

Final Report – KJM5700/9700 – H2022

Course Leader: Armin Wisthaler

Lecturers: Knut Breivik, Felix M. Piel, Armin Wisthaler, Wojciech K. Wojnowski

DESCRIPTION

Frontal lectures on different environmental chemistry topics were given by three of the lecturers: Armin Wisthaler (gas phase atmospheric chemistry), Felix M. Piel (aerosol atmospheric chemistry), and Wojciech K. Wojnowski (water chemistry). The recorded lectures were made available as podcasts. More than half of the students typically did not attend the lectures in the auditorium. Knut Breivik was on sabbatical leave in 2022 and recorded podcasts (persistent organic pollutants – POPs) were used.

CHANGES

Wojciech K. Wojnowski covered the part of the course (water chemistry) that was in the past lectured by Rolf D. Vogt. The change in lecturer worked out well. Knut Breivik did not give frontal lectures; recorded podcasts were used instead. Some of the students expressed their preference for frontal lectures as compared to the “podcast only” solution.

TEACHING EVALUATION

The students were asked to give a written anonymous course feedback on Canvas. Only three students provided feedback (attached to this report).

SUMMARY MEETING

The feedback provided by the students was shared with all lecturers, who were invited to consider the suggestions made by the students in their future lectures.

EXAMINATION RESULTS

24 students registered for the oral exams held in the period from November 30 to December 2, 2022. The results of the exams are listed below.

KJM5700:

A	B	C	D	E	F	not present
0	4	4	4	2	1	6

KJM9700:

passed	failed
2	1

PLANS for the FUTURE

A new *førsteamanuensis* in atmospheric chemistry will be appointed in 2024, which is when the course will be revised. In 2023, the course will remain unchanged.

OTHER COMMENTS

None.

Anonymous Feedback Survey

What did you like about the course?

#1:

nice and general overview of environmental chemistry. very low threshold for asking questions. good lecturers

#2:

Learning about the climate and the effects of GHG, the effects of anthropogenic activities, historic events such as with smog and Lake Nyos incident, the physical aspects of aerosols and water, and equations. I think equations and formulas is an instructive mathematical way of understanding that supplements the verbal way of explaining. Might be an unpopular opinion among students of this course, but I stand by it.

#3:

For atmosphere and aerosol part, I liked that you made questions for every lecture and went through them at the start of the next lecture. It made it easier to pay attention, and it is a good preparation for the exam

What did you not like about the course? What could be improved?

#1:

POP's part of the subject was set up in a way where you couldn't communicate properly with the lecturer. were also not asked questions. there was a lot of unnecessary stuff that was included in the lecture, so I ended up reading in the book instead. not that it is a bad way to learn the material, but when we have already been told that following the lectures is enough, then this was just set up very badly.

Part no. 2 of aerosol had no connection to the first part of aerosol lecture (for me and my understanding). I didn't understand what was important to take with you and what was just set up as an example.

#2:

More questions! This forces us to think and to apply the knowledge given in a broader context. I would like to see such questions as given by Armin on the other topics as well. If the questions were also formulated to encompass different parts of the course (ex. combining aerosols and atmosphere) that would be ideal, and a really good way to learn.

Also, the part where we were explained how lead poisoning in roman times led to mania seemed somewhat off-topic for me (given in the water lectures).

#3:

Maybe more questions to work with or maybe having learning goals at the end of each part to summarize what is important to know and learn