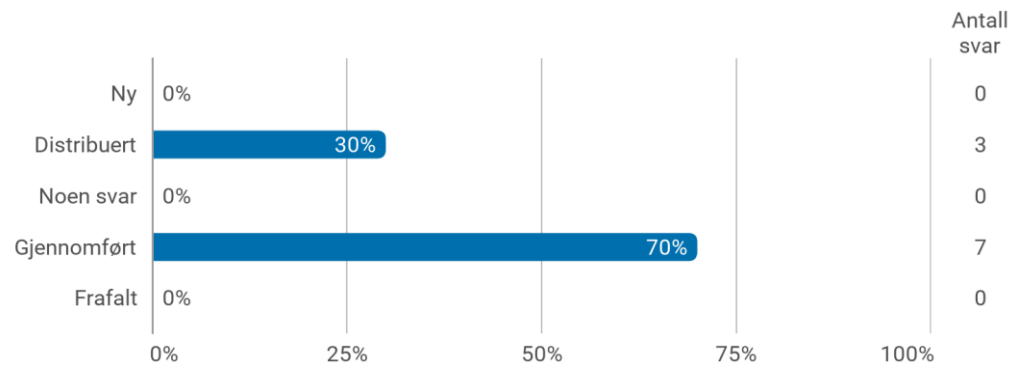
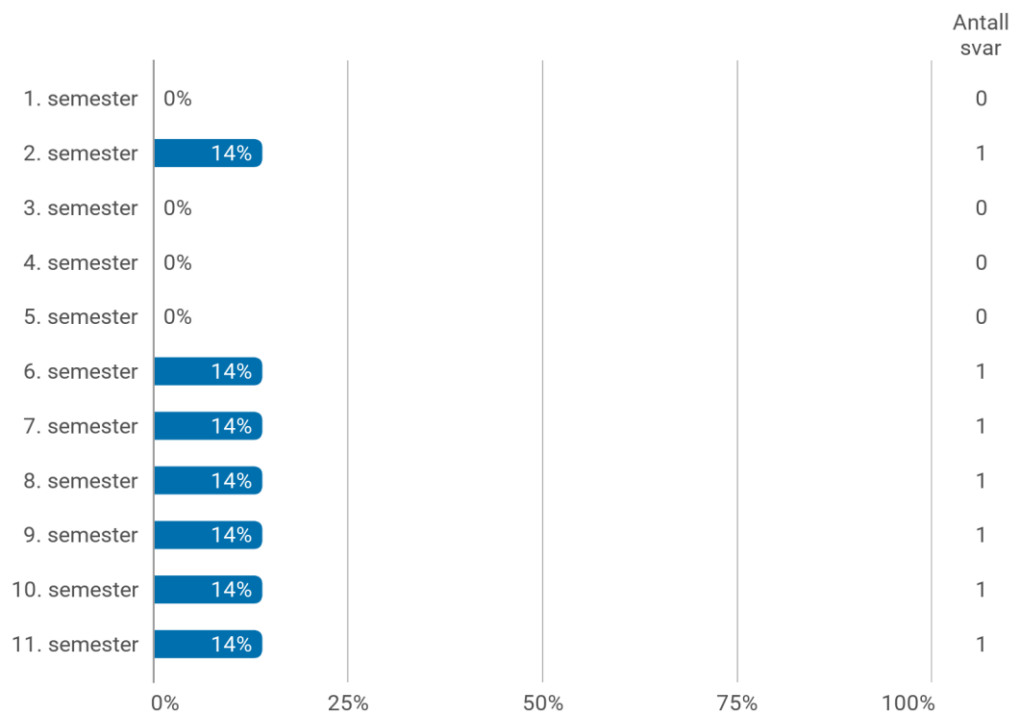


