is always nice than a picture or a presentation.

Next year, you should include more of:

- Active learning. It sort of faded out through the progress of the course. Its use should be insisted more to the lecturers. Not because it is not simple, it should not be skipped.
- It was good
- - More small group work
- Maybe it would be better to have 2 main assignments to work on throughout the semester so its possible to get more time to correct them after feedback.
- It was good coverage of themes.
- Student active learning during lectures
- Student active teaching - maybe flipped classrooms.
- Group discussions during the lectures. There were many of them in the beginning of the course. But by the end of the course, the group discussions almost stopped.
- I liked the progression of the course, but perhaps make the social science, and science parts more entwined, might have become somewhat dull towards the end for some that are not that into social science stuff (not my own experience)
- Presentations

- in general a great course with exception of the too long presentation day
- I think it's fine the way it was, but some lectures could have more diversity/activities.

Next year, you should include less of:

- I think the course as whole works well and nothing should be left out.
- Small exercises
- Have less repetitions between the lectures. Many lectures were starting with 10 minute talk about realities of the climate change and what the sdg7 is in its core. These 10 minutes can be better spent for an example from specific field or some new information since first 2 weeks of the course are about what sdg7 is and about climate change told by climate scientists
- Less philosophy
- - Less lectures or maybe more lectures about the same topic. Sometimes it's a bit hard to follow since it mainly are new topics every single lecture.
- It was good coverage of themes.
- Pure lectures, without student interaction
- Lectures. It got a bit boring sometimes in disciplines I "like" less than others
- Less topics in general, better to expand the content of each topic.
- digital lecturing
- Reflection notes

What disciplines, if any, did you miss in this course

- Nuclear and biofuels
- Nuclear. Since 3/6 groups had presentation about nuclear it is clear that students are very interested in this type of energy. In my opinion it would be especially interesting to have a lecture that focuses on problems of nuclear and possible solutions. Like what can be done to waste or how can public opinion be improved
- Wave power
- Filed trips :)
(was canceled due to the COVID-19 situation)
- Hi, Even though I know basic geology and also are familiar with IPCC I miss the supplementary video lectures.
- Would be interesting to have a professor/expert on nuclear power.
- Tidal and wave power.
- Nuclear, fossil fuels
- None i could think of

Other comments (e.g. field location, field teaching, cruises, lectures, teaching assistants, exercises/seminars, teaching rooms, learning environments, student facilities)

- I must say that the organizers adjusted very well to the current conditions (COVID-19). They still managed to keep us engaged despite of having to join remotely.
- I believe it should be a pass/not pass when a text and e presentation counts for the full grade. I fell like I have no control over the outcome because it depends on of the teacher likes my work or not...
- I really enjoyed this course due to the fact that it has been very educational and interesting. If anything, I hope that there will be field trips next year, as field trips are an unique opportunity for the students to achieve a better learning outcome within this course.
- Maybe have a backup that if an excursion have to be canceled, someone from the facility could have a presentation instead. Especially the one on Mongstad, since we already had a lecture about hydro-power. In the future, the CO2 storage visitor center in Øygarden could also be an alternative.
- Good and interesting course
- I think the covid-19 pandemic and its restrictions regarding distance ++ gave the lectures a handicap in the sense of discussion between the students (certainly in aud 5). It started with much discussion in the beginning of the semester in the lectures and then slowly "faded" away when covid-19 cases rised during the autumn. When/if covid-19 society "rules" goes away it will most likely improve next year's discussions.
- Maybe split the symposium in two days next time, as this was in general a quite exhausting experience. Perhaps more due to zoom than anything else

Overall Status

