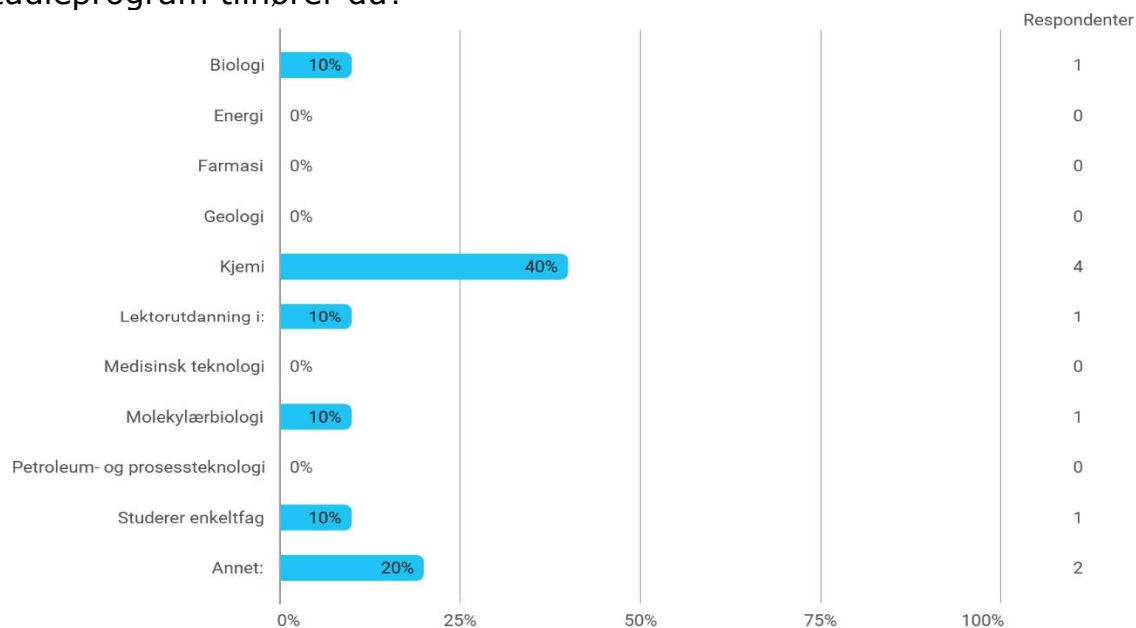


Hvilket studieprogram tilhører du?



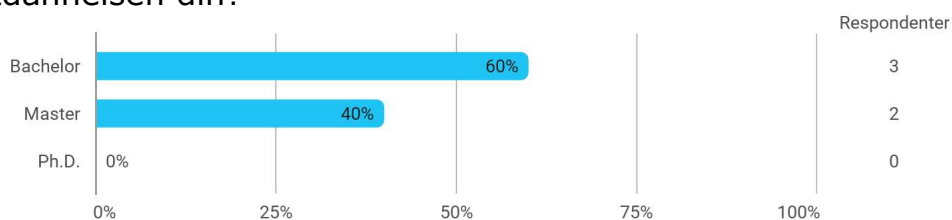
Hvilket studieprogram tilhører du? - Lektorutdanning i:

- Biologi og kjemi

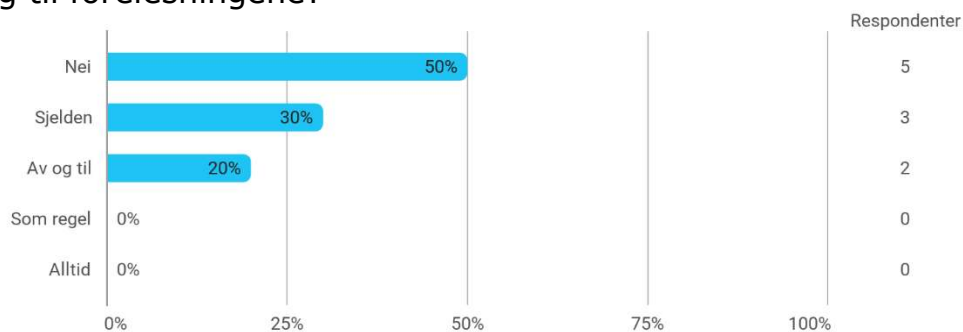
Hvilket studieprogram tilhører du? - Annet:

- Sivilingeniør havbruk
- Havbruk

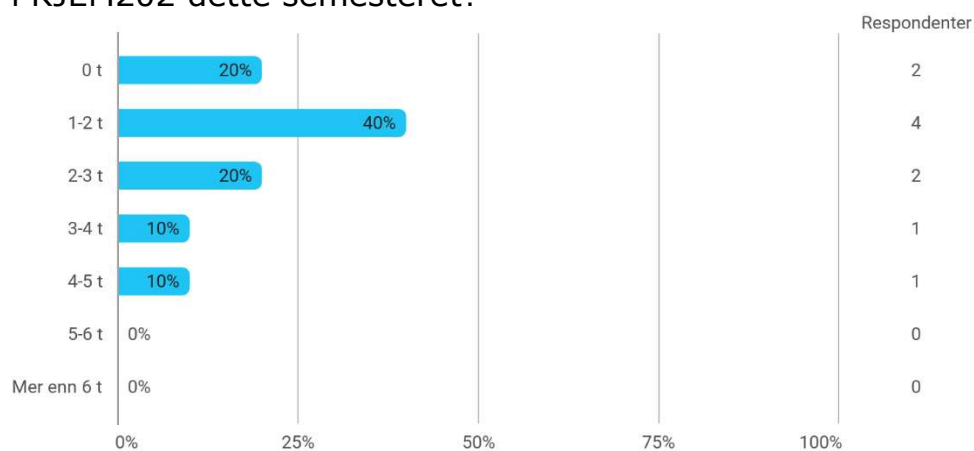
Hva er målet med utdannelsen din?



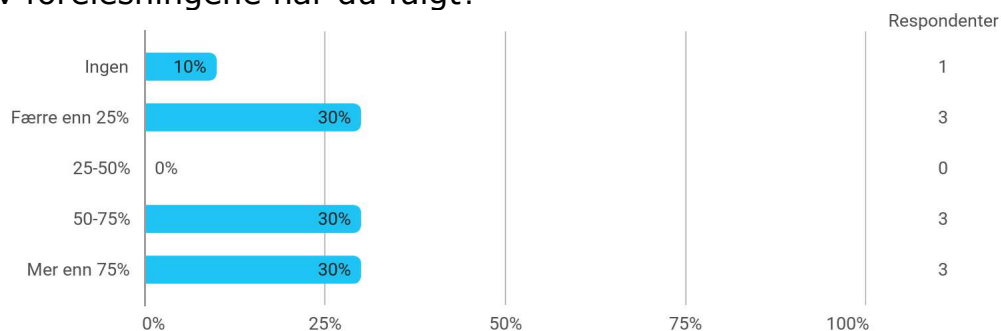
Har du forberedt deg til forelesningene?



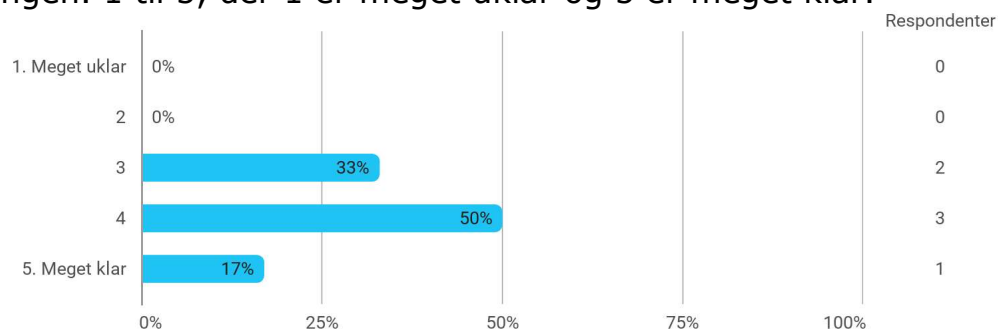
Hvor mange timer har du brukt i snitt i selvstudium (per 45 minutter undervisningstime) i KJEM202 dette semesteret?



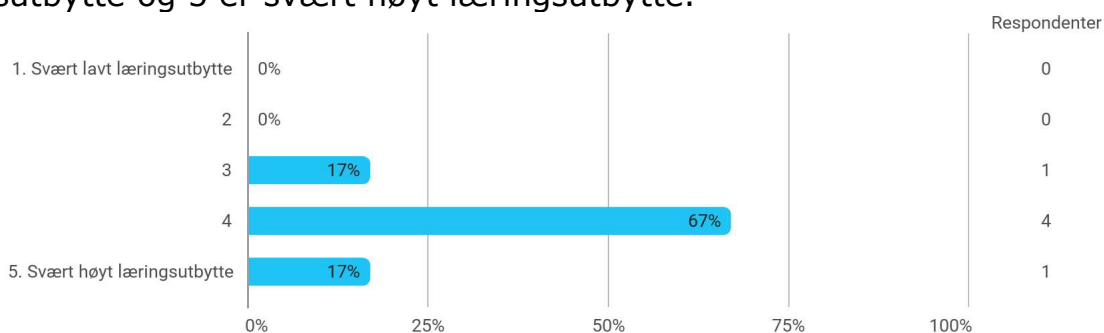
Hvor stor andel av forelesningene har du fulgt?



