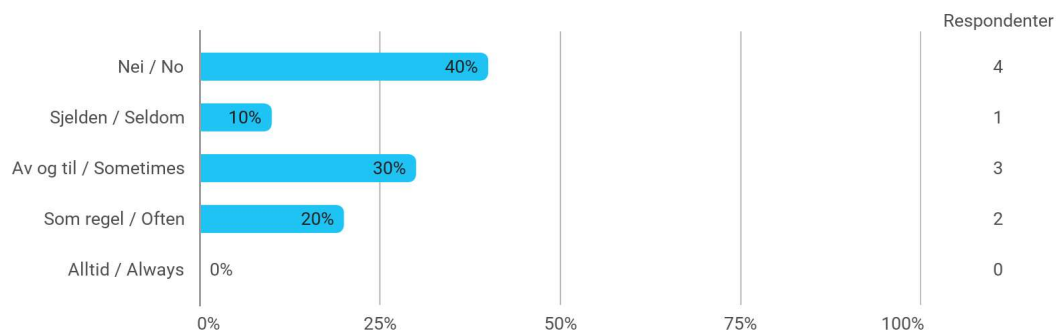


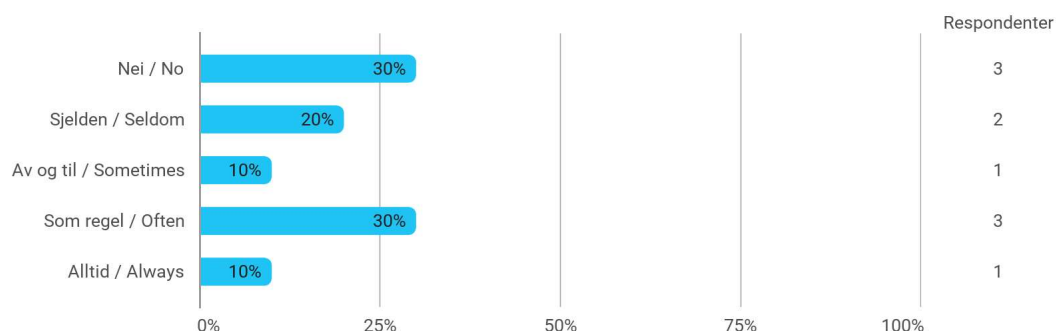
### Har du forberedt deg til forelesningene?

*Did you prepare for the lectures in advance?*



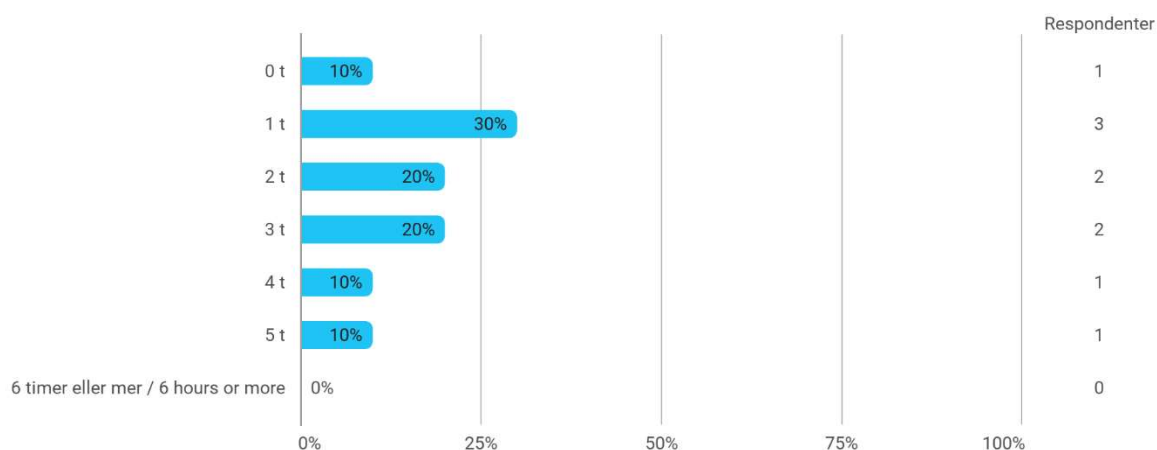
### Får du nok informasjon angående neste ukes aktiviteter?

