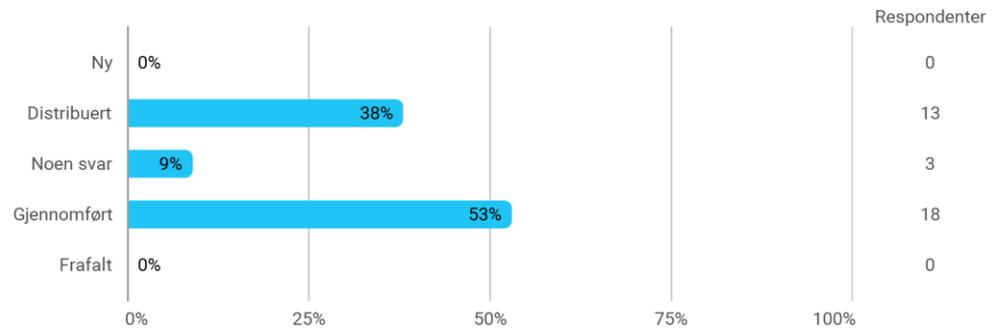
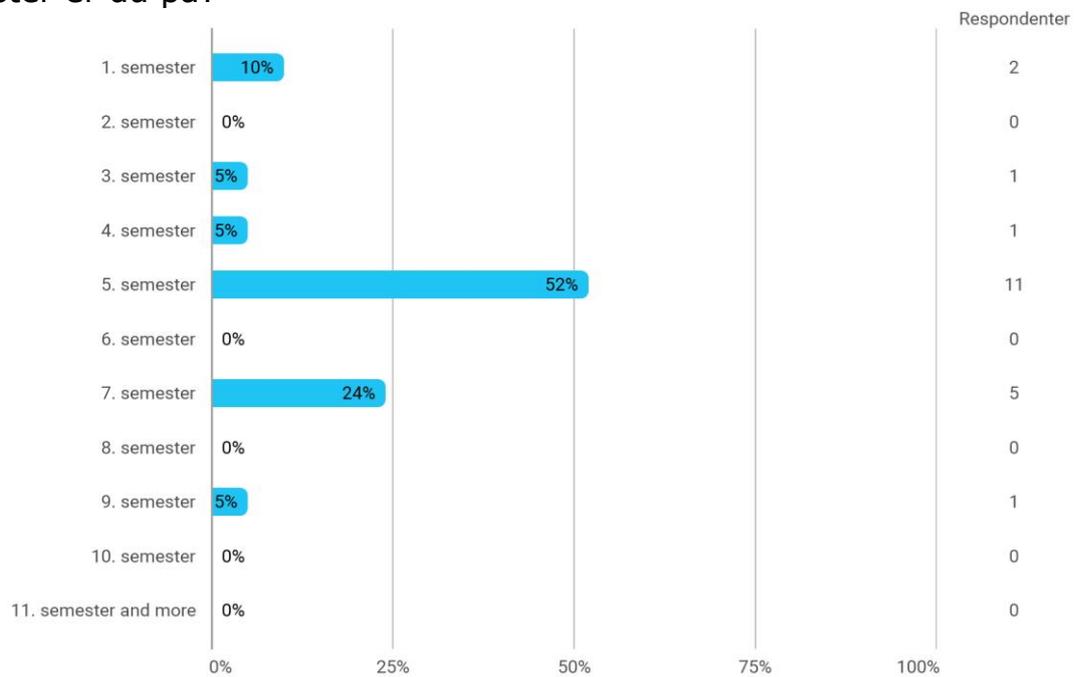


EMNEEVALUERING SDG213 – H2019

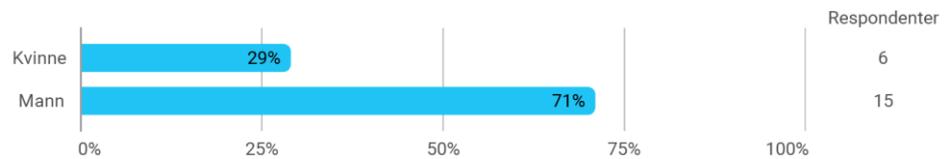
Samlet status



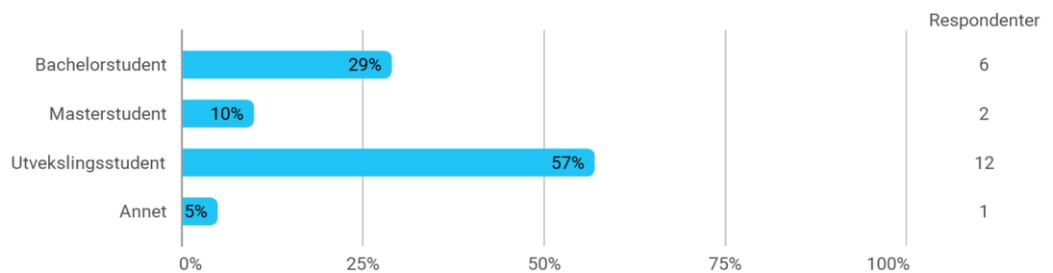
Hvilket semester er du på?



Hva er ditt kjønn?



Er du ...?