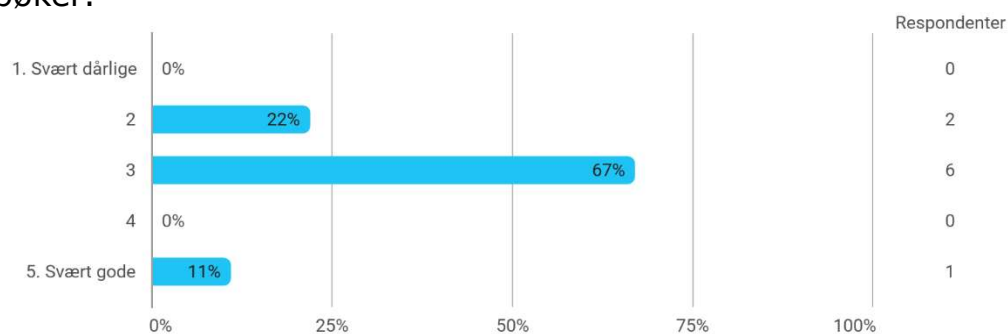
Klarhet i fremstillingen. 1 til 5, der 1 er meget uklar og 5 er meget klar.



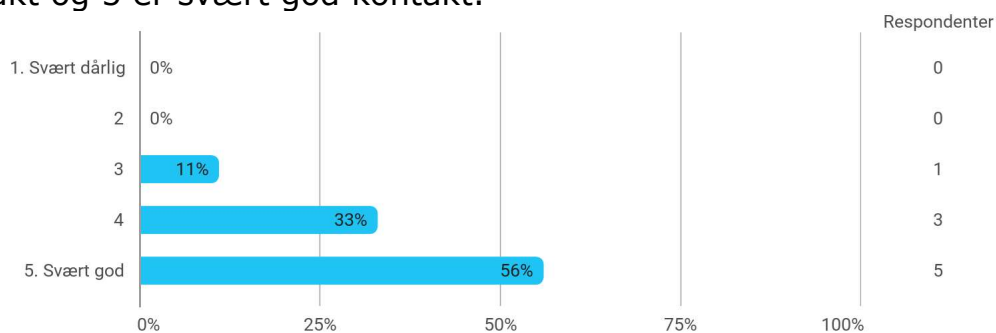
Hvordan har læringsutbyttet av forelesningene vært? 1 til 5, der 1 er svært lavt læringsutbytte og 5 er svært høyt læringsutbytte.



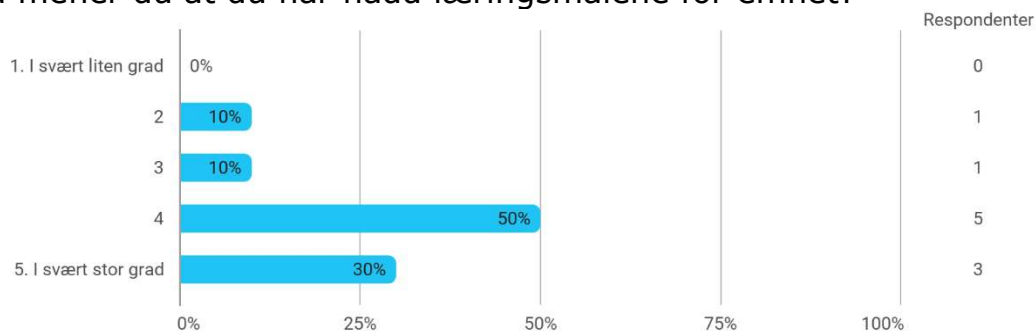
Hva syns du om læreboken/lærebøkene? 1 til 5 der 1 er svært dårlige bøker og 5 er svært gode bøker.



