

Evaluation report 2021 autumn term

Course code: KJEM 231

Lecturers' assessment of implementation:

The syllabus for Kjem 231 provided a clear understanding of learning objectives for students i.e. knowledge on Stereochemistry, Reaction mechanism and basic retrosynthesis and the outcomes from the learning were well defined. The course was assessed based on internal assessment (40%) and the final examination (60%), the internal assessment consisted of weekly or biweekly assignment, mid-term exam and a project assignment. The reference books (specified chapters or pages only) used were Advances Organic chemistry Francis A. Carey and Richard J. Sundberg, Part A and B, Mechanism of Organic reaction Howard Maskill, Organic Stereochemistry Michael J. T Robinson. The lecture notes were compiled from different courses in the public realm and were provided in advanced. Since the text book recommended lacked elaborative images, the lecture notes were designed to provide an illustrative image of the various topics for better understanding. The lectures were presented in form of power point presentations with each topic being illustrated further with the help of writing board and examples. The student also had problem-solving lectures every week, the exercise mostly covered the assignment that were assigned a week earlier and also some important problems for each and every topic mentioned in the syllabus. The problem-solving lectures were mostly hands-on in the sense that each problem was solved in the classroom with the lecturer providing a detail explanation and answers.

Kjem 231 fulfils an important educational need for students interested in pursuing synthetic Chemistry further, whether it maybe in Organic chemistry or its applications.

Practical implementation:

Kjem 231 was a theoretical course

Failure rate and apostasy:

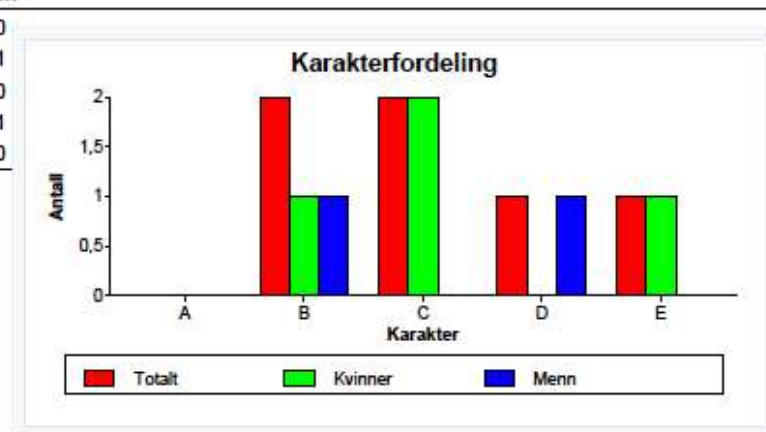
The number of students who signed up for the course were 11. One student dropped out for medical reasons. Out of 10 students who appeared for the final exams 6 passed, while 4 failed. With an overall failure rate of 40%.

Grade distribution

The grade distribution is provided with the help of chart below.

	Totalt	Kvinner	Menn
Antall kandidater (oppmeldte):	11	5	6
Antall møtt til eksamen:	10	5	5
Antall bestått (B):	6	4	2
Antall stryk (S):	4 40%	1 20%	3 60%
Antall avbrutt (A):	0	0	0
Gjennomsnittskarakter:	C	C	C
Antall med legeattest (L):	0	0	0
Antall trekk før eksamen (T):	0	0	0

Karakter	Antall	Kvinner	Menn
E	1	1	0
D	1	0	1
C	2	2	0
B	2	1	1
A	0	0	0



Information of studies and documentation:

Mitt-uib provides a very good platform for access to information and documentation

Access to relevant literature:

The University library satisfactorily provides access to relevant literature or text book. The lecture notes uploaded in advanced on mitt-uib also serves the purpose.

Lecturers' assessment of frame terms

Lokaler og undervisningsutstyr/locals and teaching equipment:

It was satisfactory

Andre forhold/other conditions

Lecturers' comments to student evaluation

Method – implementation

Comments to student evaluation are as follows:

