



Marklära, hydrologi och meteorologi SG0211, 40003.2021

7.5 Hp

Studietakt = 100%

Nivå och djup = Grund

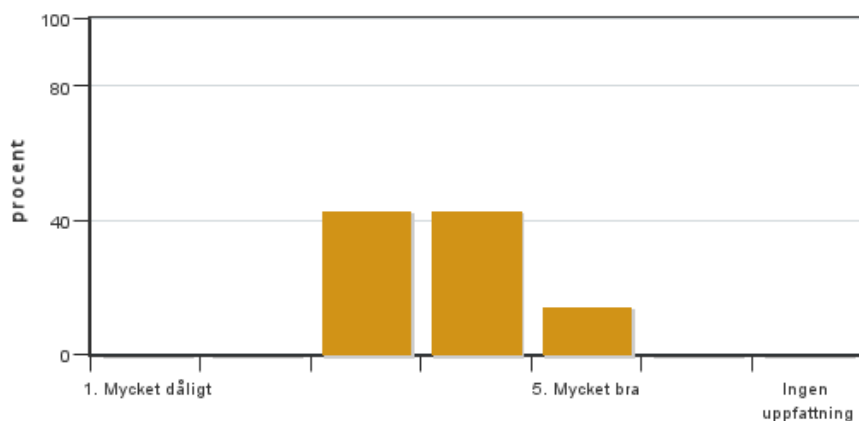
Värderingsresultat

Värderingsperiod: 2021-04-29 - 2021-05-16

Antal svar	7
Studentantal	11
Svarsfrekvens	63 %

Obligatoriska standardfrågor

1. Mitt helhetsintryck av kursen är:

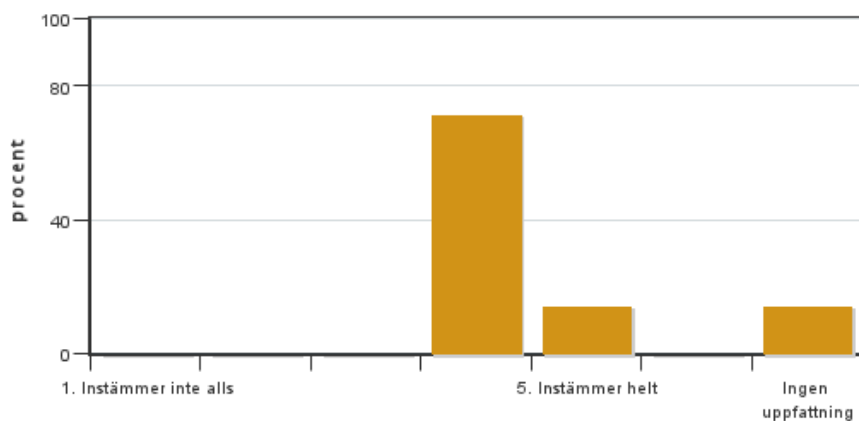


Antal svar: 7
Medel: 3,7
Median: 4

1: 0
2: 0
3: 3
4: 3
5: 1

Har ingen uppfattning: 0

2. Jag anser att kursens innehåll hade en tydlig koppling till kursens lärandemål.

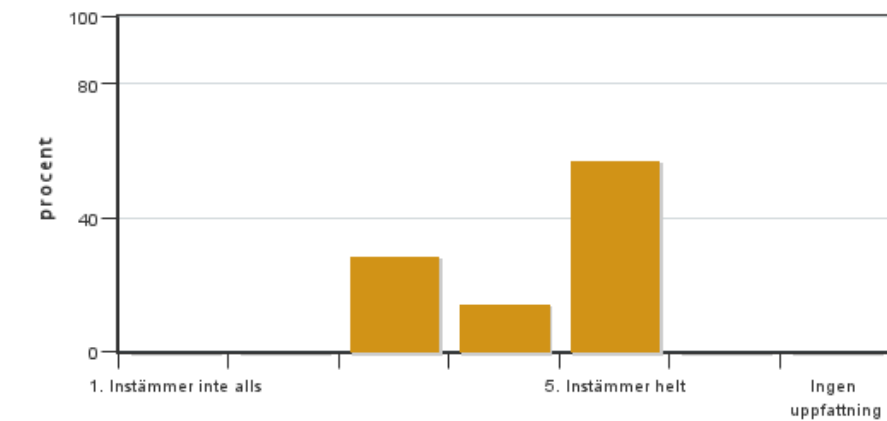


Antal svar: 7
Medel: 4,2