GEOV322 Studentevaluering V24

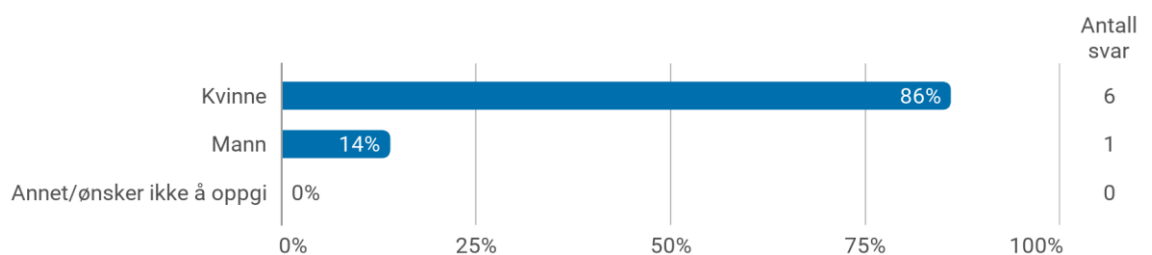
Samlet status



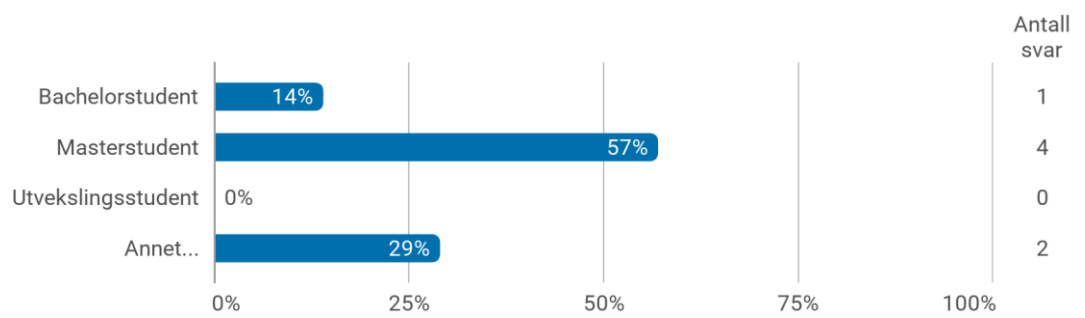
Hvilket semester er du på? (BSc. = 1-6)



Hva er ditt kjønn?



Er du...?



Er du...? - Annet...

PhD student

PhD

Hvilke andre kurs har du tatt dette semesteret?

None, working on my thesis. The following question is answered with the combined time spent on my thesis and the course this semester.

NA

MN990, GEOV916 and NOR-U1

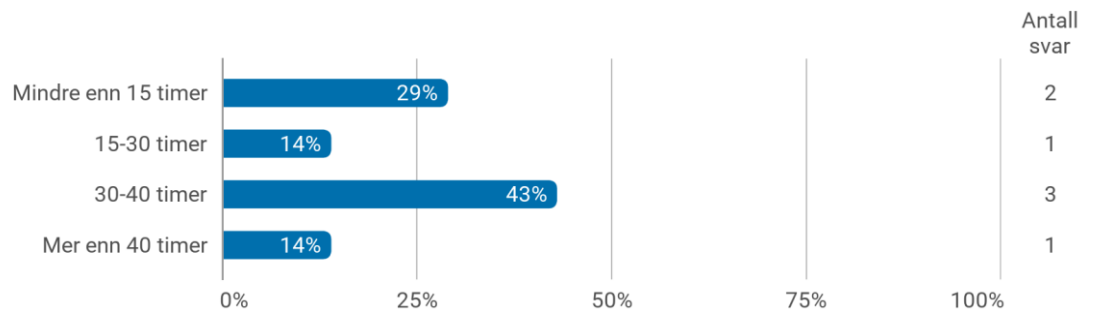
Geov329
 Geov298
 Sampol105
 Econ110
 Digi110
 Geo-z spesialkurs