- The lectures notes provided in advance on mitt-uib, served the purpose of providing an illustrative explanation for various topics mentioned on the syllabus. The presentation was either complied using different sources such as text book, research articles, research presentation or notes which were available in public domain or to which the university had access.
- During the course of the lectures, it was very clearly visible that most of the student didn't have any prior knowledge to basic topic in organic chemistry even though they were to have read it in various courses such Kjem110, Kjem 130, Kjem 131. Hence the lecturer made a genuine effort to provide an introductory lecture on few basic organic topics to prepare them for Kjem 231.
- During the first lecture the detail course plan, assignments, grading criteria and reading material were provided. It was mentioned in advance that, the assignments were graded purely on the basic of whether the student have submitted it or not, as was done in the past and the problem-set from assignments will be discussed in detail during the problem-solving lectures every week and hence no feedback maybe provided.
- The information that they needed such as the chapters and pages to be read, assignments; were provided in advanced on mitt-uib. The answers to problem sets, assignments were provided and discussed in detail during the problem-solving lectures every week. Some of the students missed it because of poor attendance on their part.
- The project assignment was based on some of the most relevant topics in organic chemistry and there was no mention about the minimum number of pages to be handed-in. In fact, the maximum page limit was set to 25 pages so that the student didn't make the project assignment too taxing.

- Since the course was taught in English it was found that one or two of the students have very limited understanding of the language. The student had quoted saying exactly the opposite of what the lecturer may have said to him or her.
- As for the order of the course it was strictly followed according to the syllabus with the lecturer having the artistic rights to present according the overall situation and understanding of all the students, but not just catering to an individual.
- As for asking questions and expecting the students to either know or to further research the topic is a prerogative of a lecturer. The lecturer can sometimes provide further help with few encouraging words or some stern, but honest views.

Summary of input:

The overall input was not very constructive other than maybe one or two points, such as poor attendance because of overlapping courses or a need of intermediate course before the students are taught Kjem 231. Some of the input was just a compilation of feedbacks written on basis of ignorance or immaturity. There were long scripts on how the feedbacks where not provided, the course being too vast or too less, the books being not good enough or too good, the lecturer having been bit animated, character assassination of lecturers and so on.

Eventual underway measures:

The eventual measures are the following

1. The students have to made aware of the proper access to or the use of mitt-uib and the need the to read the uploaded notes before lectures.
2. To define the learning objectives very specifically.
3. Try to provide some feedbacks to assignments on an individual level.
4. Reduce overlap between courses so that the students can attend all lectures.
5. The lecturer to provide honest feedback in person with more sensitivity.

Lecturers' overall assessment, including suggestions for improvement measures:

The overall assessment of the implementation was average, with 60% (3 out of 5) of the student who filled in the course-review survey stating that they had an average improvement of their knowledge in organic chemistry (Fig 1).

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.

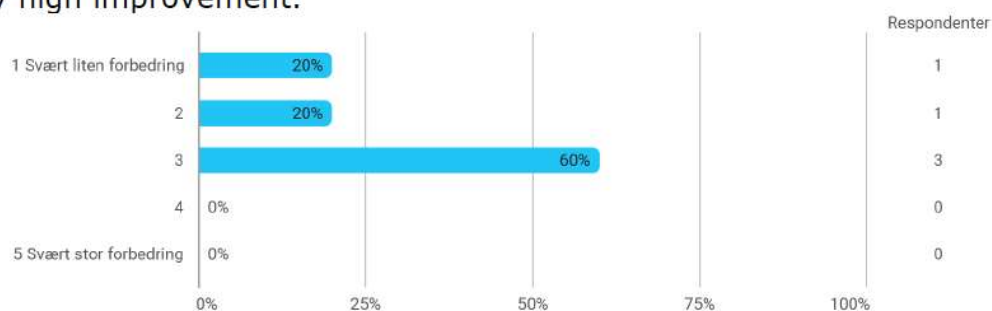


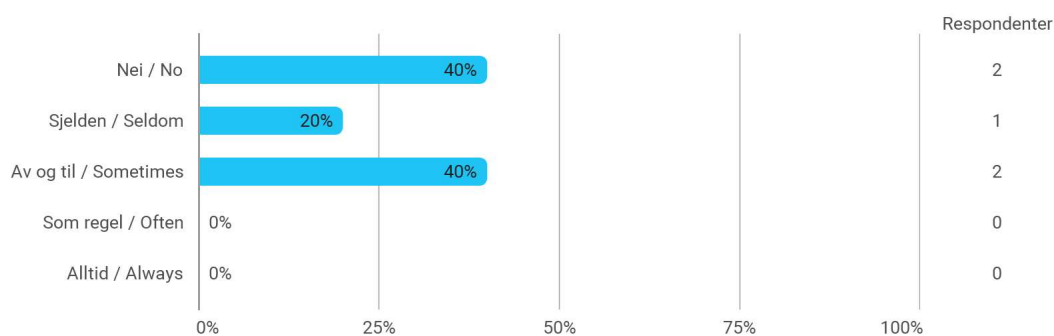
Fig 1: overall outcome

There were few negative comments for example the course being too difficult or too time consuming or heavy or too much to read. While there were also comments on people wanting more assignments and reading materials, hence to provide a balance, the assignment or lecture scheme that was implemented was an ideal one.