Median: 4

1: 0
2: 0
3: 0
4: 5
5: 1

Har ingen uppfattning: 1

3. Mina förkunskaper var tillräckliga för att tillgodogöra mig kursen.

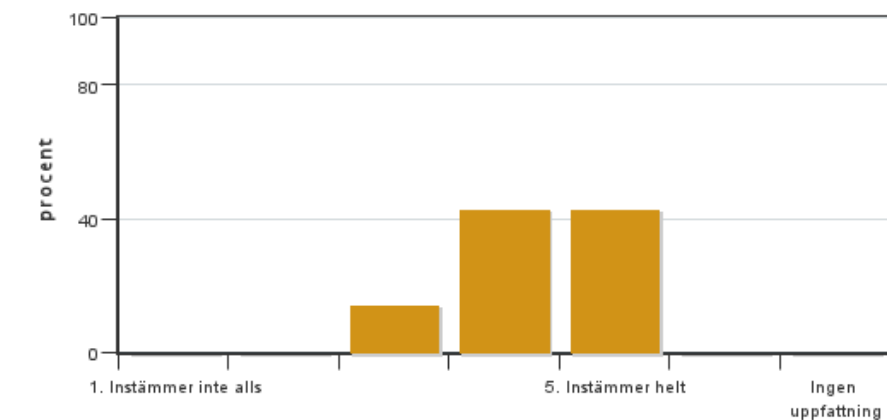


Antal svar: 7
Medel: 4,3
Median: 5

1: 0
2: 0
3: 2
4: 1
5: 4

Har ingen uppfattning: 0

4. Jag anser att kursinformationen var lättillgänglig.

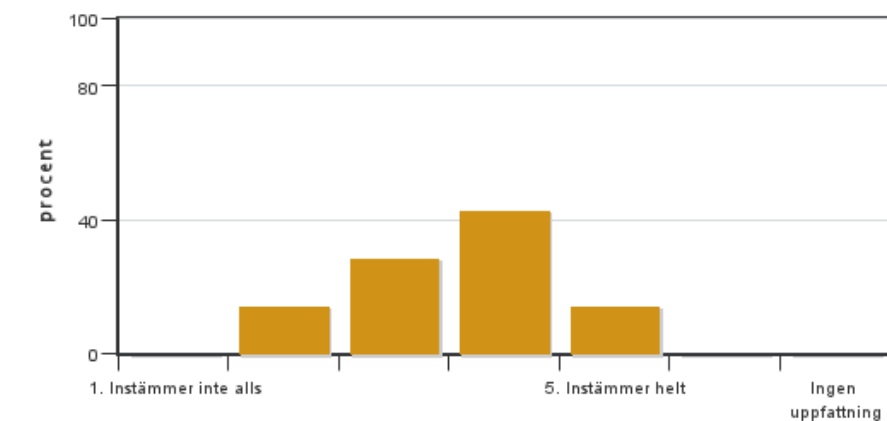


Antal svar: 7
Medel: 4,3
Median: 4

1: 0
2: 0
3: 1
4: 3
5: 3

Har ingen uppfattning: 0

5. Kursens lärandemoment (föreläsningar, litteratur, övningar med mera) har stöttat mitt lärande.

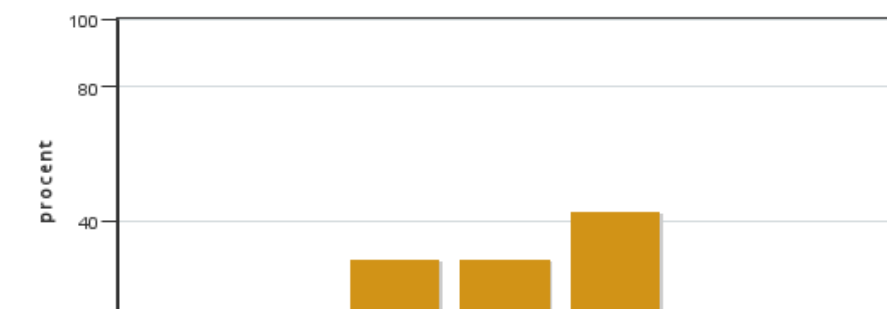


Antal svar: 7
