

3-årig emneevaluering: GEOV225

Emne: Field Course in Quaternary Geology and Palaeoclimate (co-taught with Geography as GEO341)

Semester og år for gjennomført emneevaluering: Vår

Navn på emneansvarlig(e): Ann Rowan (I have taught this course for 1 year, it was previously taught by Atle Nesje)

Innhold:

1. **Beskriv og begrunn pedagogiske valg i emnet, reflekter over studentens læring som følge av disse valgene. *Describe and justify pedagogical choices in the subject, reflect on the student's learning as a result of these choices.***

The course is based around a 11-day glacial geological field excursion across southern Norway. The field course is intensive and relies on the student having previous knowledge and understanding of glacial geology, ideally of the palaeoglaciology of Scandinavia, and experience of field mapping techniques. Students write a group thematic report in preparation for the field class and are meant to read each others' reports to gain a complete background knowledge of the topics covered. This year was the first year that I taught the course and I introduced a one-day student conference where students presented their thematic reports to the class to make this knowledge sharing more effective.

The previous evaluation by a different teacher notes that exchange students struggle with the course and should not be admitted. This appears to be in part due to differences in their academic preparation and their expectations for the course. This can be addressed, and will improve the course for all students, by organising the one-day conference and several other seminars to prepare for the field class both in terms of students' knowledge and understanding and their required skills.

From the student evaluations and teaching the course it is clear that there are differences in expectations between the Geography and Earth Science students. The Geography students are focussed on glacial geology throughout their studies and therefore have more relevant expertise for this course, whereas the ES students have a wider background in their topic and skills in field mapping from other domains (e.g., sedimentology). The student mapping groups are organised to contain students from both departments to reduce this difference. Better preparation, in terms of providing mapping materials and training specific to this course in seminars before the field class would be beneficial to both groups of students and allow the groups to get to know each other before the field class. There has been some resistance to this from the course responsible from Geography but we will find a solution.

2. Emneevalueringer skal også minst omfatte: ***Subject evaluations must also at least include:***
3. **Oppfølging av tidligere evalueringer *Follow-up of previous evaluations***

4. **Studentevaluering og andre evalueringer som er relevante for emnet** *Student evaluation and other evaluations that are relevant to the subject*
5. **Erfaringer fra andre som bidrar i undervisningen på emnet, både studenter og ansatte** *Experiences from others who contribute to the teaching of the subject, both students and staff*
6. **Strykprosenten på emnet** *The pass rate on the subject: 100%*

Rapport i Tableau: https://rapport-dv.uhad.no/#/views/SVP3Emnegjennomfring_1/Emnegjennomfringslister?:iid=2

7. **Eventuell fagfelleevaluering** *Any peer review*

None for the current year. I attended the field class as an observer rather than a teacher in V2023 and wrote a detailed observation and plan to revise the teaching which I shared and discussed with the responsible teachers and we have started to implement. I plan to ask the teaching assistant to provide a brief peer review of the course next year.

8. **Vurdering av samsvar mellom emnets læringsutbyttebeskrivelse og undervisnings-, lærings- og vurderingsformer** *Assessment of conformity between the subject's learning outcome description and teaching, learning and assessment methods*

Good. The LOs were adjusted for the last year to reflect the current content of the course.

9. **Vurdering av om framdrift og opplegg for emnet er i samsvar med de fastsatte målene for emne og program** *Assessment of whether progress and planning for the subject is in accordance with the set objectives for the subject and program*

Yes.

10. **I de tilfellene det er tilknyttet praksis eller arbeidsrelevans i emnet, skal det evalueres om ordningen fungerer tilfredsstillende.** *In those cases where practice or work relevance is associated with the subject, it must be evaluated whether the scheme works satisfactorily.*

N/A