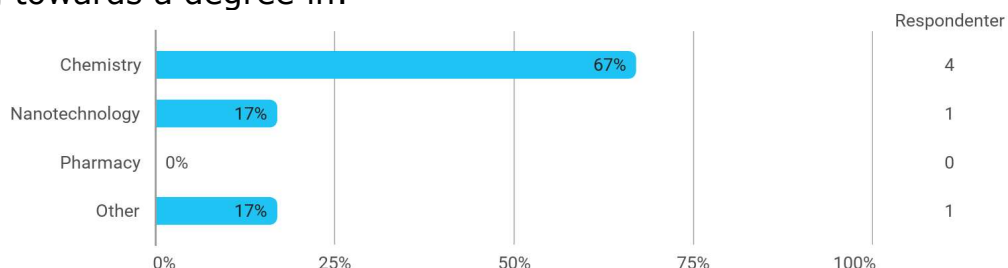


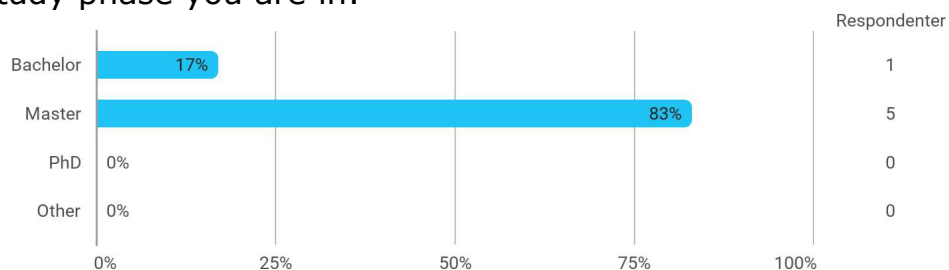
Are you studying towards a degree in:



Which discipline?

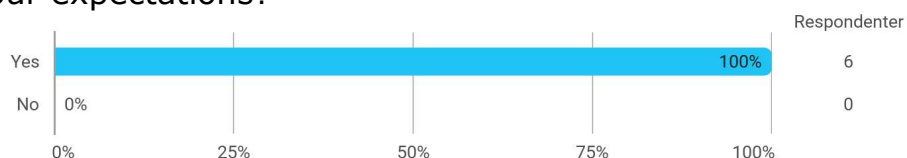
- Medical Technology

Please identify the study phase you are in:



Please elaborate:

Did the course meet your expectations?

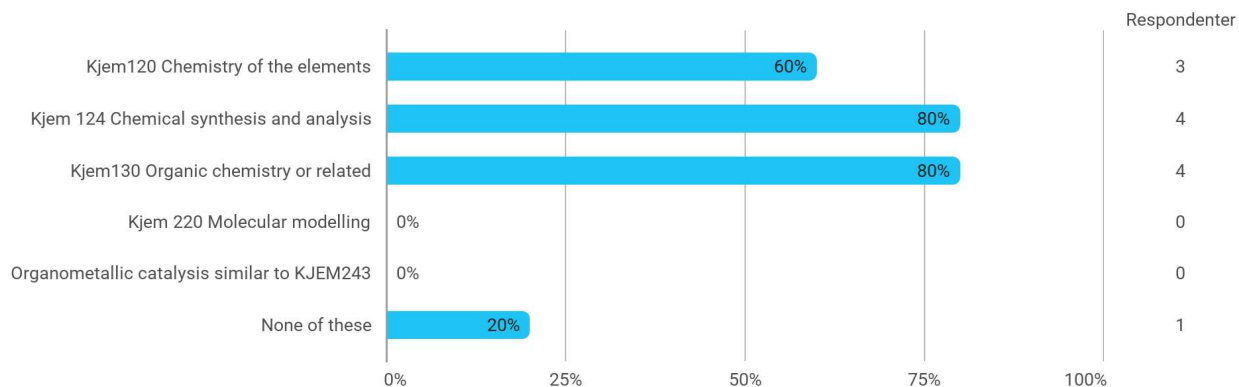


Please elaborate:

Why did you choose to attend this course?