Medel: 3,6
Median: 4

1: 0
2: 1
3: 2
4: 3
5: 1

Har ingen uppfattning: 0

6. Jag anser att den sociala lärmiljön har varit inkluderande där olika tankar respekterades.



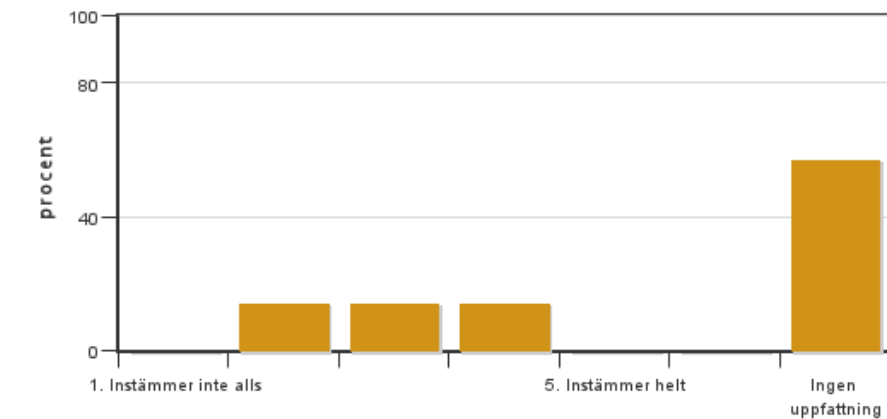
Antal svar: 7
Medel: 4,1
Median: 4

1: 0
2: 0
3: 2
4: 2
5: 3

Har ingen uppfattning: 0



7. Jag anser att den fysiska lärmiljön (exempelvis lokaler och utrustning) var tillfredställande.



Antal svar: 7

Medel: 3,0

Median: 3

1: 0

2: 1

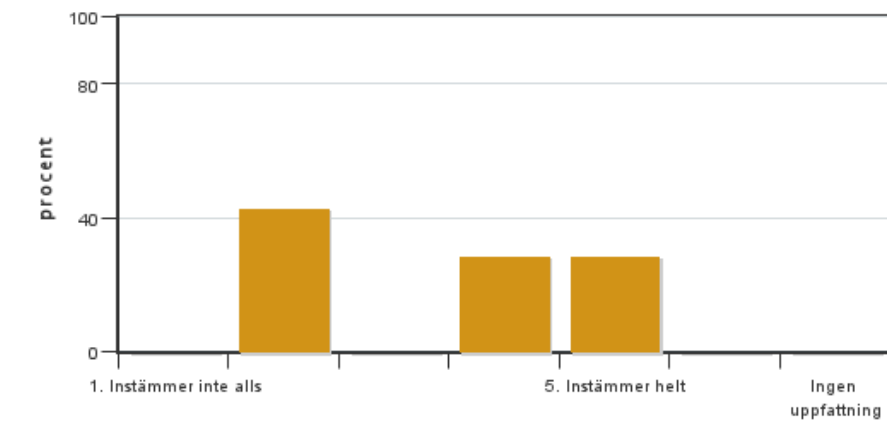
3: 1

4: 1

5: 0

Har ingen uppfattning: 4

8. Examinationen/-erna gav mig möjlighet att visa vad jag lärt mig under kursen, se lärandemål.