GEOV329
 GEOV231
 GEOV331

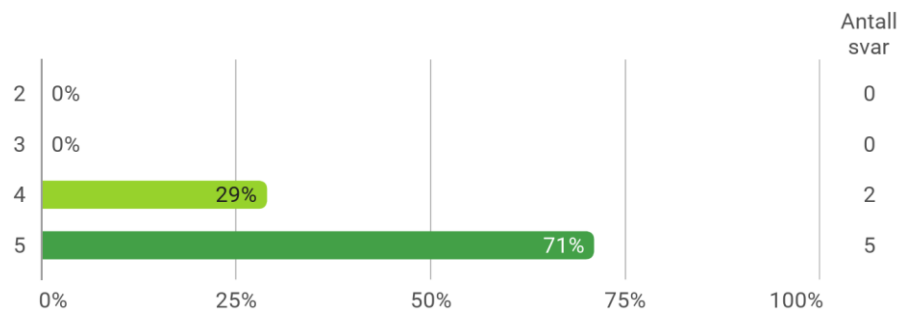
GEOV325, GEOV225, GEOV302

GEOV302, GEOV261

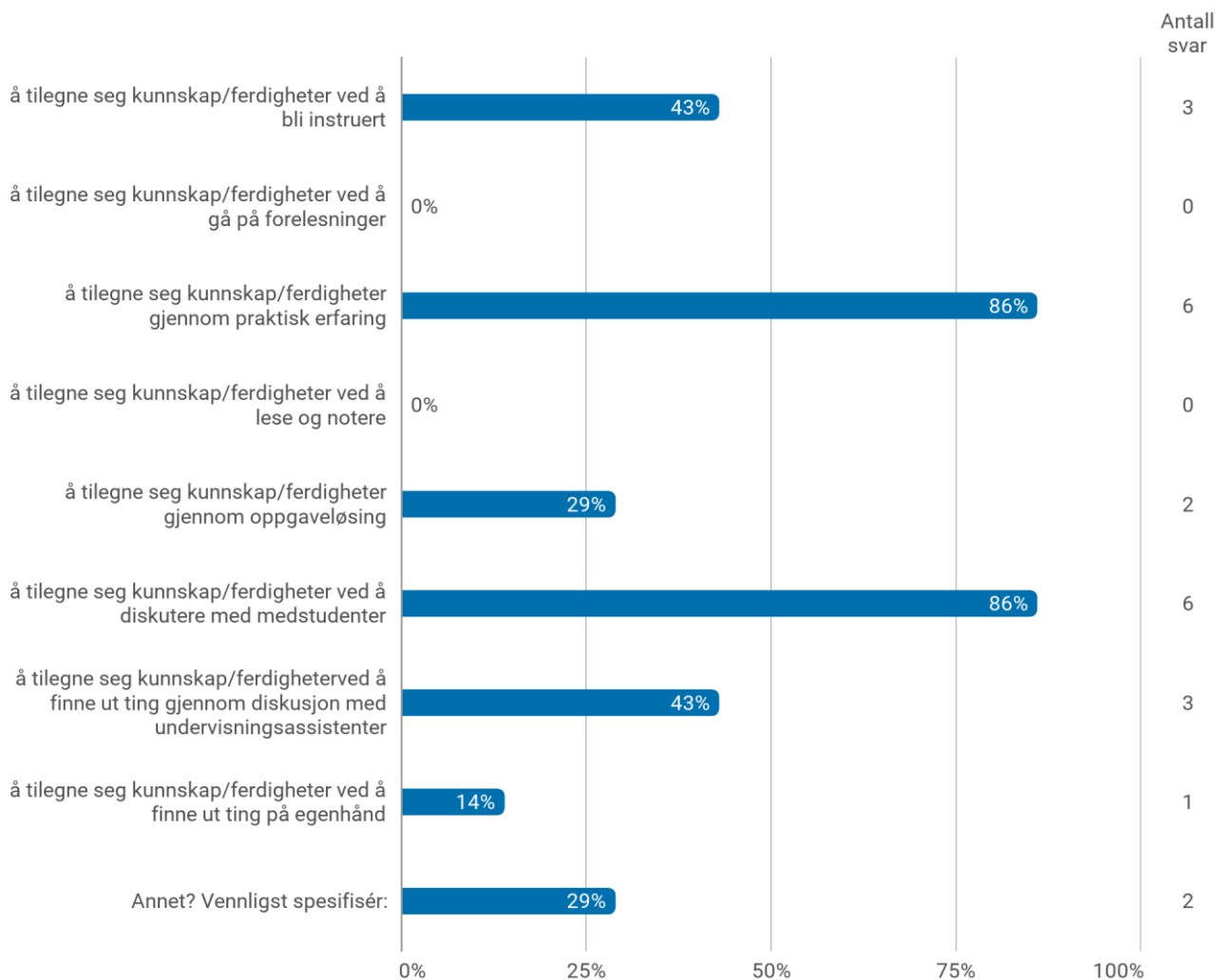
Omtrent hvor mange timer per uke jobber du med studiene som fulltidsstudent?



I hvilken grad har endringer (aktivitet, tid, sted..) vært tydelig annonsert?