- Interesting discipline and in relevance to my Master thesis
 - On recommendation from supervisor
 - My supervisor recommended it
 - Relevant and personally interested in both fields
 - It seemed relevant for my Bachelor project
 - Related to the topic of my Master's thesis.
- Interest and getting deeper knowledge in organometallics and catalysis.

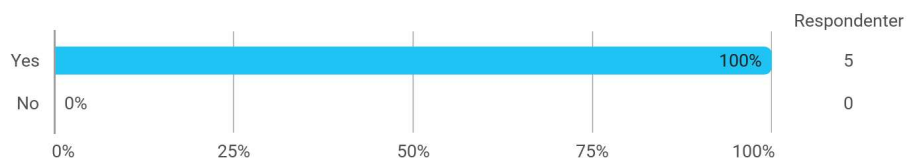
Please mark which of the following courses you have attended earlier:



Please specify your relevant background

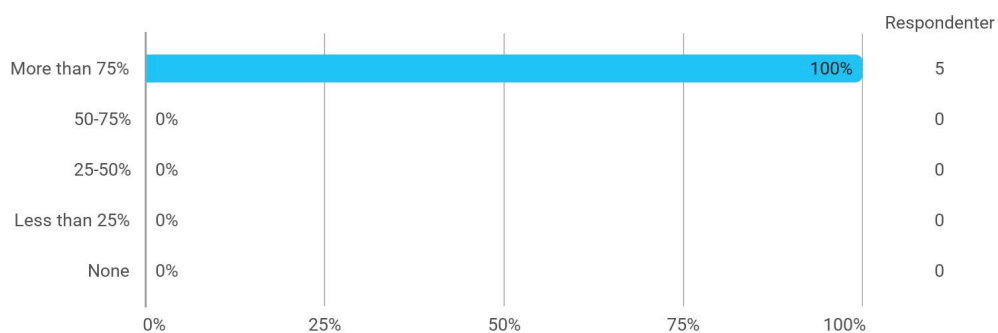
- From bachelor (UCT Prague):
Organic chemistry (2 courses), Inorganic chemistry (2 courses) + their laboratories; Structure and reactivity of organic compounds.
From Master at UiB: KJEM231.

Did you feel your background knowledge was adequate to follow the content of this course?

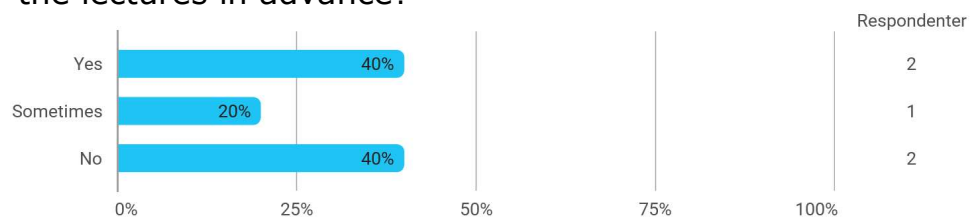


Please specify in which area you feel you would have benefitted from knowing more in advance:

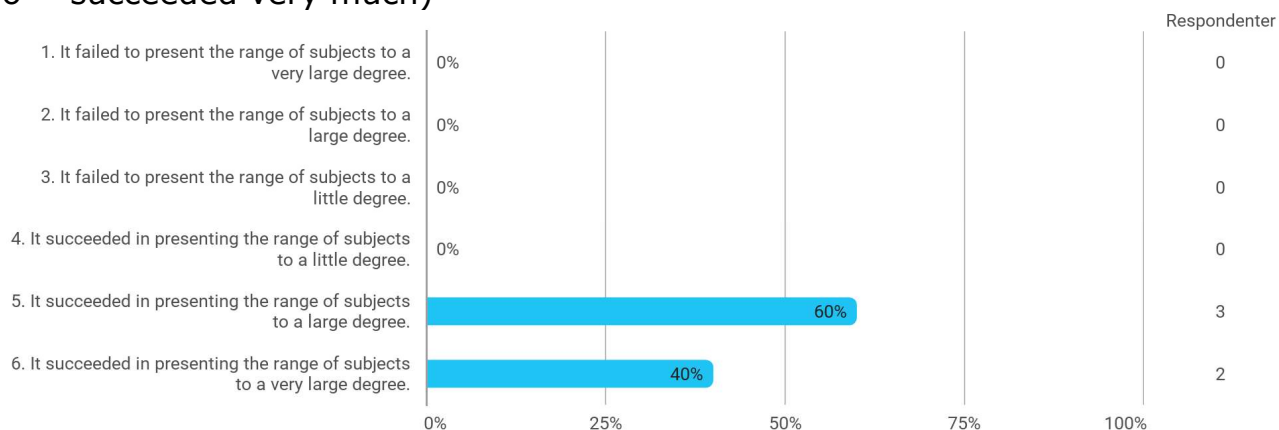
How many lectures have you attended?