*Do you receive information in advance about next week activities?*



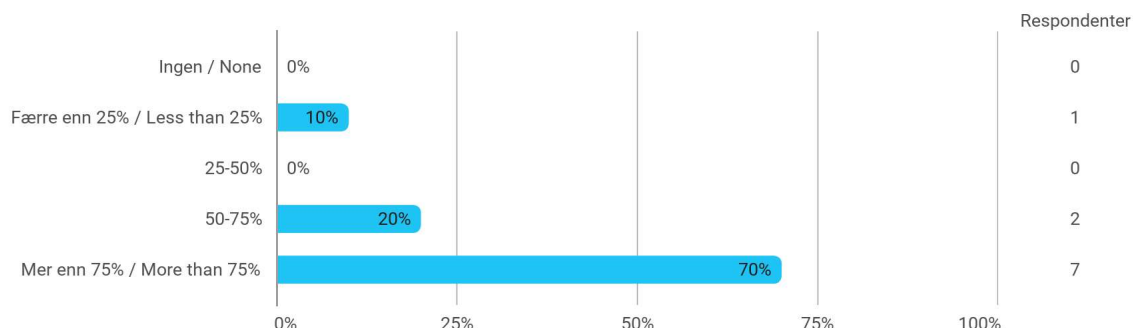
Hvor mange timer har du brukt til selvstudium (evt. før og etter hver forelesningstime (dvs. per 45 minutter forelesning))?

*How many hours self-study have you used per 45 min lecture?*



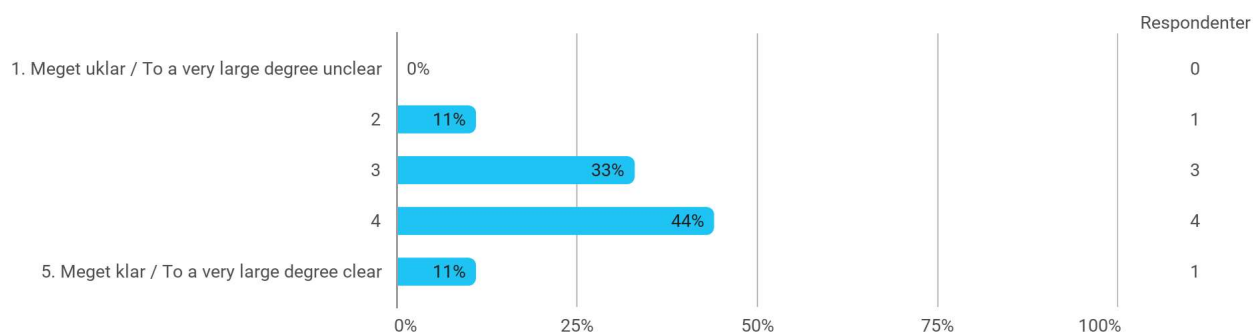
Hvor stor andel av forelesningene har du fulgt?