Antal svar: 7

Medel: 3,4

Median: 4

1: 0

2: 3

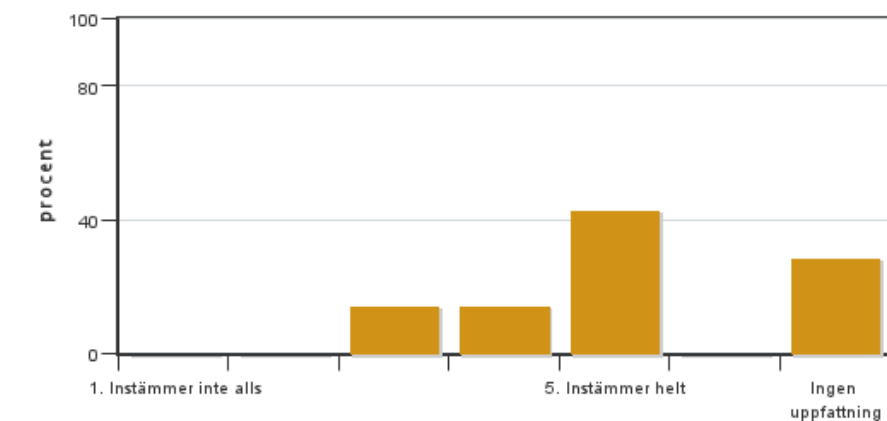
3: 0

4: 2

5: 2

Har ingen uppfattning: 0

9. Jag anser att kursen har berört hållbar utveckling (miljömässig, social och/eller ekonomisk hållbarhet).



Antal svar: 7

Medel: 4,4

Median: 5

1: 0

2: 0

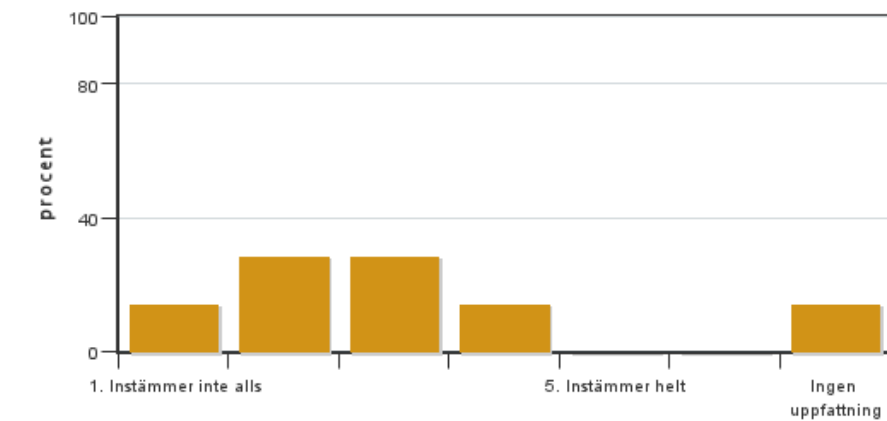
3: 1

4: 1

5: 3

Har ingen uppfattning: 2

10. Jag anser att kursen har berört ett genus- och jämställdhetsperspektiv i innehåll och praktik (t. ex. perspektiv på ämnet, kurslitteratur, fördelning av taltid och förekomst av härskartekniker).