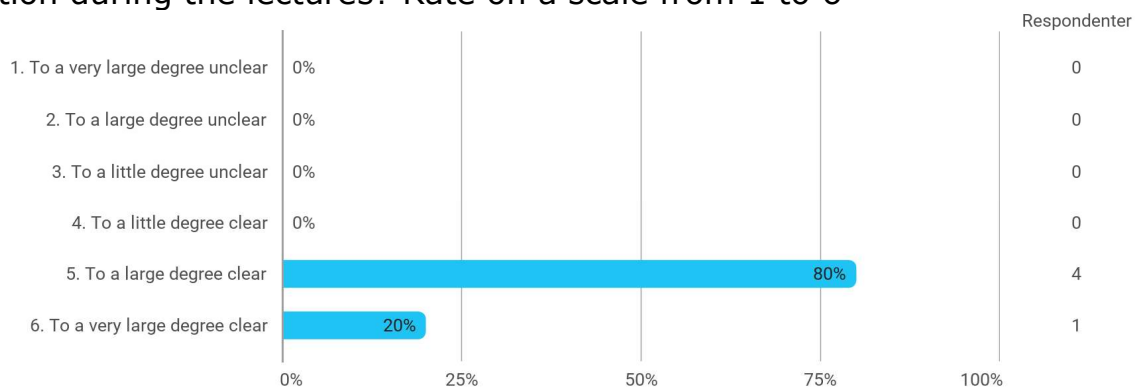
Did you prepare for the lectures in advance?



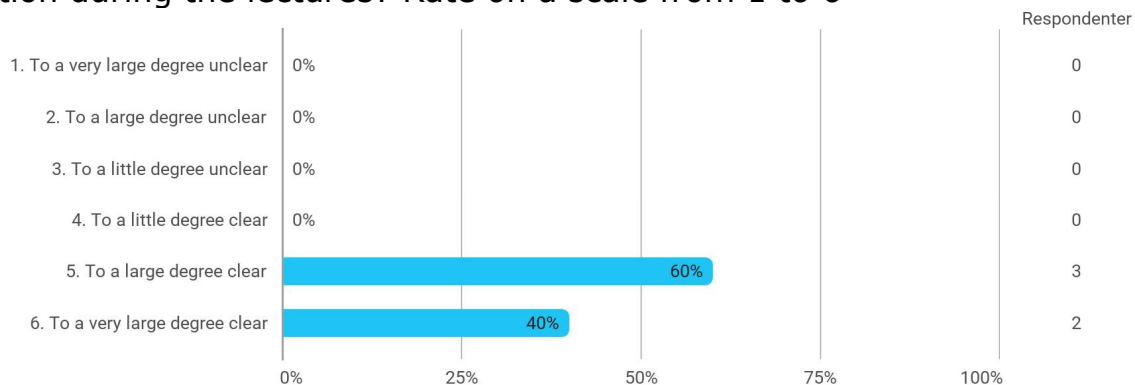
The course encompasses a wide range of subjects from fundamental organometallic chemistry to catalysis. How well do you think it managed to integrate this variety and present in a coherent manner (1 = very much failed, 6 = succeeded very much)