*How many lectures have you attended?*



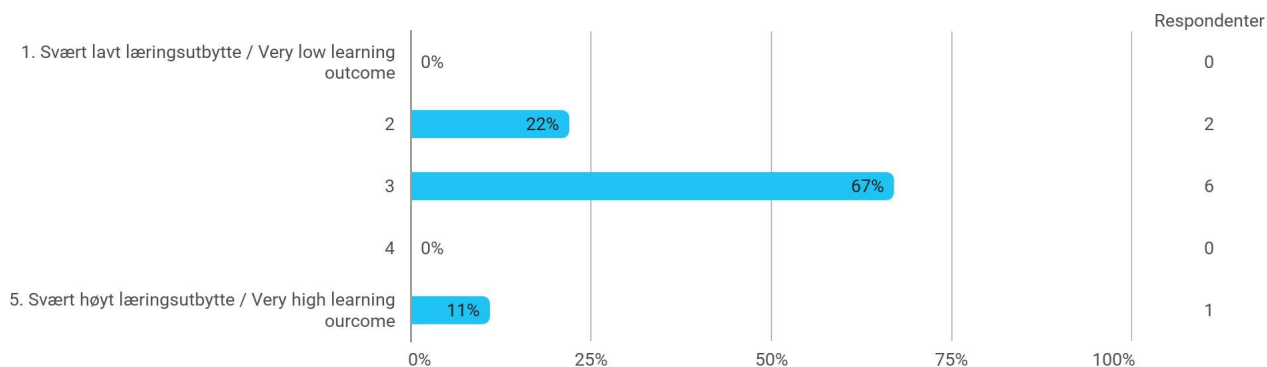
Klarhet i fremstillingen. 1 til 5, der 1 er meget uklar og 5 er meget klar.

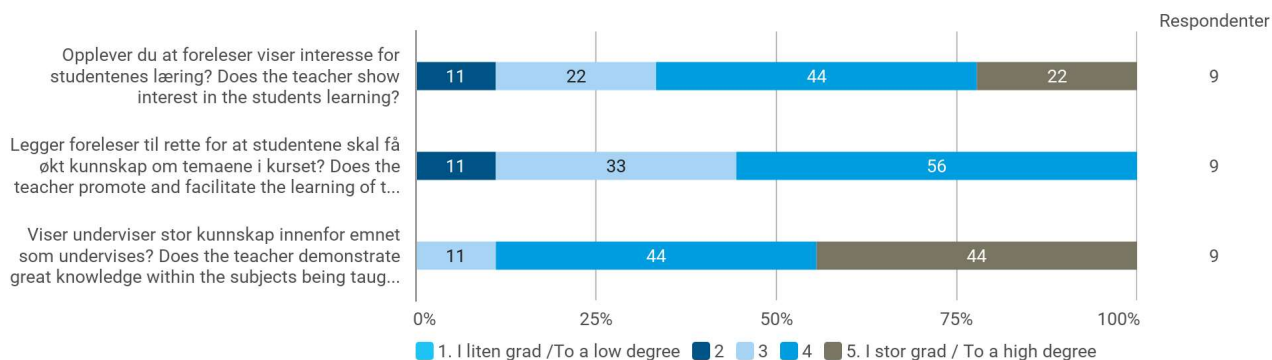
*How clear was the presentation during the lectures? Rate on a scale from 1 (=very unclear) and 5 (=very clear)*



Hvordan har læringsutbyttet av forelesningene vært? 1 til 5, der 1 er svært lavt læringsutbytte og 5 er svært høyt læringsutbytte.

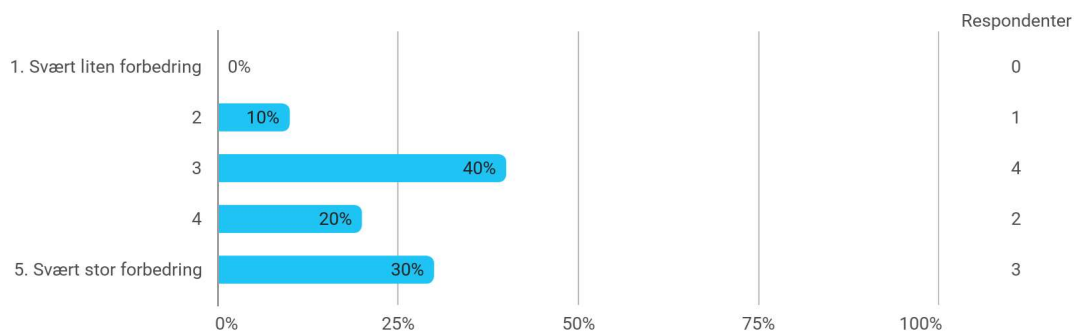
*How do you rate the learning outcome from the lectures? Rate from 1 to 5, where 1 is very low learning outcome and 5 is very high learning outcome*