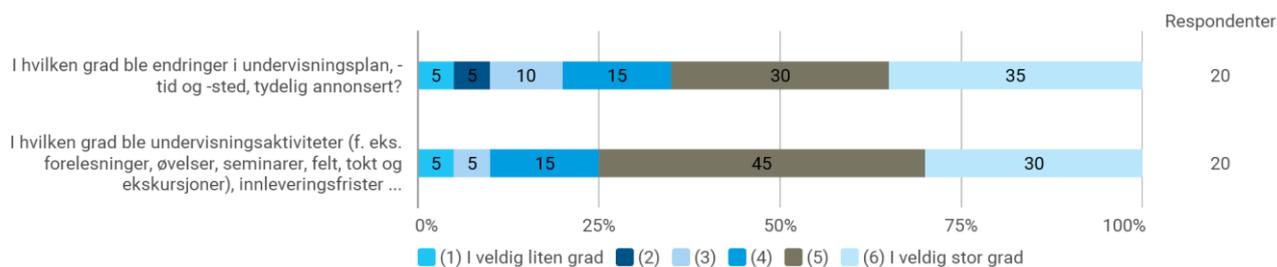


Er du ...? - Annet

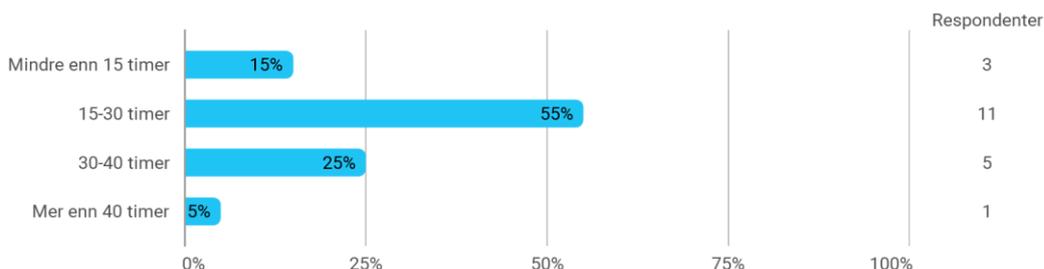
- postgraduate

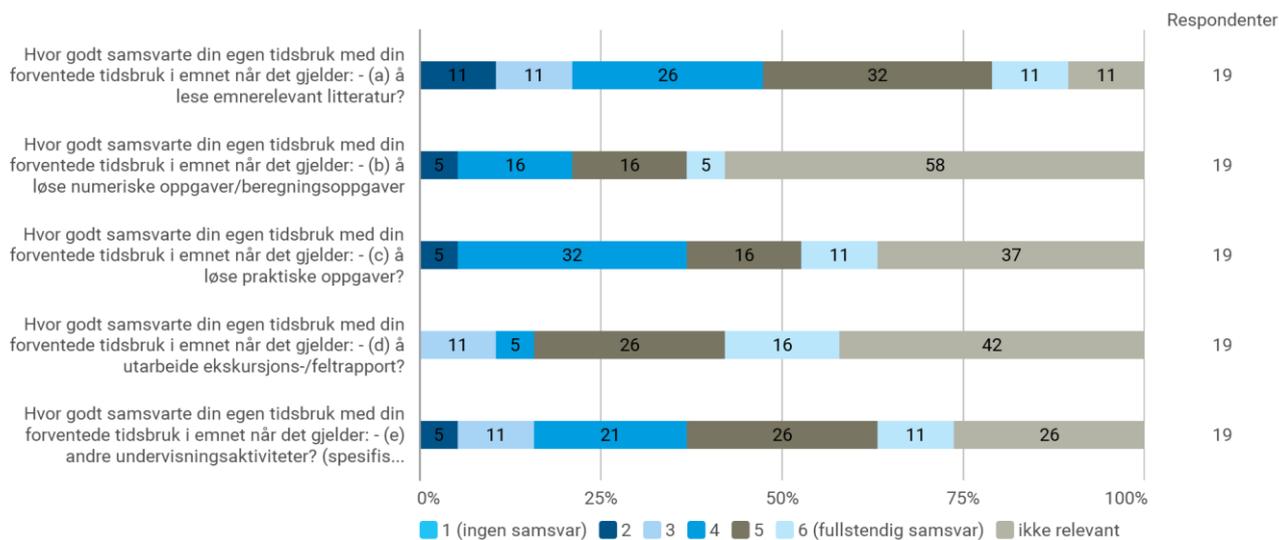
Hvilke andre emner har du tatt dette semesteret?

- Psyk111, Fil129
- GEOV222 NOR-INTRO
- GEOF213 ENERGI200
- Geohazards; Hydrology, Groundwater and Geohazards
- Bio 201 and bio 203
- PTEK218
- ARK123, GEO217
- Statistical Physics and Relativistic Quantum Mechanics & Introduction to Field Theory
- none
- SANT284-5, NOR-INTRO
- Geo 217, Geo-SD 330
- Solid State Physics, Thermodynamics and Statistical Physics
- NOR-INTRO
- NUTR203
- BIO201, BIO250
- Petroleum chemistry and biofuels (Chem203) and natural resources management
- GEO217, SAS13
- SANT285-4 and NOR-INTRO
- SDG213
- ENERGI399
- BIO343, BIO250, BIO332