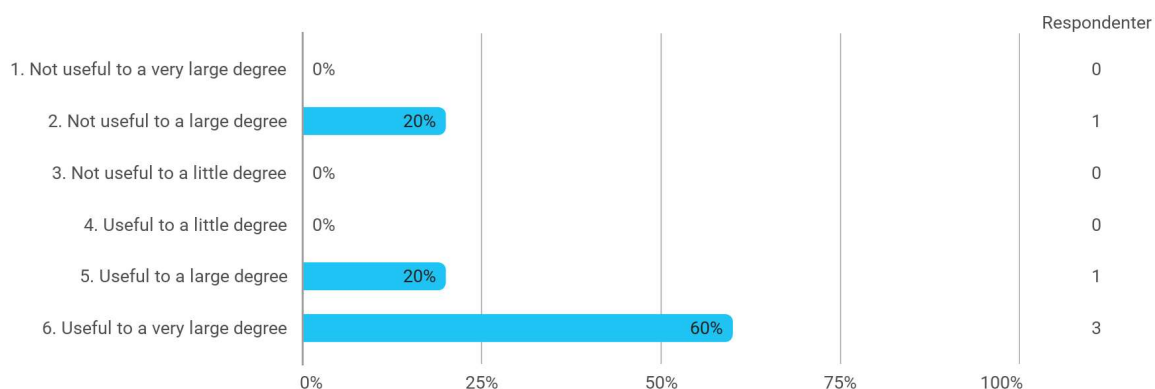
FUNDAMENTAL ORGANOMETALLIC CHEMISTRY (Part 1): How clear was the presentation during the lectures? Rate on a scale from 1 to 6



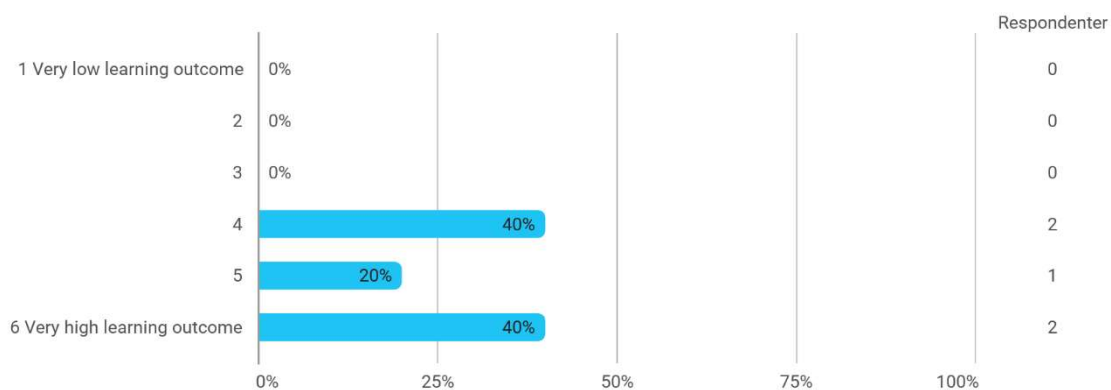
METAL-BOND PROPERTIES AND CATALYSIS (Part 2): How clear was the presentation during the lectures? Rate on a scale from 1 to 6



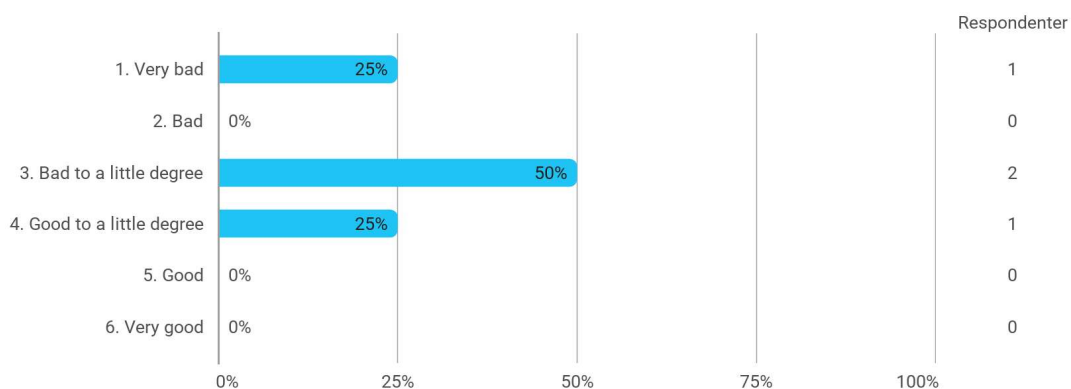
The lectures and particularly the exercises were to a certain degree meant to be interactive with intermittent questions being posed by the lecturer. Do you think this approach helped you in your learning progress? Rate on a scale from 1 to 6 (1=very little useful, 6=very useful)