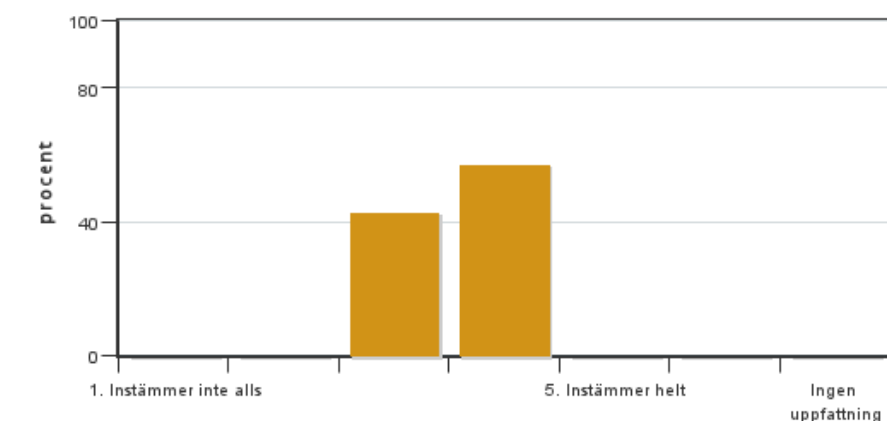


Antal svar: 7
Medel: 2,5
Median: 2

1: 1
2: 2
3: 2
4: 1
5: 0

Har ingen uppfattning: 1

11. Jag anser att kursen har berört internationella perspektiv.

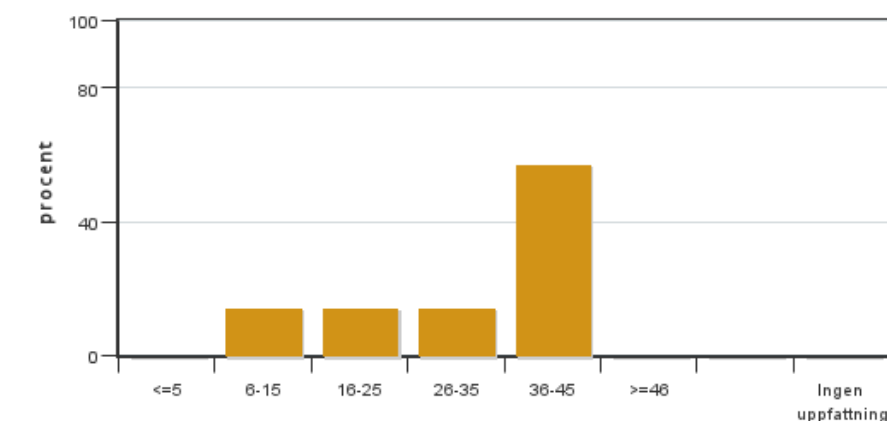


Antal svar: 7
Medel: 3,6
Median: 4

1: 0
2: 0
3: 3
4: 4
5: 0

Har ingen uppfattning: 0

12. Jag har i genomsnitt lagt ... timmar per vecka på kursen (inklusive schemalagd tid).



Antal svar: 7
Medel: 31,4
Median: 36-45

≤5: 0
6-15: 1
16-25: 1
26-35: 1
36-45: 4
≥46: 0

Har ingen uppfattning: 0

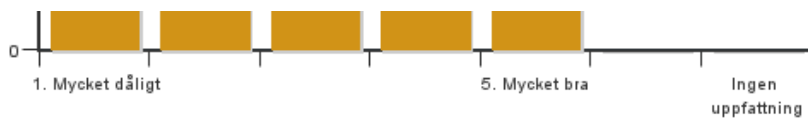
13. Om relevant, vad är ditt helhetsintryck av att hela eller delar av utbildningen genomförts på distans?