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

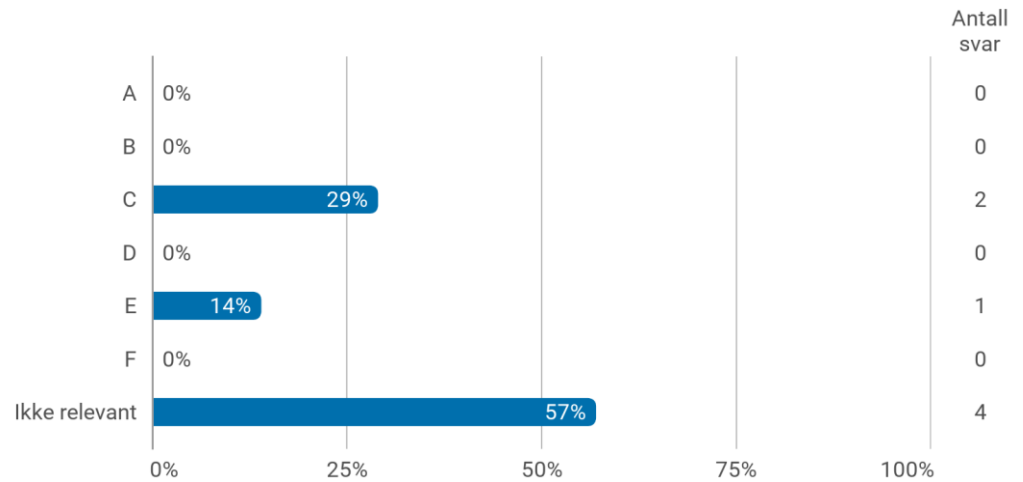


Hvilke av de følgende læringsaktivitetene ga best læringsutbytte i dette emnet? (Du kan velge flere alternativer.) - Annet? Vennligst spesifiser:

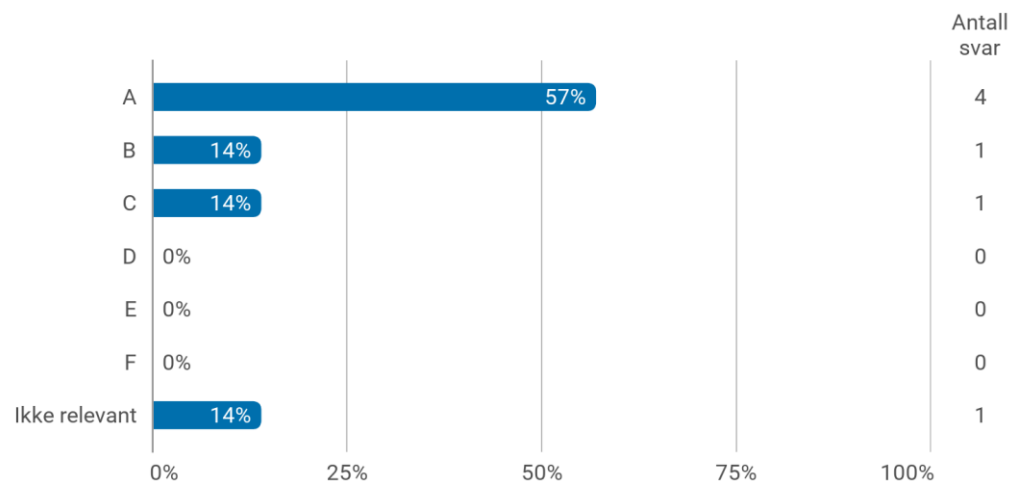
Ved å lese seg opp på ulike artikler og fortelle informasjonen videre på ekskursjon og gjennom skriving av ekskursjonsguide

About setting up field trip: this have been a great experience! It was however very difficult when you have never been or seen it before. BUT in the end I think it worked out great! I think it should be made clear that it's okay to have longer stops and that it should be mandatory to have an activity. Maybe the activity part can and should be discussed with teachers during the field guide making, since it was difficult to come up with ideas having never seen the landscape before. I think the best stops were eg the permafrost terrace because of the activity! For the geology: I learned a lot especially about geohazards since I have never had anything about that! I wish more people had participated in the discussions and I found it very annoying that some people clearly only were there for going on a nice trip and did not participate in activities at stops... especially the stops I had produced, then it's really frustrating that people did not join in. But overall the trip was great and I myself got a lot out of it and learn a lot about how difficult planing is as well.

