UNIVERSITETET I BERGEN
Institutt for geografi

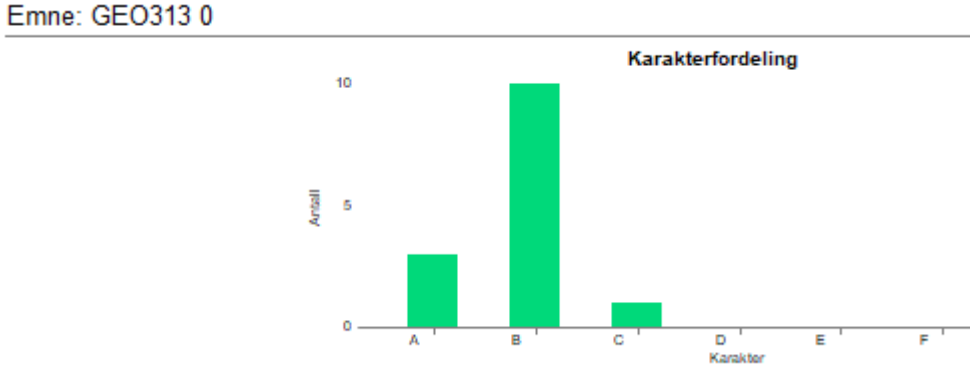
Ghy. Course report 2024:

GEO313 Field and Laboratory Methods in Physical Geography

1. Course information	
Course description	GEO313 / Field and Laboratory Methods in Physical Geography
Semester	Autumn 2024
Course Coordinator	Svein Olaf Dahl
Forms of Assessment	Portfolio assessment of: • Multiple choice test/quiz - 30 % • Poster - 20 % • Term paper - 50 % All parts of the portfolio must be accepted in the same semester.
Teaching and learning methods	• Seminars/lectures: weekly (except weeks with field- and laboratory work) • Field excursion: Three days • Lab work: Three days
Compulsory Activity	Reflection note, group presentation, poster presentation, and participation in seminars, field exercises and laboratory work.

2. Statistics	
Registered for exam	14
Passed	14
Average grade	B

Grade distribution:



3. Egeneevaluering/Self assessment

Vurdering av undervisningsopplegget i forhold til mål og resultater (emneansvarlig)
Assessment of the teaching plan in relation to goals and results (course coordinator)

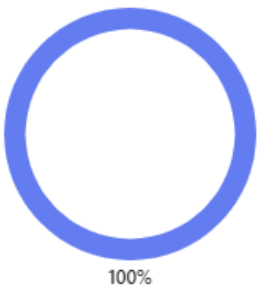
Emnet har gått som planlagt. Feltdelen fungerte bra takket være fint vær (i månedsskiftet september/oktober). Samtlige påmeldte studenter har gjennomført i forhold til obligatoriske krav og har fullført emnet. Evalueringen er basert på en individuell multiple choice test, gruppevis produksjon av poster og individuell "term paper". Samlekarakteren varierer mellom A og C med et klart snitt på B.