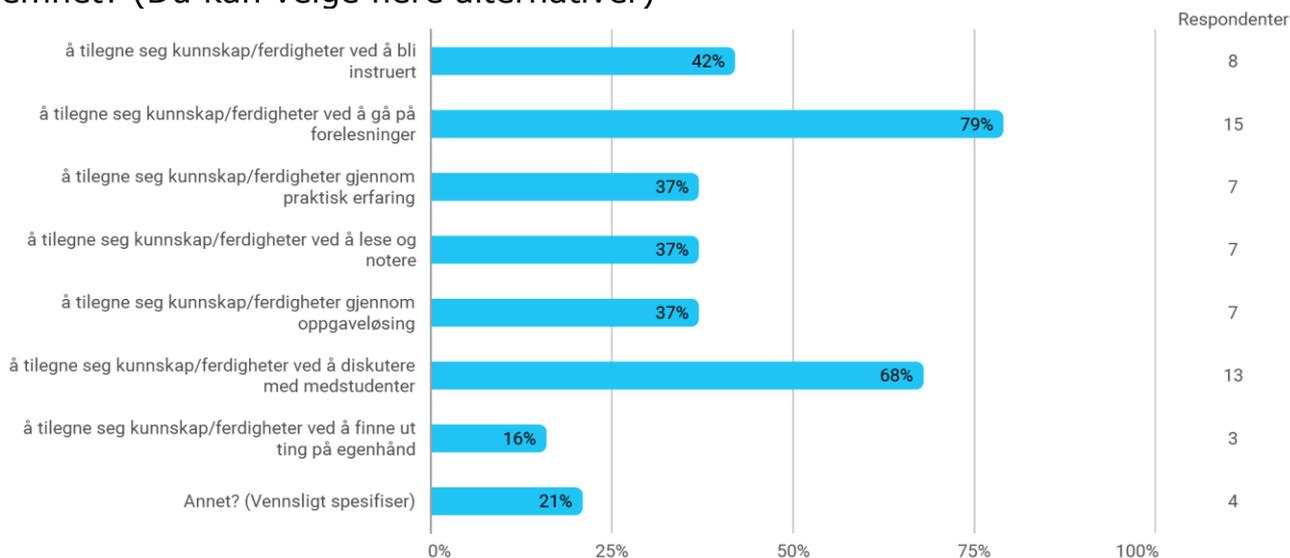


Hvor mange arbeidstimer utgjør en normal arbeidsuke for deg som fulltidsstudent?



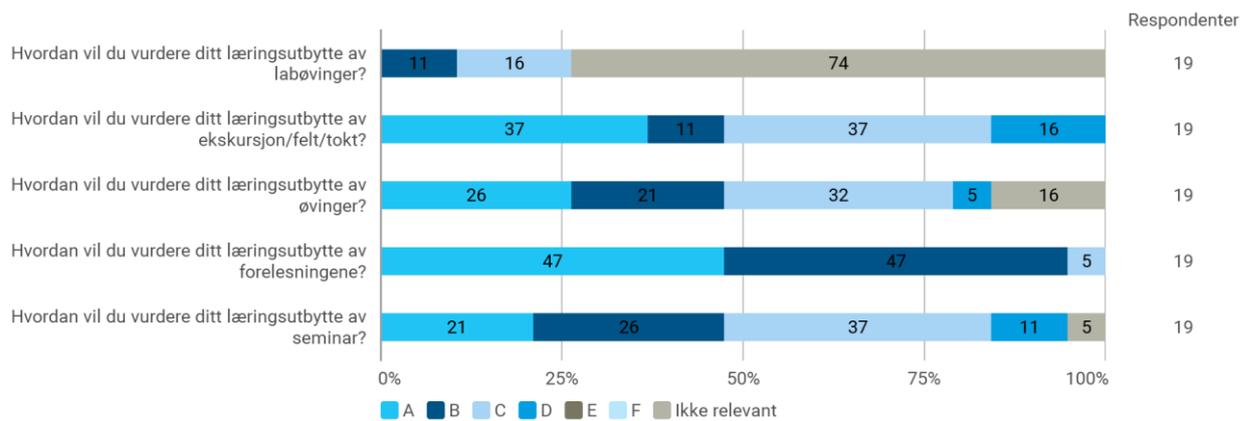


Hvilke av de følgende læringsaktivitetene gav best læringsutbytte i dette emnet? (Du kan velge flere alternativer)