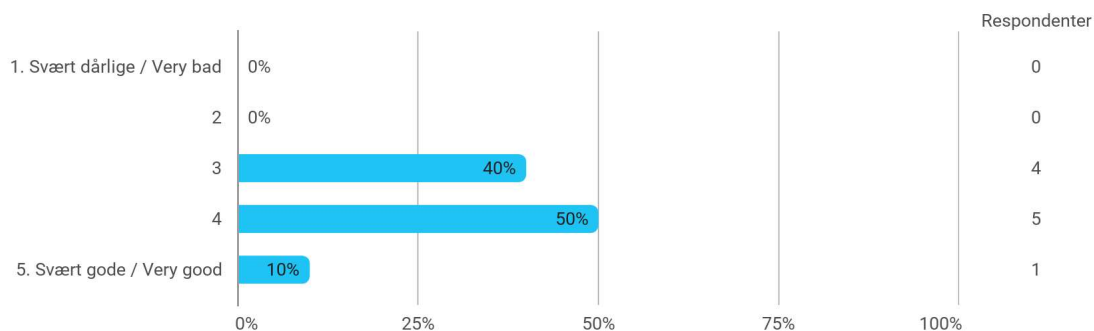


I hvilken grad føler du at kunnskapene dine i organisk kjemi har økt fra du startet på kurset og fram til nå? 1 til 5, der 1 er svært liten forbedring og 5 er svært stor forbedring.

*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.*

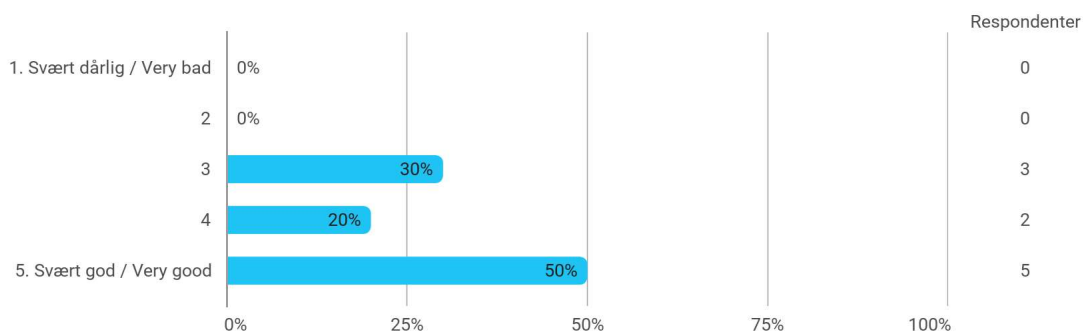


Hva syns du om læreboken/lærebøkene? 1 til 5 der 1 er svært dårlige bøker og 5 er svært gode bøker.  
*What is your opinion of the textbook? Rate from 1 to 5, where 1 is very bad and 5 is very good.*



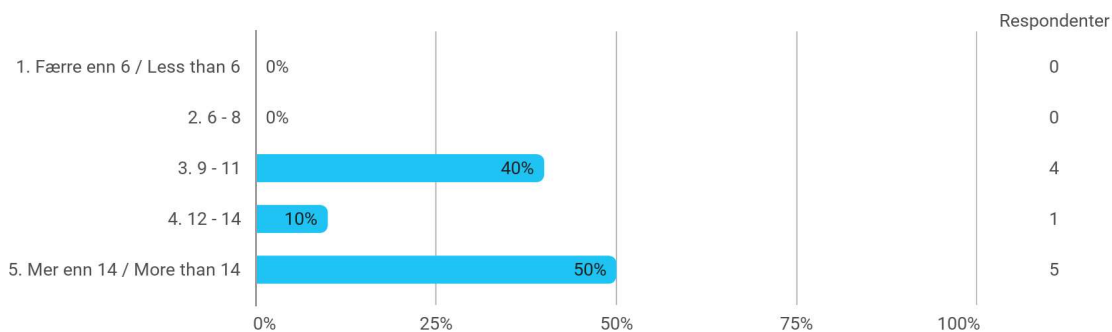
Hvordan har kontakten med undervisningspersonalet vært? 1 til 5, der 1 er svært dårlig kontakt og 5 er svært god kontakt.