4. Results from student evaluation

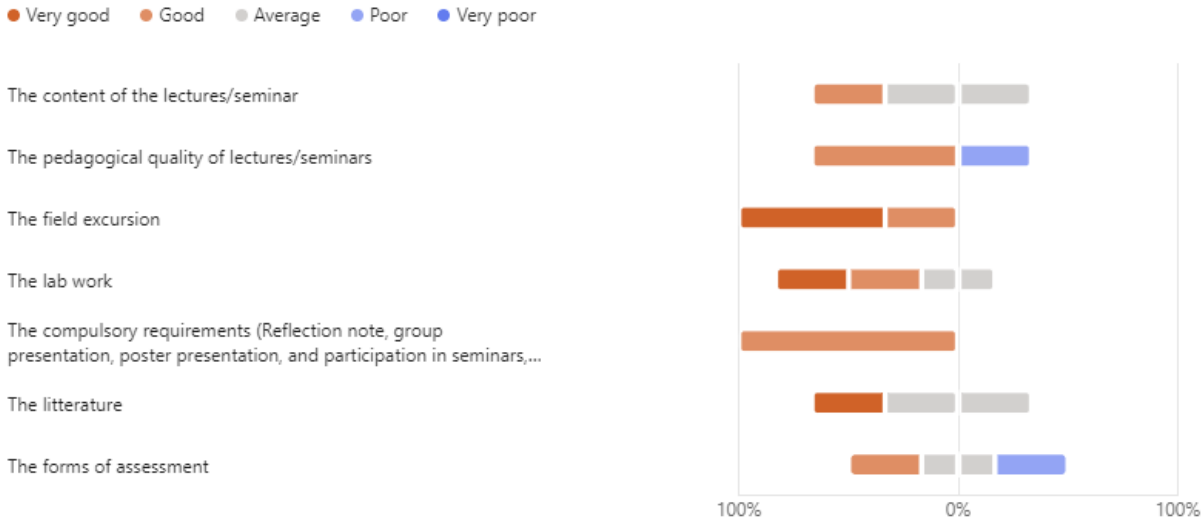
3 responses

#1 I study GEO215 as part of:

A master's programme in geography at UiB	3
Other programme at UiB	0
Exchange Program	0
Other	0



#2 How do you assess the different parts of the learning and assessment?



#3 Do you have comments about the lectures/seminars?

Åpne kommentarfelt fjernet I denne versjonen.

#4 Do you have comments about the field excursion?

Åpne kommentarfelt fjernet I denne versjonen.

#5 Do you have comments about the lab work?

Åpne kommentarfelt fjernet I denne versjonen.

#6 Do you have comments about the compulsory requirements?

Åpne kommentarfelt fjernet I denne versjonen.

 # 7 Do you have comments about the literature?

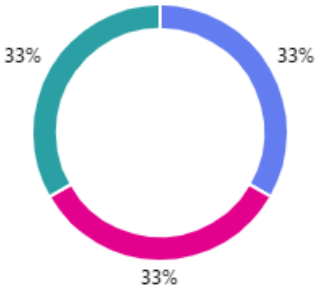
Åpne kommentarfelt fjernet I denne versjonen.

#8 Do you have comments about the forms of assessment?

Åpne kommentarfelt fjernet I denne versjonen.

#9 Did you find that the course reflected the learning outcomes described in the course description?



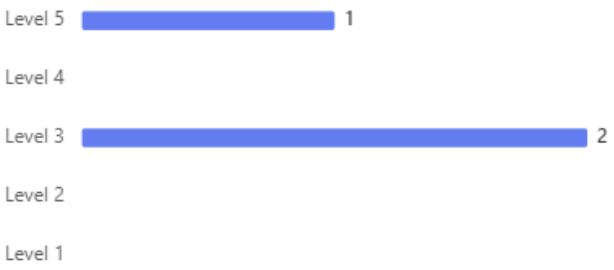


#10 Did you find that the information on Mitt UiB, including announcements, was sufficient to keep you updated during the course?

- Yes: 67%
- No: 33%

#10 What is your overall evaluation of the course (1-5)?





#11 Do you have comments on your overall evaluation of the course?
Åpne kommentarfelt fjernet I denne versjonen.

#12 Do you have suggestions on how we can improve the course?

5. Oppfølging/Follow up

Oppfølging av/kommentarer til tidligere evalueringer. Hvordan rapporten følges opp, evt. tiltak eller endringer som er gjort/planlegges gjennomført på bakgrunn av emnerapporten/ ***/ What adjustments to the curriculum would you recommend for the next time the course will be offered?***

I forhold til tidligere evalueringer kan det være ønskelig med studentevaluering etter hver enkelt gjennomført modul. Det er svært viktig å ha en kurskoordinator som er involvert i alle deler av emnet, både for å sikre at alt fungerer samt for tidlig å fange opp eventuell misnøye med ting som ikke fungerer som ønskelig/planlagt.