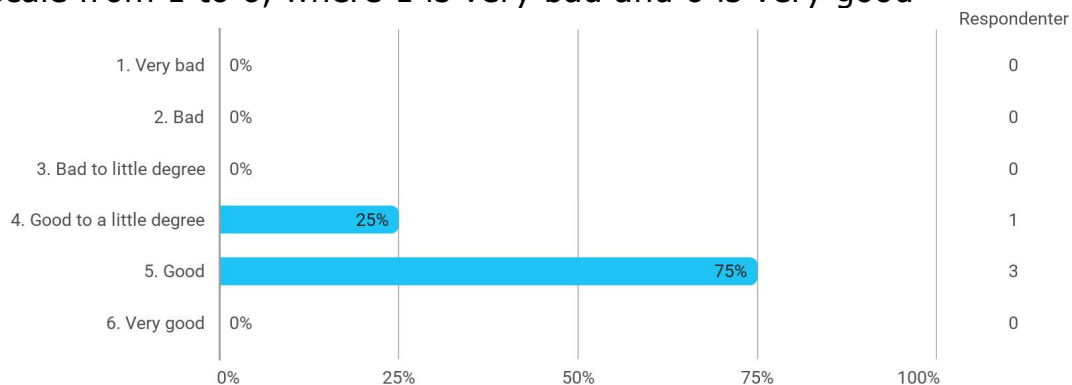
How do you rate the learning outcome from the lectures? Rate from 1 to 6, where 1 = very low learning outcome and 6 = very high learning outcome



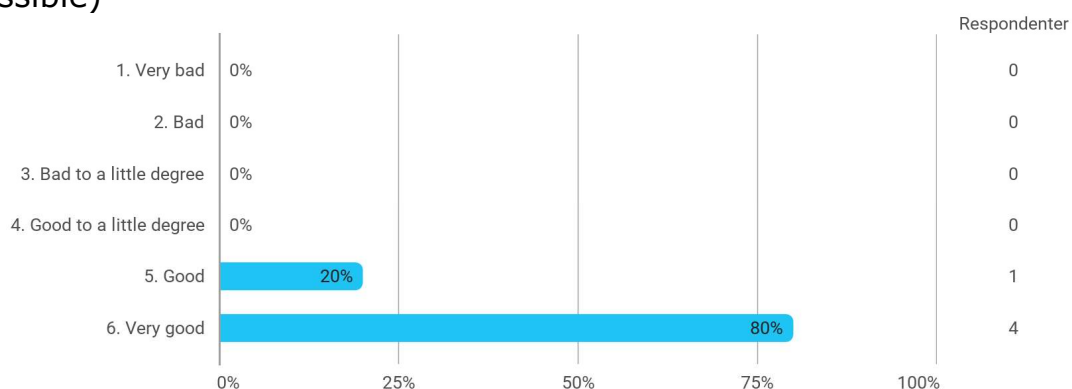
What is your opinion of the textbook "Organometallic Chemistry and Catalysis"? Range on scale from 1 to 6 (1=very bad, 6=very good)