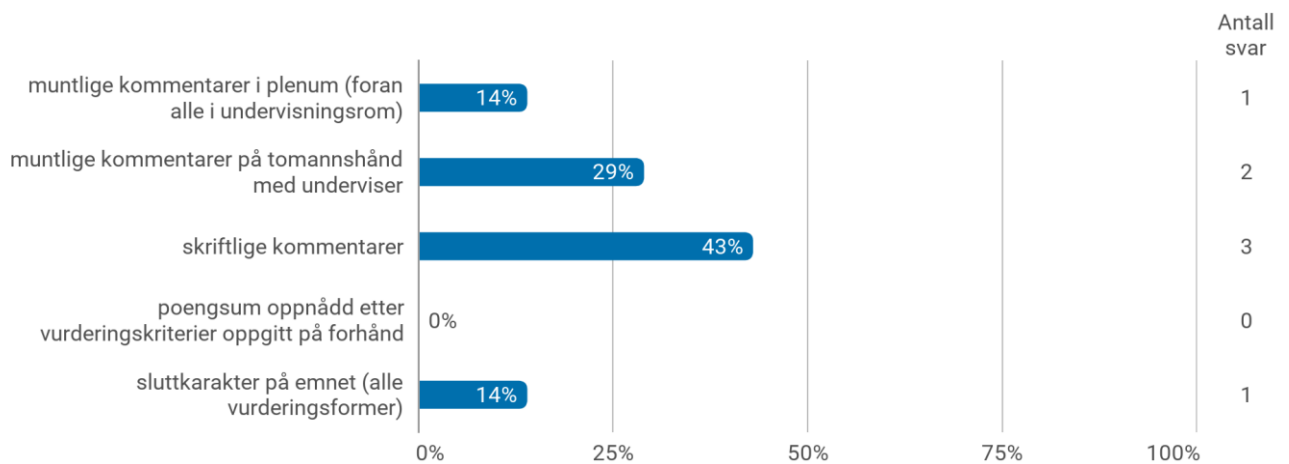
Hvordan vil du vurdere ditt læringsutbytte av forelesningene/seminarene? Gi karakter fra A (best) til F (dårligst).



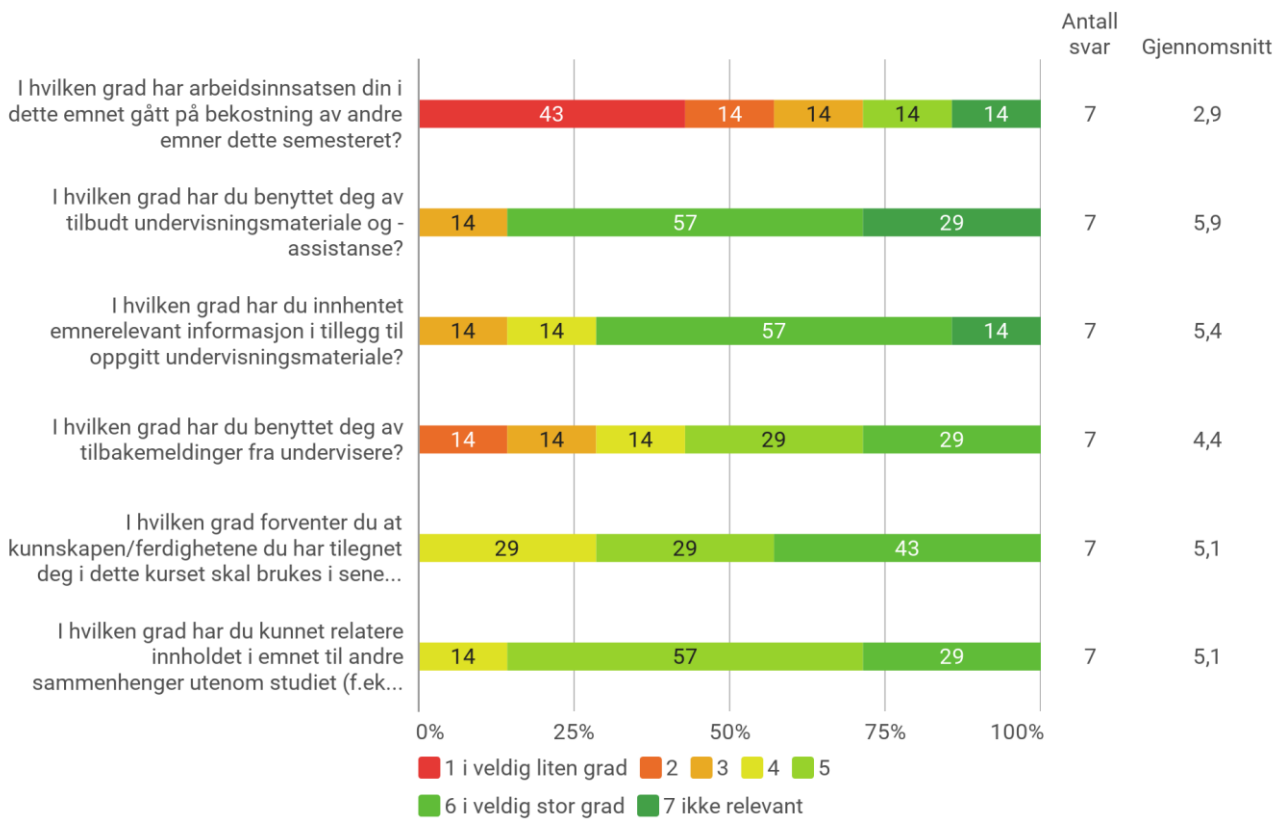
Hvordan vil du vurdere ditt læringsutbytte av øvelsene? Gi karakter fra A-F.