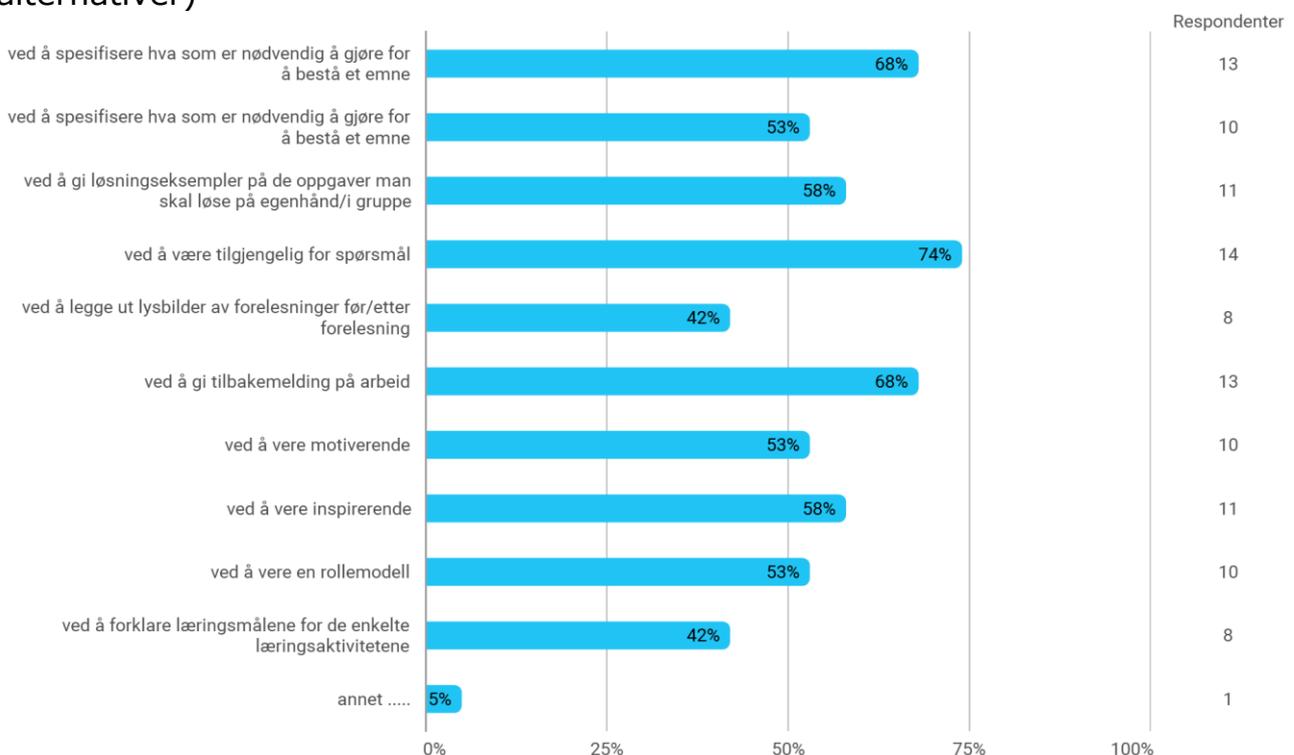


Hvilke av de følgende læringsaktivitetene gav best læringsutbytte i dette emnet? (Du kan velge flere alternativer) - Annet? (Vennsligt spesifiser)

- I've never wrote a report before.
- making a presentation, researching a topic extensively
- Understand how climate change works, having enough free time to find different authors online to put meaning to what we've learned in university, and debate it
- Rapport innlevering ved semester slutt.

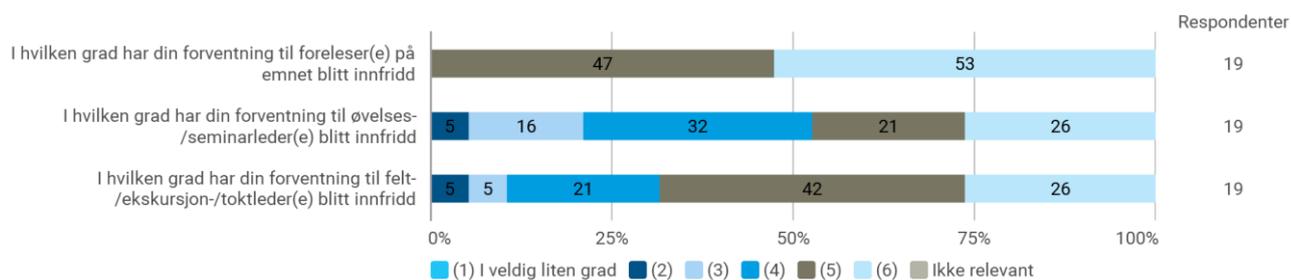


Hvordan forventer du at undervisere (foreleser, øvelsesleder, undervisningsassistenter, etc.) skal legge til rette for læring? (velg gjerne flere alternativer)

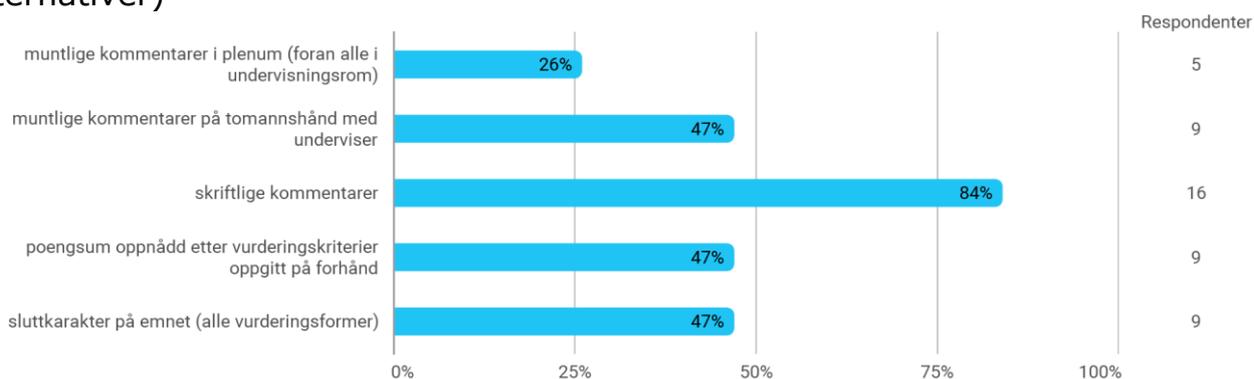


Hvordan forventer du at undervisere (foreleser, øvelsesleder, undervisningsassistenter, etc.) skal legge til rette for læring? (velg gjerne flere alternativer) - annet

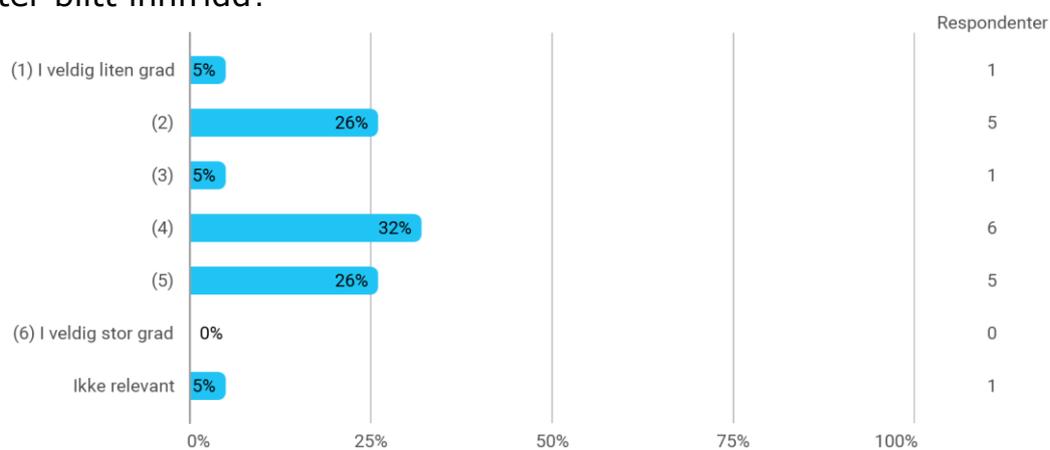
- teaching important stuff, not for any exam, but the facts need to know. Instead of learning useless details, teaching us how to think, write (which is a more complex form of writing) and speak



