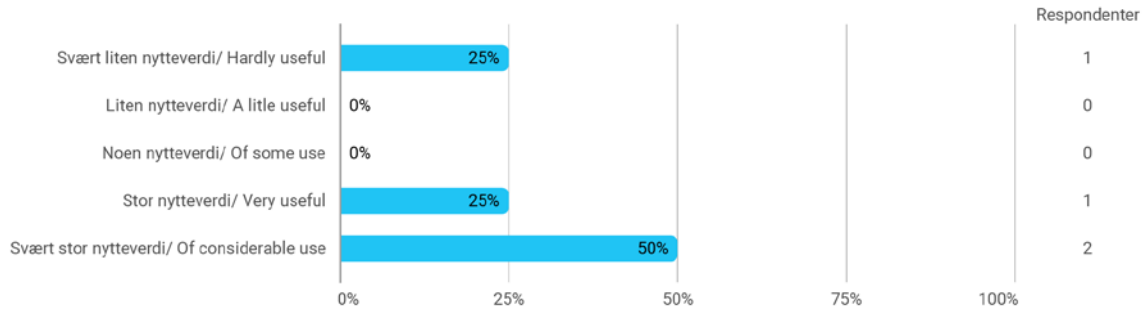
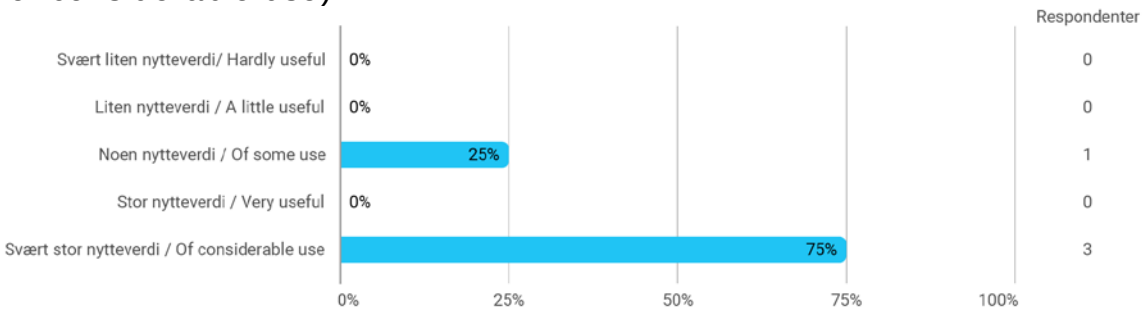
Emneevaluering GEOF338 V20

Innsamlet 25 juni 2020.

1. Hvordan vurderer du bøkene som ble brukt emnet? (Oppgi svaret på en skala fra 1 til 5, hvor 1 er svært liten nytteverdi og 5 er svært stor nytteverdi) / How do you consider the books used in the course? (Evaluate at a scale from 1 to 5, where 1 means hardly useful and 5 is of considerable use)



2. Er presentasjonsmateriell, oppgaver, litteratur, som ble gjort tilgjengelig på Mitt UiB nyttig? (Oppgi svaret på en skala fra 1 til 5, hvor 1 er svært liten nytteverdi og 5 er svært stor nytteverdi) /Are the teaching materials like slides, exercises and literature, made available on Mitt UiB useful? (Evaluate at a scale from 1 to 5, where 1 means hardly useful and 5 is of considerable use)



3. Hvordan vurderer du forelesningene og øvingene? (Kommentar) / How do you consider the lectures and exercises? (Comment)

- Very helpful
- Synes samarbeidet mellom forelesere og studenter funket bra, og vi fikk noen interessante diskusjoner i øvingene og i forelesningene. Generelt sett fornøyd med læringsutbyttet til tross for at jeg ikke var fullt så fornøyd med sluttkarakteren :)
- The first part of the curriculum could have been done more detailed.

  I expected more sea ice formation, dynamics and theory. Also the excercises were not always 100% useful.

  The convection model was really useful

  The papers part was super useful too.

The AMOC lectures were super interesting.

Maybe it would be nice to mix the papers part with all the others and do it at the same time.

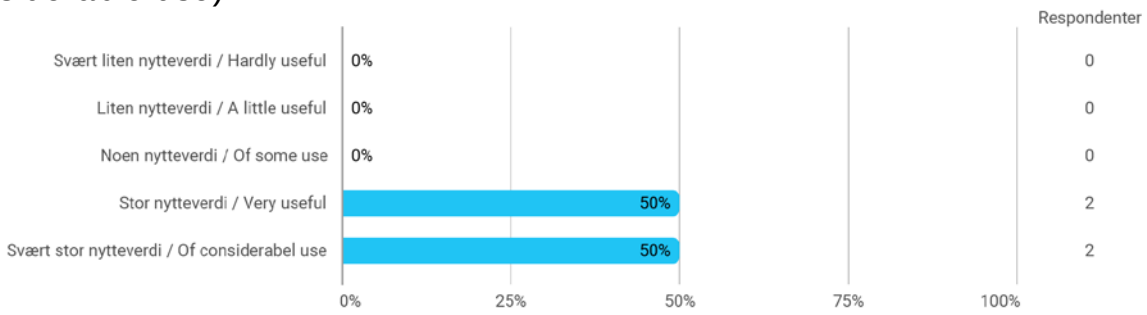
- The lectures showed some unnecessary overlaps. As the course was seperated into different parts, and this was done for the first time, they did not fit perfectly.
  In the beginning, the teaching was very prosaic and not detailed enough, many of the topics were covered only on the surface, and things were already known or trivial. I would not consider the first part of the course to be on master-level, any bachelor student could follow this, which is not the meaning of the course. During the term, it got better and into more detail in certain topics. The idea of the paper and poster presentation was very nice, and it worked out really well, even with digital teaching!