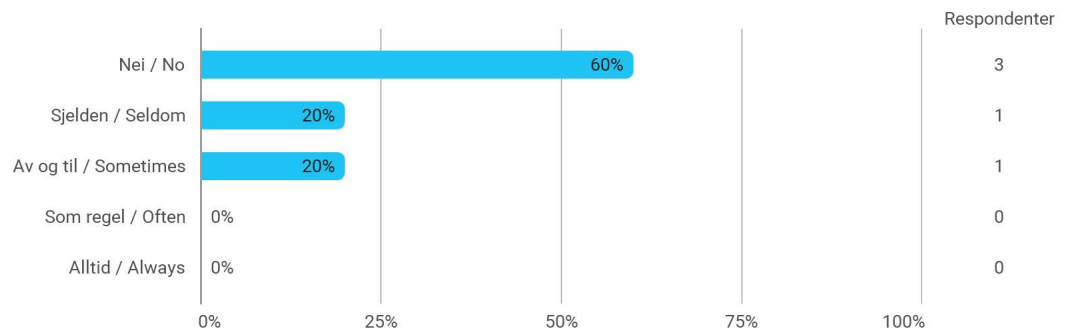
The overall attendance level for the course was poor and some students have complained about other overlapping mandatory courses. Some of the students didn't seem to either have time or an access to read the lecture notes which were provided in advance on mitt-uib. Some comments about the topics, reading materials, assignments further illustrated their ignorance. Thereby, it is necessary to view the some of the comments with a pinch of salt as the overall perspective of the courses is to cater to all the students and not to any specific individuals.

Evalueringsrapporten (statistikk)

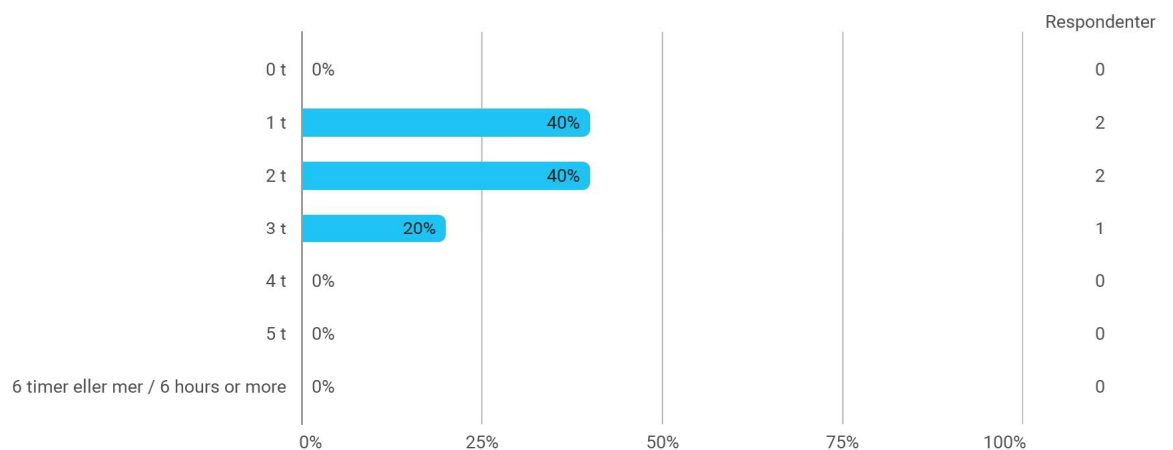
**Har du forberedt deg til forelesningene?
Did you prepare for the lectures in advance?**