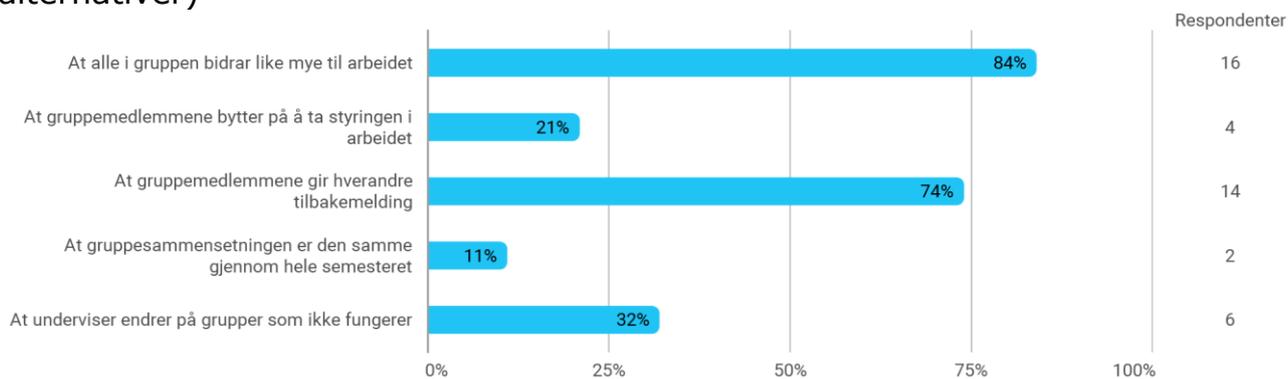
Hva forventer du at tilbakemelding skal innebære? (velg gjerne flere alternativer)

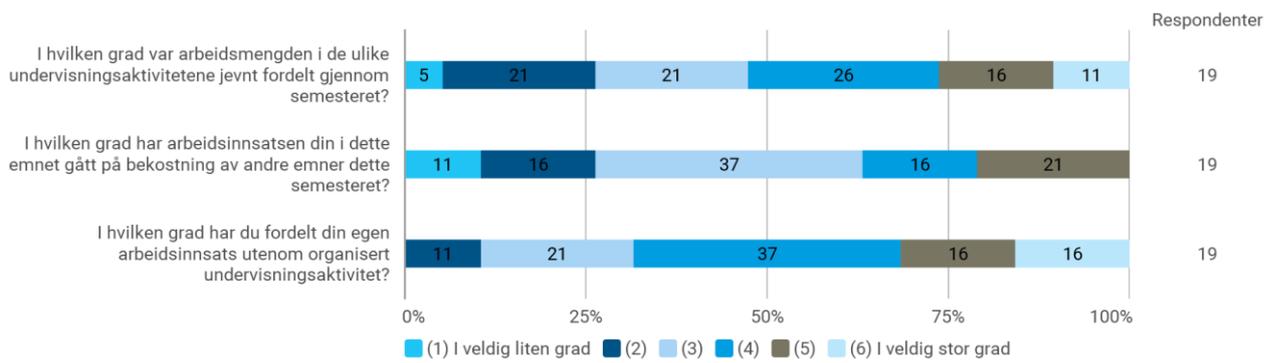


I hvilken grad har din forventning til tilbakemelding på innleverte arbeidsaktiviteter blitt innfridd?

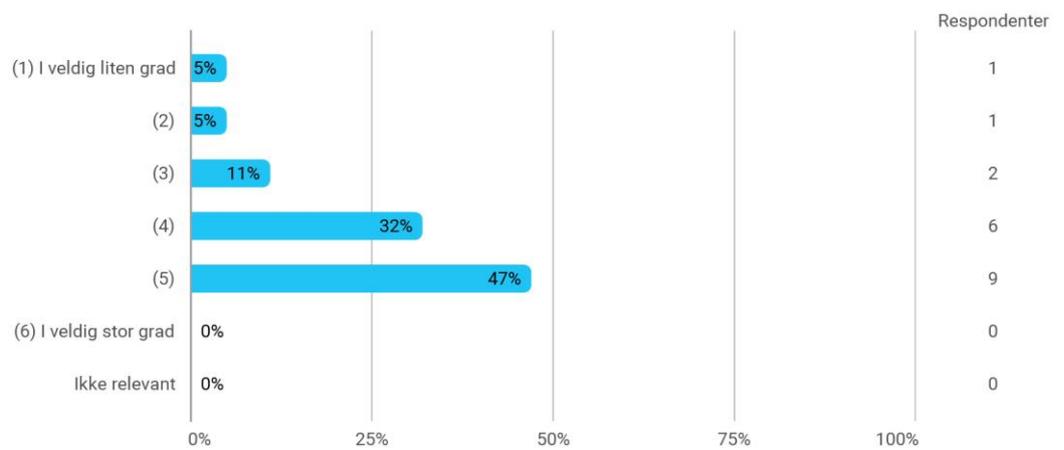


Hva forventer du at gruppearbeid skal innebære? (velg gjerne flere alternativer)