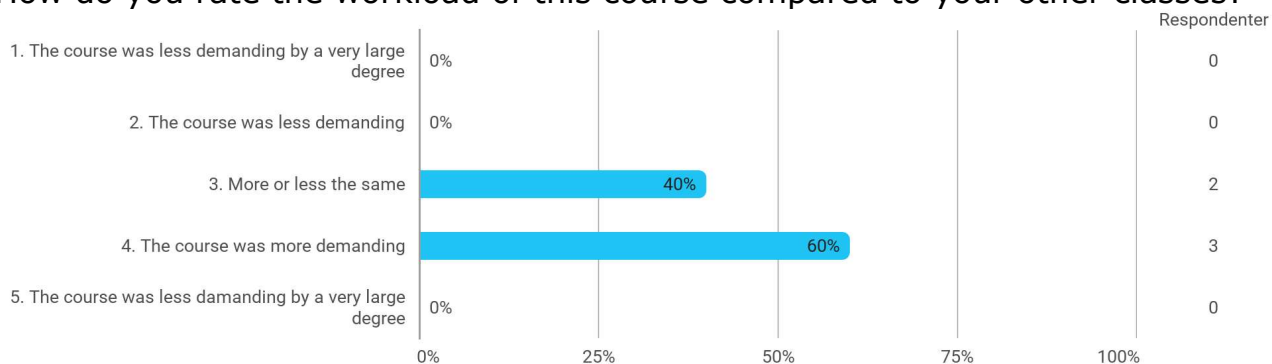
What do you think about the presentations of lectures presented on MiSide?
Range on a scale from 1 to 6, where 1 is very bad and 6 is very good



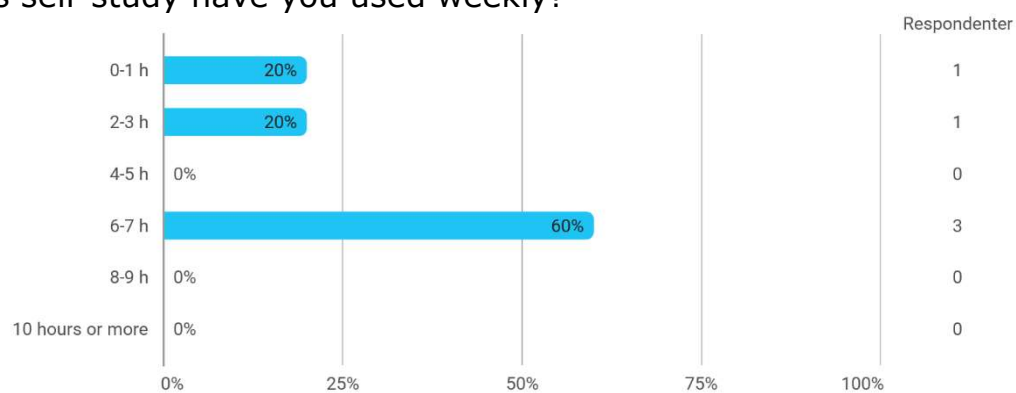
How has the contact with the teaching staff been? Range on a scale from 1 to 6, where 1 is very little contact/inaccessible and 6 is very good contact/accessible)



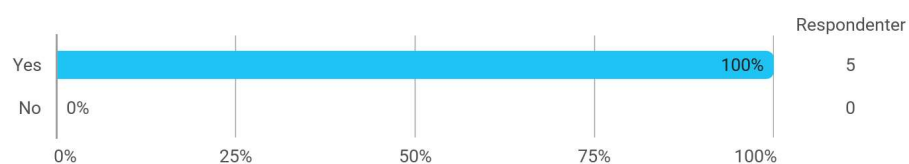
How do you rate the workload of this course compared to your other classes?



How many hours self-study have you used weekly?



Do you think the knowledge you learned in this course will be relevant to your further studies / thesis / research activities?



Emnerapport 2026 vår/Evaluation report 2026 spring

Emnekode/Course code: KJEM243

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

Praktisk gjennomføring/*practical implementation*

The lecture series covered key topics in organometallic chemistry and catalysis, delivered in two main parts. Teaching was structured as theory-based courses totaling 29 sessions of 2 hours each, supplemented with tutorials. Both lectures and tutorials were held in Auditorium 4.

The primary reference was *Organometallic Chemistry and Catalysis* by D. Astruc. To support and extend the textbook material, students received comprehensive teaching resources, including approximately 210 PowerPoint slides, lecture notes, and selected documents and articles. Additional explanations, worked examples, and clarifications were provided through blackboard teaching and during tutorial discussions.