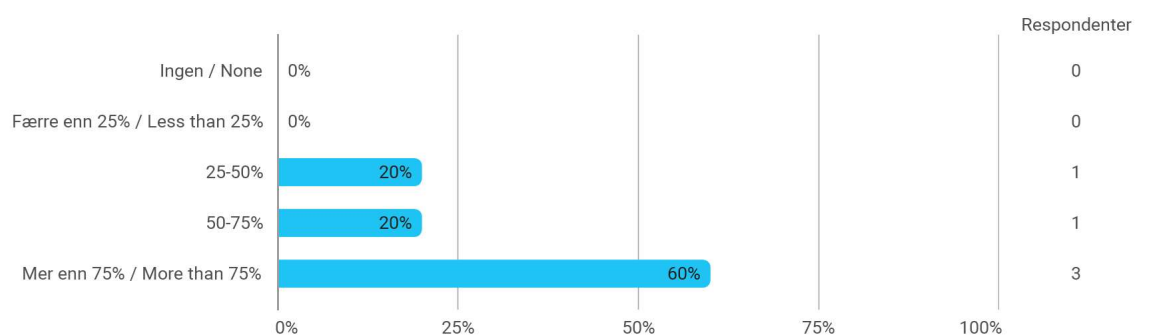
Er forelesningsnotater tilgjengelig på forhånd? Do you receive lecture notes that are provided in advance?



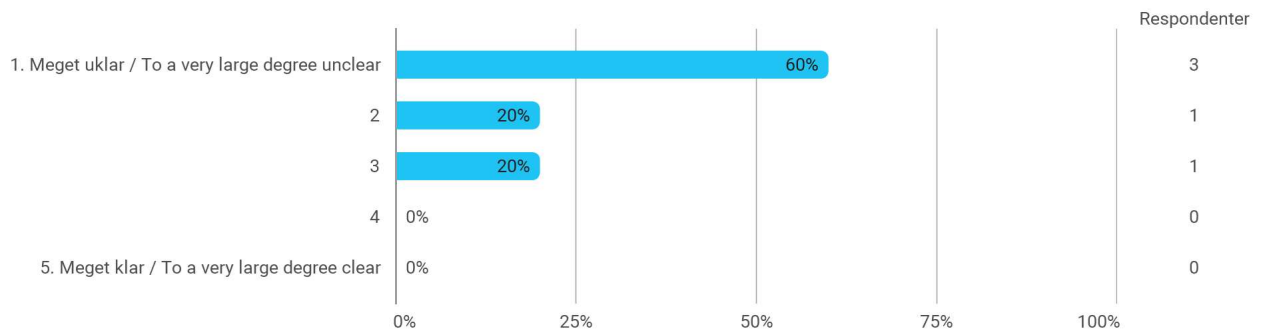
Hvor mange timer har du brukt til selvstudium (evt. før og etter hver forelesningstime (dvs. per 45 minutter forelesning))? How many hours self-study have you used per 45 min lecture?



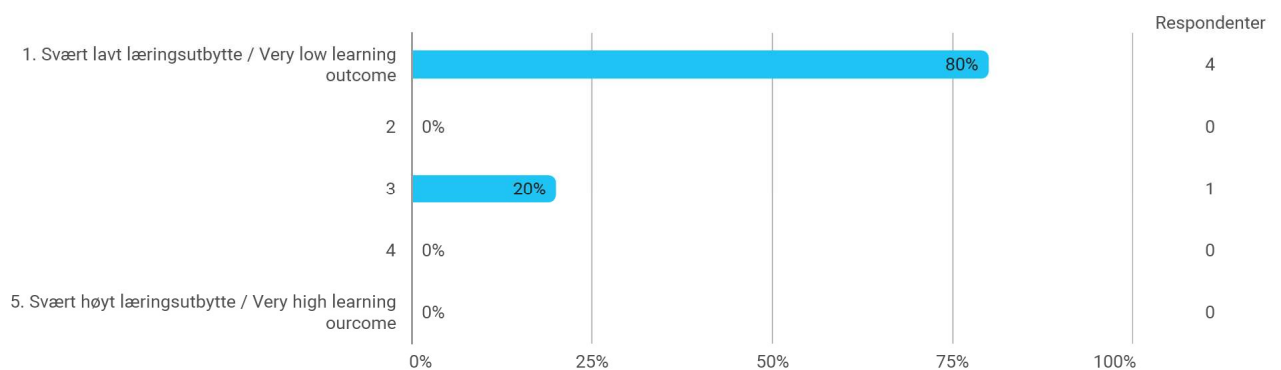
Hvor stor andel av forelesningene har du fulgt? How many lectures have you attended?