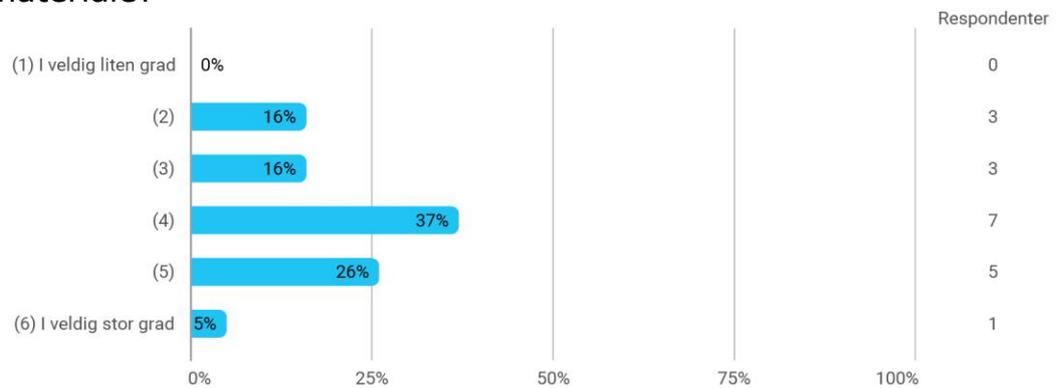




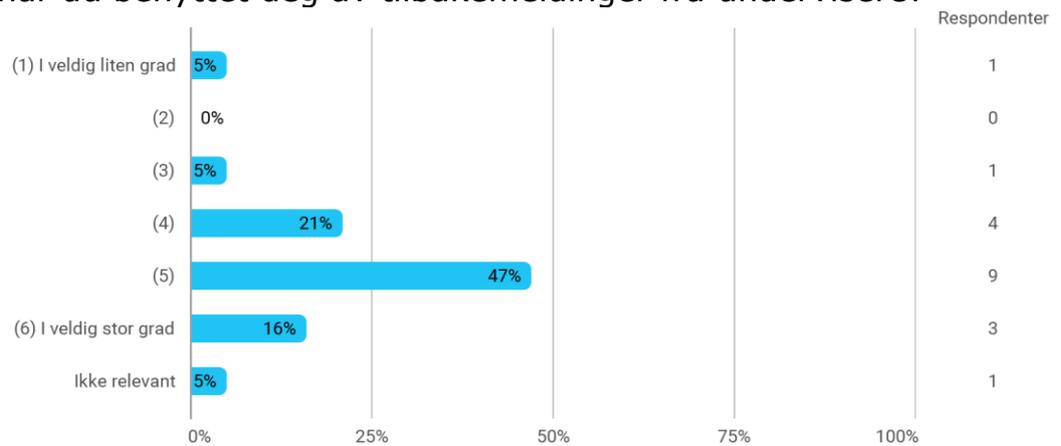
I hvilken grad har du benyttet deg av tilbudt undervisningsmateriale og -assistanse?



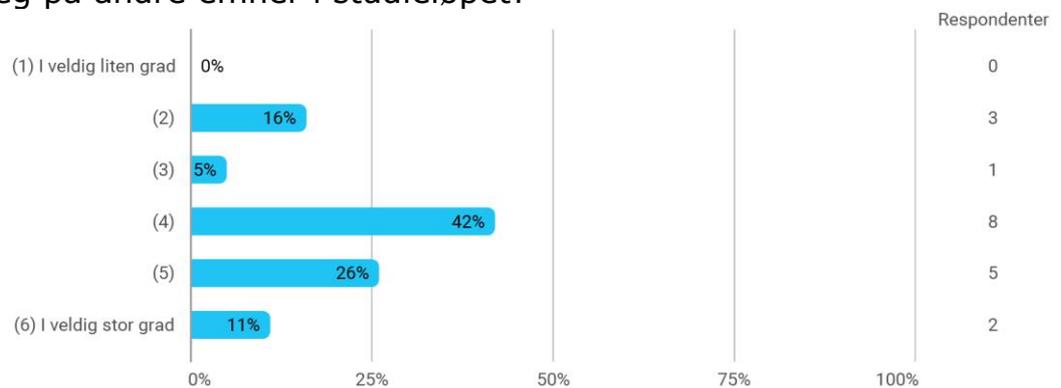
I hvilken grad har du innhentet emnerelevant informasjon i tillegg til oppgitt undervisningsmateriale?



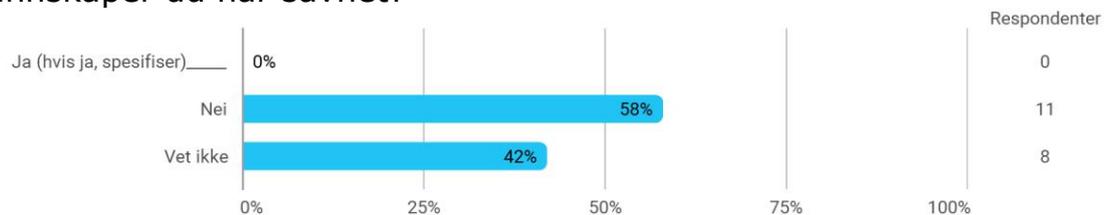
I hvilken grad har du benyttet deg av tilbakemeldinger fra undervisere?



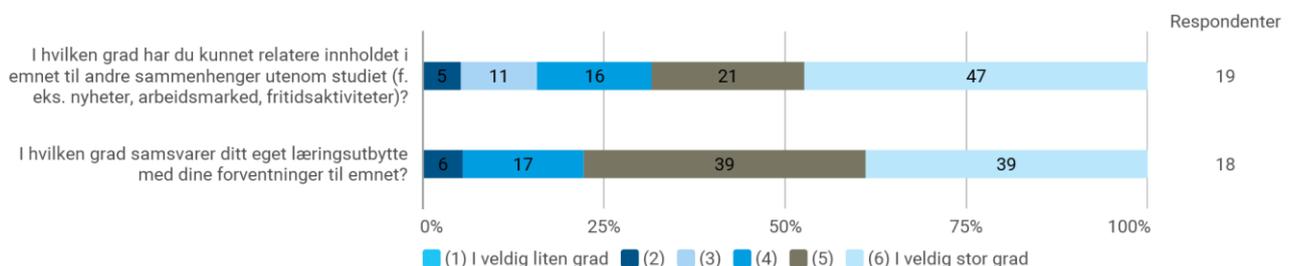
I hvilken grad har du i dette emnet benyttet deg av kunnskap/ferdigheter du har ervervet deg på andre emner i studieløpet?