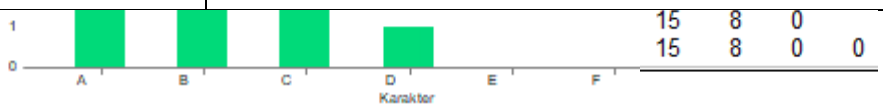
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Course report 2024:

GEO337 Discourse, Politics, and Place: Critical Perspectives on Environmental Governance

1. Course information	
Course description	GEO337 / Discourse, Politics, and Place: Critical Perspectives on Environmental Governance
Semester	Spring 2024
Course Coordinator	Connor J. Cavanagh
Forms of Assessment	• Essay (50% of the total grade) • Term paper (50% of the total grade) All parts of assessment must be passed in the same semester. Grades for each part of assessment and the final grade will be published in Studentweb.
Teaching and learning methods	The course is divided into two parts. Part I consists of seven double-hour lectures examining key themes and debates in geographical research on sustainable development and environmental governance. Part II consists of a series of seven seminars, in which students are encouraged to engage these debates with reference to place-based case studies. At each seminar, students will present progress towards their course paper and receive feedback from their peers.
Compulsory Activity	Mandatory seminar attendance and one seminar presentation

2. Statistics	
Registered for exam	18
Passed	13
Not met	5
Average grade	B



3. Egeneevaluering/Self assessment

Vurdering av undervisningsopplegget i forhold til mål og resultater (emneansvarlig)
Assessment of the teaching plan in relation to goals and results (course coordinator)

In general, the results of GEO 337-2024 are again broadly positive. Despite often observably low levels of motivation and participation in lectures and (especially) in the student-organized seminars this year, students' exam results were quite strong overall (B average). Whilst experience suggests that engagement levels vary considerably both within and between student cohorts, participation was generally much higher in the past, especially in 2021 and 2022 – even to some extent in 2023 – with the same course structure.

As a result of this trend concerning declining seminar participation, it is perhaps time to consider restructuring the course in order to better link the seminars to the form of assessment. For instance: seven lectures followed by a smaller number of seminars in which term paper drafts are presented, rather than seven student-led seminars on the students' own preferred topics. This will also facilitate more preparation throughout the semester on the term paper, well in advance of the assignment deadline.

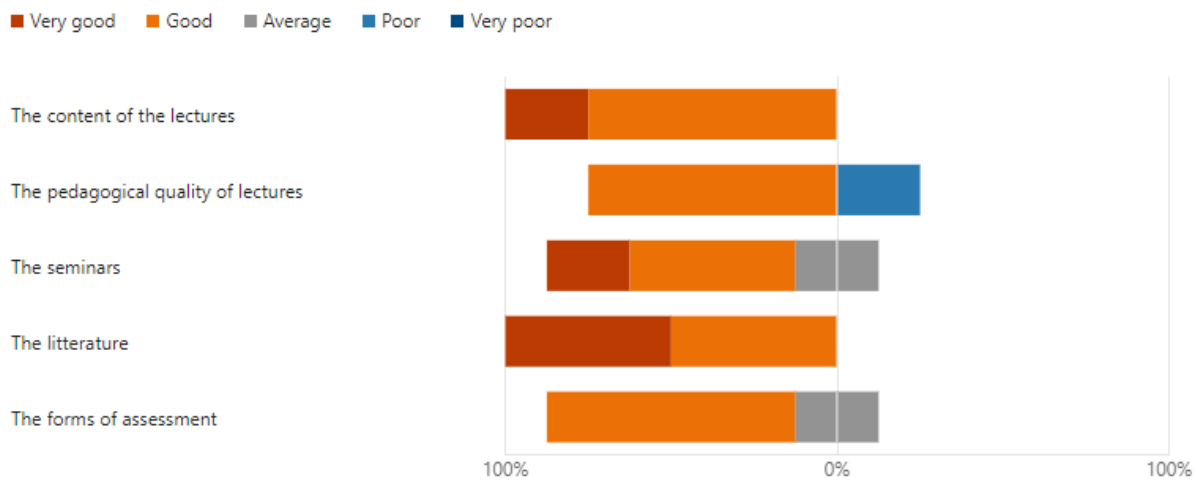
4. Results from student evaluation

4 responses

#1 I study GEO337 as part of:



#2 How do you assess the different parts of the learning and assessment?



#3 Do you have comments about the lectures?

- They do become a bit long when there is no engagement from the class
- i somethimes struggle to follow along the very academic language used in lectures, a lot of text on the slides.

#4 Do you have comments about the seminars?

- A good idea, and quite well executed, however I think the idea of what a seminar is is very vague in a Norwegian context and that the english/american idea can be better communicated if that is the point of the seminars.
- Don't know if it the seminars were that helpful

#5 Do you have comments about the litterature?

- No, i found most of it to be at an appropriate level

#6 Do you have comments about the forms of assessment?

- The essay format is quite new to me, but i must say i would have liked to do more of it.

#7 Did you find that the course reflected the learning outcomes described in the course description? http://www.uib.no/en/course/GEO337

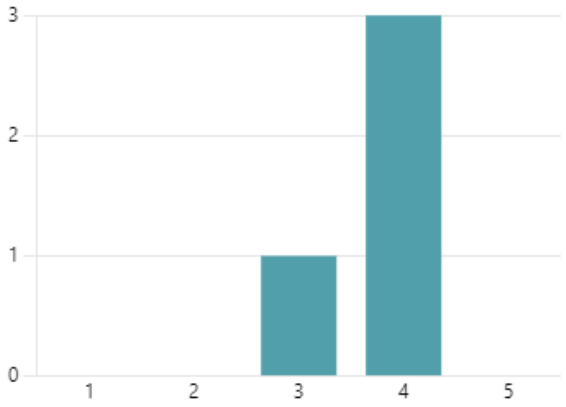
DATA NOT AVAILABLE

#8 Did you find that the information on Mitt UiB, including announcements, was sufficient to keep you updated during the course?

- Yes: 100%

#9 What is your overall evaluation of the course (1-5)?

3.75
Average Rating



#10 Do you have comments on your overall evaluation of the course?

- Interesting course with valuable insights that could have been enhanced by a more communicative group, therefore 4/5 stars.

#11 Do you have suggestions on how we can improve the course?

- As written above, a more communicative and dynamic group would enhance the learning outcomes, but that might be difficult to steer from year to year. Everything was well organized, the content of the lectures was sufficient to do the assignment.

5. Oppfølging/Follow up

Oppfølging av/kommentarer til tidligere evalueringer. Hvordan rapporten følges opp, evt. tiltak eller endringer som er gjort/planlegges gjennomført på bakgrunn av emnerapporten/ ***/ What adjustments to the curriculum would you recommend for the next time the course will be offered?***

The response rate on the above student evaluation (only 4/18 responses, despite an extended deadline and encouragement) is so low that the results must of course be interpreted with caution.

Nonetheless, the results here seem to support my own observations that the seminar format in Part II of the course has become increasingly less effective than expected. In particular, it is interesting that several of the comments above have reduced the overall rating of the course as a result of a perceived less than “communicative” or “dynamic” group. There is not much that I can do to influence the admissions intake each year, and the existing structure is already at pains to motivate participation to the greatest possible extent, expending considerable resources to allow students to choose their own seminar topics, readings, and so on. As a result, I will instead suggest a restructuring of the course in order to better link the seminars to the form of assessment – namely, seven lectures followed by 2-3 seminars (depending on enrollment) in which term paper drafts are presented.