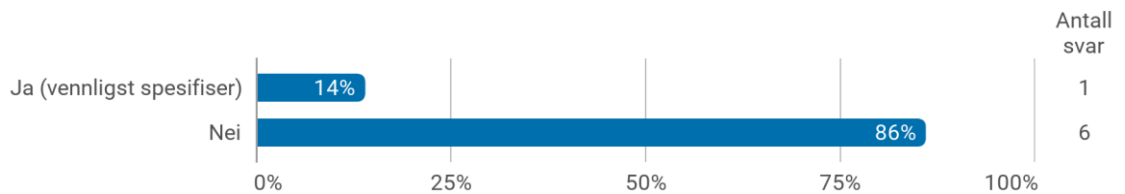
Hvordan foretrekker du å få tilbakemelding i et emne? (Velg gjerne flere alternativer.)



Svar på spørsmålene under:



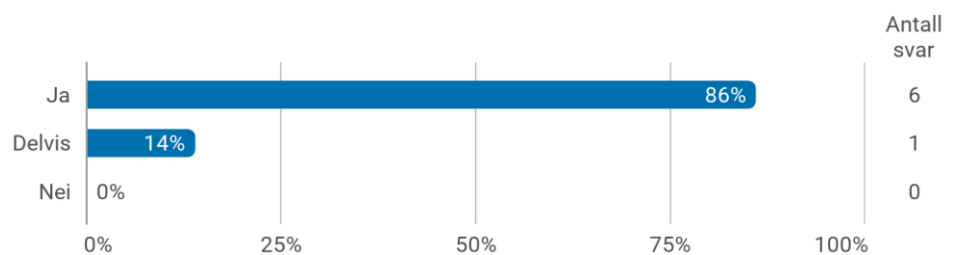
Er det forkunnskaper du har savnet?



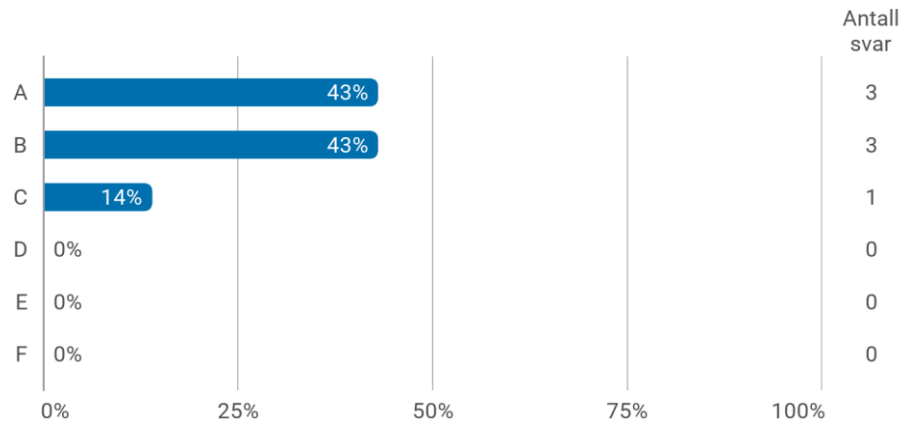
Er det forkunnskaper du har savnet? - Ja (vennligst spesifiser)

Some general knowledge in Quaternary geology

Er du fornøyd med egen innsats i emnet?