Antal svar: 7
Medel: 3,4
Median: 4

1: 1
2: 1
3: 1
4: 2
5: 2

Har ingen uppfattning: 0

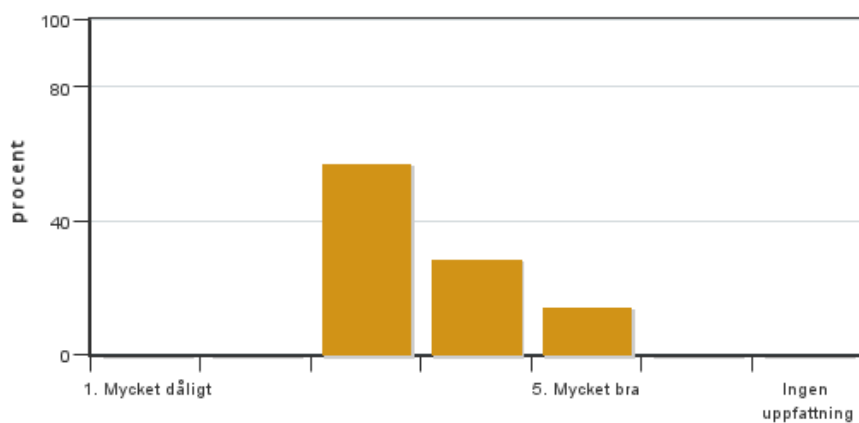


14. Om relevant, vad fungerade väl i undervisningen på distans?

15. Om relevant, vad fungerade mindre väl i undervisningen på distans?

Egna frågor

16. Mitt helhetsintryck av kursuppgiften (assignment) är:



Antal svar: 7
Medel: 3,6
Median: 3

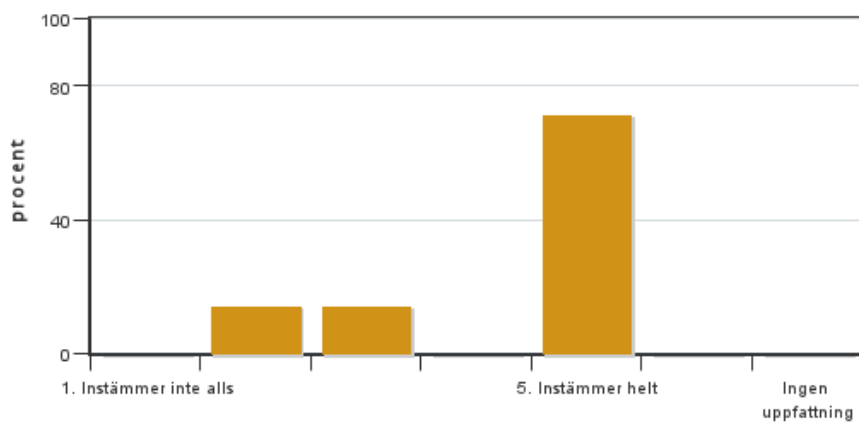
1: 0
2: 0
3: 4
4: 2
5: 1

Har ingen uppfattning: 0

17. Vad fungerade väl i kursuppgiften (assignment)?

17. Vad fungerade mindre väl i kursuppgiften (assignment)?

17. Jag anser att kursuppgiften (assignment) är en bättre form av examination än skriftlig slutexamen?



Antal svar: 7
Medel: 4,3
Median: 5

1: 0
2: 1
3: 1
4: 0
5: 5

Har ingen uppfattning: 0

Kursledarens kommentarer

Marklära, Hydrologi och Meteorologi, 7,5 Hp

2021-03-24 – 2021-05-02

SG0211, anmälningsskod SLU-40003.2021

Kursledare: Matthias Peichl

Comments on evaluation and planned measures

General

This year's course was again affected by the special circumstances due to the COVID-19 situation throughout vt 2021. For this reason the course was taught once more via distance-learning. Despite this shortcoming, however, overall the students evaluated the course with a median value of 4 (good). This year we introduced a new course assignment as key learning activity, which also replaced the traditional final exam as the form of course evaluation. Most students evaluated this effort positively; however, we acknowledge the need for further fine-tuning this assignment in the coming year. Additional areas which could be further improved are described below together with our suggested measures for the future.

Response rate

For vt2021, 63% of students have completed the course evaluation. This response rate is improved compared to the 50% obtained in the previous year. This might to some extent reflect the efforts in the measures taken to encourage student feedback. It will however remain the goal to still further increase the response rate in the next year.