*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?*



# Evaluation report 2025 autumn term

## Course code:

KJEM231

## **Faglærers vurdering av gjennomføring/lecturers assessment of implementation:**

### **Praktisk gjennomføring/practical implementation**

The book used in the course covers the basic knowledge for the level of the students. However, being just the second time this book was used in the course, we acknowledge that the currently followed curriculum might be slightly too extensive. In addition, some of the content overlaps with the syllabus lectured on the course KJEM130. Thus, to overcome this issue, some of the topics lectured on this course should be condensed, focusing on the more advanced aspects of the subject.

### **Strykprosent og frafall/failure rate and apostasy**

Initially, the course started with 27 students. Throughout the course, three withdrawals, given a total of 24 students allowed to present on the final exam. Only 23 students presented on the final exam. All of these 23 students obtained a passing grade, with the average grade being C.

### **Karakterfordeling/grade distribution**

Grade A: 2 Students  
Grade B: 4 Students  
Grade C: 11 Students  
Grade D: 6 Students  
Grade E: 0 Students

### **Studieinformasjon og dokumentasjon/information of studies and documentation**

The course was implemented based on the book Clayden, Greeves, and Warren: Organic Chemistry, 2<sup>nd</sup> edition. In the beginning of the course we checked that all students had access to the necessary materials for following the lectures.

### **Tilgang til relevant litteratur/access to relevant literature**

The students and the lecturer had the appropriate resources to access the book used during the Course.

## **Faglærers vurdering av rammevilkårene/lecturers assessment of frame terms**

### **Lokaler og undervisningsutstyr/locals and teaching equipment**

The assigned room was Tripletten – 3069, which is well equipped with: a computer with internet access, a projector, a blackboard and chalk, a sink, and comfortable chairs and tables for students.

Sometimes was a bit uncomfortable using the blackboard while the lecture was going on since the projection covered the blackboard.

### **Andre forhold/other conditions**

Not applicable.

## **Faglærers kommentar til student-evalueringen(e)/lecturers comments to student evaluation**

### **Metode – gjennomføring/method – implementation**

The course evaluation is divided into mid-term (20%), Project (20%) and Final oral exam (60%). Even though the mid-term accounts for 20% of the students' grade, several of the students seemingly did not put much effort into preparation for this.

### **Oppsummering av innspill/summary of input**

The students were open to participating in discussions and solving exercises during classes. They were not afraid to give their opinion even if they were unsure of the correct answer. Around 50% of students attend 90% of the lectures.

### **Ev. underveistiltak/eventual underway measures**

Students had a large time gap since the previous organic chemistry class they attended. This is a major obstacle for them to start getting on track with the new concepts of the course.

## **Faglærers samlede vurdering, inkl. forslag til forbedringstiltak/lecturers overall assessment, including suggestions for improvement measures**

Organic chemistry is a complete and complex course that demands continuous interest and effort from the students to be successful. Even though the attendance was quite significant throughout the classes, I noticed that the students would not feel the need to prepare themselves, especially for the classes focused on solving exercises. This lack of preparation, and possibly the existence of tasks from other courses, was clearly notice on the results of the mid-term. For this reason, I would suggest attempting to integrate the students more into the solving and discussing of exercises with their peers throughout the course. This would incentivise the

students to prepare some chosen exercises, maintaining a continuous study effort, and practice to their final oral exam in which they are expected to explain their thinking process for solving the exercises.