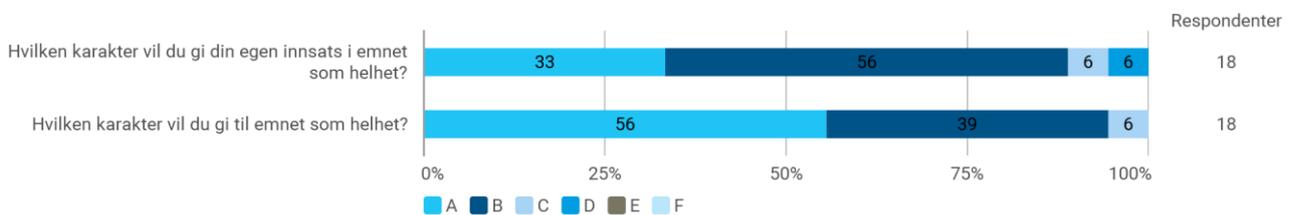
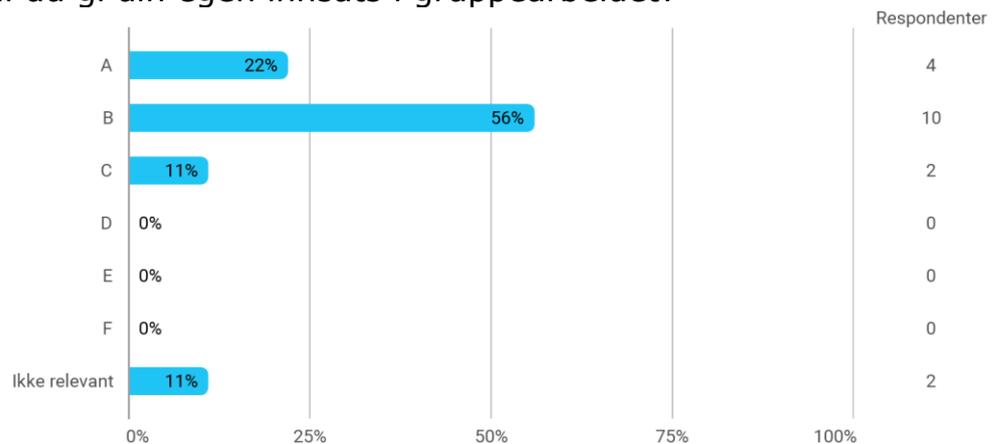
Er det forkunnskaper du har savnet?



Er det forkunnskaper du har savnet? - Ja (hvis ja, spesifiser) _____



Hvilken karakter vil du gi din egen innsats i gruppearbeidet?



Hvilke(n) undervisningsaktivitet(er) mener du har bidratt mest til læring i dette emnet? [Spesifiser og gi begrunnelse]

- Lecture MOOC
- Especially the lectures with the changing lecturers, also the online course at the beginning was very helpful to get more into detail. Even though some parts of the online course were really mathematical. I really like the different exercises like the poster, the term paper, online course etc.
- The lectures and seminars
- Just the lectures. They were really interesting and thought me a lot. Also the final paper was an eye opener and really interesting because we could choose our topics freely. The poster presentations were nicely organised and useful as well.
- Thesis term because of all the information reunited and the sources you need to go through
- MOOC
- field trip report (even though I wish there was more time to the first draft and the presentation)
- Lectures because they were given by different lecturers who specialised in certain areas. They also covered a lot of aspects of climate change

MOOC was very good to do in our own time. i think 3 weeks was a good amount of time for it.

The field trip because there was a lot of information in the hand out that I could relate the sites we were taken to.

The presentations we had to give of our thesis report, because making a powerpoint allowed me to gain a new perspective of my report, and feedback was given by teachers and students.

- By writing the assignment, I feel like I digged deep into one topic, learned a lot about it and besides learned how to write a written work.
- lectures, because there where the most informative
- Both the lectures and the seminars were helpfull. The diversity of the topics that were discussed kept the course interesting through out the semester.
- The report was the most intensive one where we maybe learned the most but just in one topic. It was also the first time that a wrote a scientific report, this was also good.

Otherwise I found the lectures really informative as real experts told us about different topics.

- Online course (not the following discussion in group is kind of wasted time because you already answer the questions when doing the reading stuff. Simple check if everything is correct is enough)
- presentation of the own project
- The video was really important to get more comfortable speaking in public, or to a camera in this case.
And the writing assignment, the paper has been really good to focus on things I wanted to learn, I find that the paper if well used could be an amazing tool for learning, but it also gives you the possibility of choosing a simple topic and not learn much, but well that's not bad, that's how good and worse students show who they are
- The final semester thesis project--I appreciated the opportunity to pick a topic that suits your background and passion, as well as having the opportunity to learn through the projects of classmates.
- I think the two main works. First the poster/movie. And then the final term paper. It was a good mix of preparing a project in a group and by yourself. The variety of methods makes the difference. This is also very useful for further assignments.
- the excursion,
a nice experience to learn the geology in Norway
- Direkte dialog med forelesere.
Eksempler fra foreleseres forskning.
Skriving av rapport ved semester slutt.
Det å ha mulighet til å evaluere andres arbeid gir forståelse for hvordan ens eget arbeid blir vurdert
- Peer Review