Measure: The course leader will repeatedly stress the importance and value of the course evaluation from start to end of the course. To demonstrate that the evaluation is taken seriously, all adaptations and measures taken based on previous comments will be presented at the start of the next course. The course leader will encourage the students to complete the evaluation already by the end of the course to avoid distraction by the subsequent course work.

Educational layout and design

Since the COVID-19 situation required the course to be held 100% via online teaching, our intention was to increase the flexibility in the students' study schedule by combining lectures with self-studies via reading and video material. A main criticism was the high reading load which we will re-consider and possibly reduce for the coming year. The online "SIG-groups" (Seminarium i Grupp) created a valuable pedagogic element for interactive discussion moments. This year we also introduced a new course project assignment during which the students worked with empirical field data in combination with simulation models to apply and deepen their theoretical knowledge gained from the lectures and self-studies. This new course element was overall well-received by the students, however, the work load appeared too extensive and the available time too limited for several students. We will therefore make the necessary adjustments in the coming year. The reports from the project assignment also replaced the final course examination which was much appreciated by the majority of the students.

Measure: We will re-evaluate the allocation of time to self-studies and reading. We will revisit the work load of the project assignment to further improve its pedagogic effectiveness.

Course content, communication and learning objectives

Adopting the recommendation from the previous year, this year's Canvas course webpage included a detailed time table page and a calendar page with the daily assignment tasks. We established a permanent zoom link for all course activities to simplify the logistics of the online meetings. We further clearly indicated which course elements are mandatory in this year's course schedule. Altogether, this resulted in a good communication and information flow (grade 4.3). However, following the students' remarks, the course leadership also recognizes the need for additional improvements in the organization and layout of the Canvas webpage structure in the coming year. The evaluation (grade 4.2) suggests that the course content was well-linked to the learning objectives.

Measure: The structure and organization of the Canvas course webpage will be improved in vt2021 by creating a consistent layout across the four course part sections.

Information and communication of measures

Information on the taken measures above will be communicated via the standard channel for distributing the evaluation material (i.e. on the course webpage) and presented to the students at the beginning of the next year's course (vt2022).

Studentrepresentantens kommentarer

Student's representative commentary for Marklära, hydrologi och meteorologi

General: The course was once again adjusted to a distance-course due to Corona. Since this was the second time this needed to be done the teachers had time to adjust their lectures. The lectures given during the course was widely appreciated from the students as interesting and helping. This year there where no final exam but rather different assignments during the course that were done and handed in one after another. Most students found this as a good measure to further learn and show what knowledge they gained during the course, also it was considered a nice variation to an ordinary final exam. The biggest problem with this layout however was the amount of information that was needed to be processed during a short amount of time. Also, some of the programs used during the assignments needed some time getting used to. The feeling was that there was not enough time to properly read through all the preparation literature and then little or no time to reflect on the content of the assignments.

One of the ways used to create more interaction between the students, to get deeper understanding and stimulating discussion, was to have "SIG-groups" (Studies In Groups) where the students should read assigned literature and then discuss within the group. If questions came up, they would be asked to the teacher in an online meeting later on. Overall the idea was considered good by the students but also here there was a shortage of time. Several students struggled to read the assigned literature in time which made discussing them difficult. There where also comments on that maybe for next year the meeting with the teacher should be tighter scheduled to the "SIG-meeting" so the information and questions where closer to mind.

There was comments about only having male teachers, so if possible maybe this could be altered in some way for next year.

The layout of the Canvas page and the accessibility of information was considered good, one of the best so far during the pandemic, and the proximity to getting help from teachers was regarded good during work with assignments. This is definitively a strength when doing assignments online.

Overall: Most students enjoyed the course and the format of examination with assignments. There was a general perception that time was scarce considering the amount of literature and information that was given to each assignment. The suggestion is to maybe thin out some details in the basic assignments and then give time for more reflection and fine tuning of each assignment.