Hvilken karakter vil du gi til emnet som helhet?



Gi oss gjerne andre tilbakemeldinger på kurset:

We were asked to answer 2 questions in this box:

1. What have you learned

> I have learned an enormous amount about recognising (Quaternary) geological features in the landscape. The excursion was perfect to compliment the theory of the excursion guide. Knowing about a phenomenon is one thing, but recognising something in the field and being able to reconstruct the past is another. The excursion felt like a safe environment in which all questions could be asked in order to learn.

2. what would you improve next time?

> Perhaps it would be nice to implement a certain list of questions that will be answered for every location. Learning which order of reasoning can be applied to understand a landscape. Examples: a. Where are we, b. what do we see, c. what does that indicate, d. why do we see that here?, e. what can we expect in the future. We already asked most of these questions, but never all for the same spot. I think that maintaining a routine can help compare environments and understand the landscape as a whole, not just individual features.

Vi var på en flott ekskursjon hvor vi lærte mye. Jeg lærte mye om glasiologi som jeg ikke kunne så mye om fra før av. Det var veldig lærerikt og besøke ulike breer og studere de samme glasiologiske prosessene ulike steder. Brevandring var en veldig gøy opplevelse!

Om jeg skulle gjort noe annerledes ville jeg forberedt meg bedre i forkant, men det er også litt vanskelig da jeg ikke har vært mye på Vestlandet tidligere og mye av stoppene ikke hadde så mye geologisk informasjon å finne på internett.

Alt i alt en veldig flott tur!

It would be great if some lectures (in PDF or video) were given about the selected fieldwork location. So that, every student could know about the field beforehand and the fieldwork would be more interesting. Other than that, all were good.

I would prefer a little more discussion at each stop and also maybe a little more exercises, because it seems a little hard to keep the focus if there is just a presentation. An exercise at a stop would create an opportunity for discussion. This would increase the learning outcome of the course.

Gi oss gjerne andre tilbakemeldinger på kurset:

I was very glad that we didn't have classic lectures with presentations. Instead, we began the course with discussions, with ideas about potential locations that would showcase landforms, environments and features related to the topic of the course. Other than that, I appreciate our frequent meetings in the beginning of the semestere allowing us to discuss ideas and prepare the field excursion guidebook. But most of all, I am proud of our successful preparation of the guidebook for the entire five-week excursion. I have never before had the opportunity to do such a thing. Also, as an editorial role (to elevate the course to a PhD level) I have had an amazing opportunity to do the reviewing and editing of the drafts, as well as having additional literature review and discussions with both other students and teaching staff. I think this contributed a lot to my understanding of the course materials, Norwegian Quaternary Geology (the processes, driving forces and responses that form the landscapes), improved my writing, reviewing and editing skills, as well as giving me an opportunity to tryout leading the excursion. Altogether, I would like to say that I have never benefited from a course in such a short time as I have from this one. Many thanks.

The only thing that I would maybe suggest in the future is ensuring that all participants (MSc students) are equally engaged on the field.

Have done in an earlier text box

Answers to XXX questions:

Benefits of the course -

The course improves visual assessment skills for noticing and evaluating different earth processes (i.e. rock avalanches, flood plains). It improves planning and time management skills as students plan their own stops and activities but also receive advice and support from the course organisers who plan everything outside of the stops and help organise necessary equipment and so on. Students are encouraged to think critically and to not blindly follow but instead question and assess the different methods and theories.

Suggestions - Potentially a little more recommendations from course organisers to students to implement some more fieldwork methods into the course, such as suggesting a specific method and also telling them the minimum time required for it e.g. collecting sediment cores to ensure that the time planned for the activities is sufficient as that will help them better plan in the beginning of the course.

Make sure that all students participating have a good understanding of how physically demanding the field course can be from the start.