**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)**

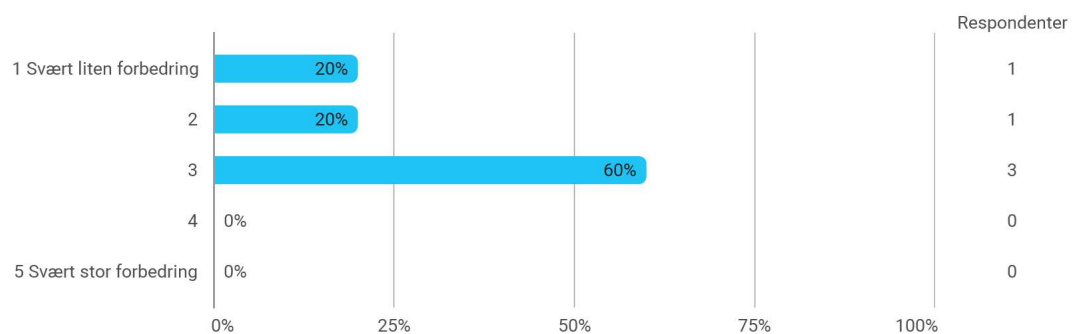


**Hvordan har læringsudbyttet af forelesningene været? 1 til 5, der 1 er svært lavt læringsudbytte og 5 er svært højt læringsudbytte.
How do you rate the learning outcome from the lectures? Rate from 1 to 5,
where 1 is very low learning outcome and 5 is very high learning outcome**



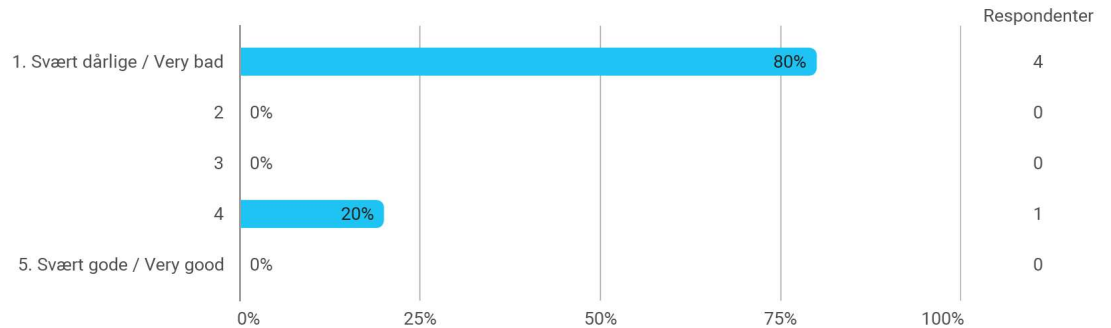
I hvilken grad føler du at kunnskapene dine i organisk kemi har økt fra du startet på kurset og fram til nå? 1 til 5, der 1 er svært liten forbedring og 5 er svært stor forbedring.

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.



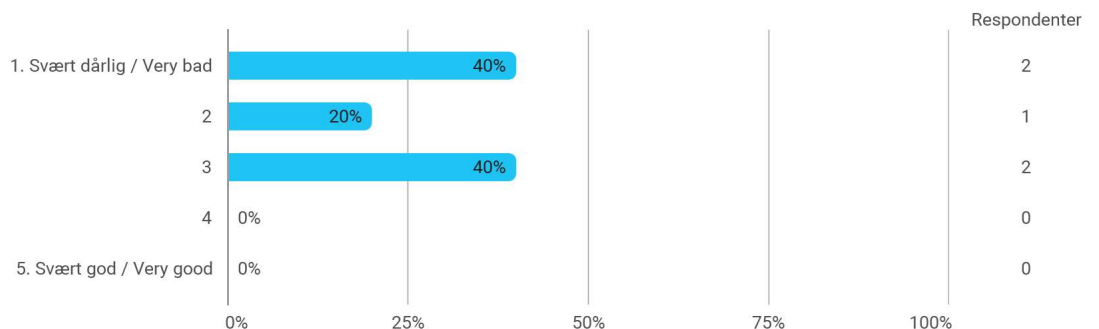
Hva syns du om læreboken/lærebøkene? 1 til 5 der 1 er svært dårlige bøker og 5 er svært gode bøker.

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?