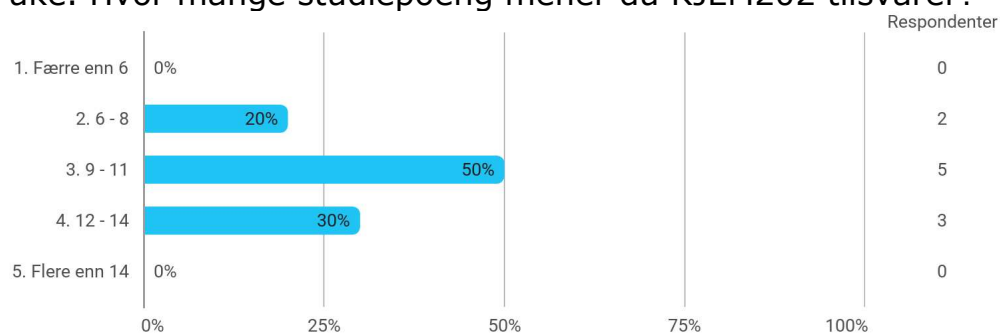
Hvordan har kontakten med undervisningspersonalet vært? 1 til 5, der 1 er svært dårlig kontakt og 5 er svært god kontakt.



I hvor stor grad mener du at du har nådd læringsmålene for emnet?



10 studiepoeng skal i snitt tilsvare ca. 13 t arbeid (organisert undervisn. + egenaktivitet) pr. uke. Hvor mange studiepoeng mener du KJEM202 tilsvarer?



Evaluation report 2026 autumn term

Course code: KJEM202 – Environmental Chemistry

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

Praktisk gjennomføring/*practical implementation*

The books were appropriate for the students' knowledge level and adequately covered the course curriculum. However, as some of these books were used for the first time, a more detailed curriculum should be provided to offer students clearer guidance on the content and expectations of the course.

Strykprosent og frafall/*failure rate and apostasy*

Initially, the course started with 38 students. Throughout the semester, seven students withdrew, leaving 31 students eligible to take the final exam. Of these 31 students, 27 ultimately took the exam. All students passed, with an average grade of C.

Karakterfordeling/*grade distribution*

Grade A: 1 student

Grade B: 8 students

Grade C: 11 students

Grade D: 6 students

Grade E: 1 student

Studieinformasjon og dokumentasjon/*information of studies and documentation*

The course was based on the books *Fundamentals of Environmental and Toxicological Chemistry* by Stanley E. Manahan, 4th edition and *Environmental Chemistry* by Michael Cann and Colin Baird, 5th edition. The students were informed of the availability of these books.

Tilgang til relevant litteratur/*access to relevant literature*

These books were readily accessible through the Realfagbygget library, both as online and hard copies.

Faglærers vurdering av rammevilkårene/*lecturers assessment of frame terms*
Lokaler og undervisningsutstyr/*locals and teaching equipment*

The assigned rooms were auditorium 3 and seminar rooms 2 and 3. These rooms were all very well equipped with a computer with internet access, a projector, a blackboard and chalk/markers, a sink, and enough chairs and tables for students.

Andre forhold/*other conditions*

Not applicable.

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

Metode – gjennomføring/*method – implementation*

The course evaluation was based on a final written examination evaluating their knowledge and critical thinking. Two exchange students were evaluated through an oral examination, as they were required to return to their home countries to take their examinations during the same week as the KJEM202 examination.

Oppsummering av innspill/*summary of input*

The students regularly participated during the lectures and frequently asked questions or requested clarification when needed. Approximately 50% of the students attended the lectures.

Ev. underveistiltak/*eventual underway measures*

Nothing to report.

Faglærers samlede vurdering,

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

Environmental Chemistry encompasses a broad range of chemical disciplines, including chemical biology, organic chemistry, and analytical chemistry, which may contribute to the overall density and complexity of the course. Although a curriculum was provided to the students, it would benefit from a more detailed structure to provide clearer guidance on the scope and expected learning outcomes. Greater emphasis could also be placed on specific classes of pollutants, such as agricultural pesticides. The seminars could further benefit from increased interaction with professionals from diverse scientific fields. This could be facilitated through the participation of external contributors *via* video conferencing platforms and could be considered for future iterations of the course. As the course format differed from that used by the previous instructor, no representative examination example could be provided for the students. For future iterations, providing an example examination would help students better familiarize themselves with the format and expectations. In addition, the course description should explicitly state that the course is taught in English.

Finally, the participation of an invited speaker specializing in environmental toxicology, as well as the visit to Envir, a soil remediation facility located in Laksevåg, were greatly appreciated by the

students. These activities provided a valuable and concrete perspective on the different approaches and applications of environmental chemistry.