Assessment consisted of a final 4-hour written exam conducted digitally via Inspira.

Strykprosent og frafall/*failure rate and apostasy*

Number of candidates (registered): 9; Number of candidates who attended the exam: 9; Number of passed (B): 8; Number of failed (S): 1

Karakterfordeling/*grade distribution*

KJEM243: A: 38%, B: 25%; C: 13%, D: 0%, E: 25%; Average grade: B.

The average grade is very similar to the other previous years.

Studieinformasjon og dokumentasjon/*information of studies and documentation*

All essential teaching materials, including lecture notes, exercises, documents, and articles, were made available on Mitt UiB. Student feedback on the quality and presentation of the lecture materials was positive, with 100% of respondents rating the presentation above 5 on a 1-6 scale.

Tilgang til relevant litteratur/*access to relevant literature*

Digitalized textbook and articles were available via Mitt UiB.

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

Lokaler og undervisningsutstyr/*locals and teaching equipment*

Auditorium 4 matches the need for teaching KJEM243. A periodic table of the elements is still missing (since 2011). But a temporary one was installed.

Andre forhold/*other conditions*

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

Metode – gjennomføring/*method – implementation*

Electronic questionnaire: 5 out of 9 replied: 56%.

Oppsummering av innspill/*summary of input*

Due to inconsistencies and incomplete responses in the course survey, the dataset has limited reliability, and the findings should therefore be interpreted with caution. Nevertheless, several overall trends can be identified. The lectures appear to have met student expectations in relation to the overall learning objectives, with 100% of respondents indicating that the course matched their expectations well. Likewise, 100% reported having a sufficient academic background to follow KJEM243.

A large majority of students (100%) attended more than 75% of the lectures. Although 60% indicated that they were only sometimes or fully prepared for the lectures, 60% also reported that KJEM243 was more demanding than their other courses. In addition, 40% spent less than 3 hours per week on self-study for this course. Regarding the clarity of topic presentation and the usefulness of the exercises, 100% of students gave highly positive evaluations (scores above 5 on a 1-6 scale). Similarly, 60% rated their learning outcomes as very high, suggesting that the course content and objectives were well aligned with the needs of most students. In terms of contact with the lecturer, 80% of respondents rated it as very good (6), while 20% rated it as good. Concerning the textbook *Organometallic Chemistry and Catalysis*, 75% of students reported being very to fairly satisfied, whereas 25% expressed strong dissatisfaction. Finally, 100% of respondents evaluated the relevance of KJEM243 positively, highlighting its importance for their studies, thesis work, and/or research activities.

Ev. underveistiltak/*eventual underway measures*

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

The overall impression from the student feedback indicates that the teaching in KJEM243 (2026) aligned well with student expectations, with the total workload perceived as reasonably balanced compared to other courses. Lecture attendance was relatively high, with students attending more than 75% of the sessions. The lecturer received consistently positive evaluations, and the course content was considered appropriate and relevant by most students. KJEM243 traditionally attracts a heterogeneous group of students (bachelor, master, exchange students) whose prior knowledge and interest in the subject vary considerably from year to year, largely depending on their study programme (chemistry, nanotechnology, energy and medicinal technology). This variation presents a recurring challenge in ensuring that the teaching meets the needs of all students, particularly those with limited background in general as well as in organic/inorganic chemistry. In 2026, several adjustments were implemented during the semester in response to student feedback and identified gaps. These included the introduction of early-stage soft self-tests, replacing selected lectures with tutorials, and providing additional teaching materials to strengthen foundational chemistry knowledge. Furthermore, a short individual student presentation (approx. 10-15 min.) was introduced as a flipped-classroom element to promote engagement and encourage active participation in organometallic and catalysis-related topics. Student performance in the final examination suggests that these measures had a positive impact with 75% of the students scoring above C, with outcomes that are satisfactory given the students' diverse backgrounds and the course objectives. Most students expressed dissatisfaction with the current textbook. Consequently, the selection of a new textbook that better supports both components of KJEM243 and meets the needs of a broader student group will be considered in the coming years.