Hvilke(n) undervisningsaktivitet(er) mener du har bidratt minst til læring i dette semesteret? [Spesifiser og gi begrunnelse]

- seminars
litt trette
- all really helpful
- The fieldtrip. I already had done the field trip of the course Geohazards and that was almost exactly the same. So its a personal reason, rather than a failure of the course.
- Some of the seminars, when you did the excercises at home then it was redoing them on the seminars
- group work excercises on MOOC
- The seminars where we did the exercises. The exercises weren't explained very well, and 2 hours was definitely too long. I didn't learn very much during these seminars.
- Due to my focus on working on my paper, i missed the last 2 weeks of lectures/exercises and therefore did not learn a lot.
- Peer review,
I think that was not helpful and annoying that it was only added two weeks before it was due. Also annoying to just change the course plan a few weeks before it ended. Felt like with reviewing the papers I did the work of the lectures, so that they didn't have to as much because the papers were improved before handed in
- While the route for the excursion was well chosen and interesting the explanations given were often not in context to the broader topic of the course. If the focus of the excursion would be put more on climate change I feel like I could have taken more valuable knowledge with me.
- The first kolloquia where we should do the exercises from the MOOC were not that useful. We were not doing so much and the exercises were not answered in the end. Sometimes it seemed as if you would not have the answers yourself, even though you created them.
- Excursion, I expected to learn more and in my opinion to many diffrent stations. I'd like it better when just stopping in a few stations but learn more about the relevant stuff. It looked stressy to me to fulfill the wohle timeplan.
- lecture at the time when everyone was busy with the final project
- Honestly, everything that we have done seems important to me
- The excursion. It was interesting and enjoyable but did not relate as much to the course.
- I think none of the teaching activities was useless.
- Poster presentasjon synes jeg at ikke var så hjelpsomt.
Heller ikke kollokviumstimene.

Hvilke andre aktiviteter vil du konkret foreslå for å forbedre læringsutbyttet? [Spesifiser og gi begrunnelse]

- Less different aspects to learn - too little time to learn both geography, weather, all the climate change causes, all the changes and consequences and social and political factors
- More useful seminars
- Field trip directed to more areas
- I suggest having seminars dedicated to researching ourselves about case studies of climate change, because most of the content was about global impacts. This would have helped our thesis report at the end for inspiration and direction. For example, at the seminar we could split into groups and have a selection of case studies provided and we choose one and fill in questions. At the end each group could discuss this with the rest of the class.
- The online course is a good method to get a first insight into the topic. Really liked the videos etc.
- I think, there were quite a lot of different activities and I don't know what should be added.
- maybe a day in a laboratory (to show the non-science-students how to get data from icecores)
- The only thing I would have added, since I don't have anything to remove, is to make us think and give us some guidance to how understand what all that we have learned means. We have the scientific data, what does it mean? How important is global warming? How should we treat it?
- Engaging in some sort of field work relating to studying climate might have been more useful than what we did on the excursion.
- I think the composition of the course methods was really good. It was very different and diversified to the teaching in my home country.
- participate in a talk, such as a talk about climate change
- Kollokvier: da det ikke var klare rammer for hva som skulle foregå fikk jeg ikke så stor utbytte av dette. Jeg tror jeg hadde likt dem dersom det var faktiske oppgaver som skulle gjøres gjerne beregninger.

Andre utfyllende kommentarer (f.eks. om feltlokaliteter, feltundervisning, tokt, forelesere, øvelsesledere, øvelses-/seminaroppgaver, undervisningsrom, læringsmiljø, studiefasiliteter/lesesal/kollokvieøyer, eller andre emnespesifikke ting du har på hjertet) [...]

- Too much syllabus for a 10 point course, and too much obligated (and "voluntary") activities in general and at the same time.
- I was really happy with everything, really nice teacher, good rooms, really good field trip
- A really nice course! When I came to Bergen as an Erasmus student, I was not planning on following this course. I was honestly a bit dissapointed by the fact that I had to take this course. But that opinion changed imediately after the first lecture. It is truly the best course I followed at this university. Teachers did a good job in organising the course. Especially their own enthousiasm was really nice and motivating. Keep up this great course!
- Easy access to the course even if you dont have background on it
- the report presentation and the deadline for the first draft and its feedback were too close together. A friend of mine was visiting on that particular weekend, so I worked on the draft the whole week before because I found my headline very late. Then I had 1.5 days to prepare the presentation and 2 days more to give feedback on the drafts.
- They should use whiteboards not blackboards because blackboards make a horrible sound.

The field trip was very long and should involve less driving

- Either I could not find it but a comment on the grading for the first work would have been nice.
- The field trip was nice and I enjoyed it
- explained above
- All in all, I really liked the course. It had lot of different types of teaching. Maybe you could have given some information about the reports more early, so one could already start, if one wanted to.
- really kind teachers and interesting themes the whole time. Prefer this type of course with all the variability in methodes, teachers and wide- spread topics
- I liked the field trip and the lack of an exam (then you really learn for yourself and not for a final day)

The timing of everything connected to the final term paper was pretty bad for me, because it completly matched with the handing in of another term paper (ecology class) and that in combination with private trouble was stressful

- I feel a bit guilty that even though I loved the course, I didn't go enough to class, but it's not something that I think should be fixed by forcing people to go, mandatory assistance. It's just I needed to organize myself better, in every aspect of my life, not just university.
So I think just explaining that going to class is important would be better than forcing it somehow.

And I would have loved if there had been more debating in the class at some point

- I have really enjoyed this course and it has exceeded my expectations.
- I really enjoyed the close and open connection between the students and the lecturers.
The field trip and the practical connection was also very interesting.
- the course is good.

Språk