  Most of the exercises were not very useful, as they are more of small calculation exercises to have an estimate of numbers rather than understanding and discussing the processes. When we discussed the exercises of the papers, it would have made more sense to discuss the questions.

4. Hvordan forandret din læring seg i takt med nedstengingen av universitetet og de nye digitale forelesninger? Hva var vanskelig, og hva var bra?/How did the university closure/online lecture change your learning? What was difficult, what was good?/

- It was good
- Nja. Så som så. Mye kortere arbeidsdager og mye prokrastinering. Alt for mye fint vær ute! Men glad jeg klarte å komme meg gjennom, og mulig jeg tar faget igjen dersom det frister og jeg har tiden ;) ikke bare for karakterforbedring, men for meg selv og, sånn at jeg kan ta meg i nakken litt og lese.
- I think it was bad. We did not have a poster session and it really affected it. Also the online lecturing was less efficient.
- It worked out very well. It was nice, that the lecturers adapted quickly to the situation and we did not lose much time. The digital sessions were rather organised and although it was not the same to being in a classroom, the teaching went on smoothly. It was good!

5. Er det en fordel å være til stede på forelesningene og øvingene? (Oppgi svaret på en skala fra 1 til 5, hvor 1 er svær liten nytteverdi og 5 er svært stor nytteverdi) / Is it useful to be present at the lectures and exercises? (Evaluate at a scale from 1 to 5, where 1 means hardly useful and 5 is of considerable use)



6. Er emnets arbeidsomfang rimelig i forhold til emnets studiepoeng? / Is the workload of the course reasonable compared to the study points of the course? (Comment)

- Absolutely!
- Ja! Litt anderledes med masteremne enn bacheloremne, så vi var mer delaktige i hver forelesning/øving enn et vanlig 10 poengs fag.
- yes
- Yes, it is reasonable. At one point, there is quite a lot to do, especially during the middle of the semester, but it is appropriate.

7. Er undervisningen og pensum i tråd med læringsutbyttet? (Tilgjengelig på GFIs nettsider for hvert enkelt emne) /Is the teaching and reading list resonnable compared to the Learning Outcomes? (To be found on GFI's web pages for each course.)

- Yes
- Jepp
- yes
- Does not apply

8. Hvordan var balansen mellom de ulike temaene emnet tar opp? Er det noe som burde vært behandlet i mindre eller større detalj? Noe som var savnet? (kommentar) / How is the balance between the various topics discussed? Should anything be handled in more or less detail? Is anything missing? (Comment).

- Good
- Synes det var ryddig og strukturert gjennomgang av pensum
- i would increase the ocean-ice interaction topic. Also more sea ice formation process.

  The first part was a combination of what we would later learn with the papers. So i think that the first part should increase the workload into sea ice

- I would have liked to talk more about small-scale-processes. We did discuss melting and freezing, but very simplified. It would be nice to talk more detailed about small-scale processes at the ice-ocean-atmosphere interfaces and the transports and fluxes between them. I also think that Antarctica could get more attention. It makes sense that we mainly talked about the NH since that fits the knowledge of the lecturers, but our coverage of Antarctica was basically limited to the Weddell Sea and a little bit about the Amundsen Sea. I also found the Southern Hemisphere to be underrepresented in the AMOC lectures.

9. Andre kommentarer? Other comments?

- No
- Nei. God sommer :)
- All worked good during the lockdown.
- In general, I want to say that I think it is a good idea to combine the expertise of different lecturers in different fields in this course. It takes a bit of planning and experience to get this together nicely, but it could give very valuable results. Since this is a master course, a bit of background can be expected from the people attending, so it is not necessary to spend 2 months covering the basics of ocean circulation and thermodynamic processes in high latitudes. The attendance of bachelor students is no valid excuse here. If someone cannot follow the course because of missing background, it should be their own responsibility.
  Also, in a topic like this it does not seem appropriate to have to show figures from 20 or 30 years ago, which are hard to read / understand, not very well done and partly outdated. Especially when we talk about the "New Arctic" and our background comes from the state of art of 1995, this does not make any sense.
  I do not want to criticize too much, but I have expected a lot from this course, and part of those expectations were very well met, but part of the course was also very disappointing, and I hope it will be improved.

Samlet status