

Course Summary for "NGEA21 – The climate system" hvt 2020

Course coordinator: Maj-Lena Linderson

Teachers in the course: Maj-Lena Linderson, Thomas Holst, Anna Maria Jönsson, David Wårlind, Ross Petersen, Britta Smångs

Number of students: 13 registered students

Grade distribution: z UK, y G, q VG.

Evaluation

I. Summary of the course evaluation

Number of survey responses: 7

Short summary of the evaluation responses:

In general the students were satisfied with the course (overall score of was not asked for, but average score would be 3.7, on a scale 1-5). The students appreciate the focus on practical work with exercises. However, they are disappointed with the very late feedback on some of these and also found that for some exercises, the feedback was very shallow. To some extent, I think the low score on many of the questions in this evaluation is due to this.

Taking this into account, I came to the following conclusion:

The students find the layout of the course to work well, however they think that there is too much work with exercises in relation to the workload. The combination of literature enhanced the understanding of climatology and the climate system, but better connection between lectures and the Stull book with computation exercises is needed. Most of the students thought that they had sufficient training in written and oral computations, but not all. This differs from the answers earlier year. Could also be due to a general disappointment with the feedback. Exercises were mostly found relevant, but as said, the learning from these require better and quicker feedback. Less group work would also be appreciated.

The responses reveal the same issues as many ears before (e.g. 2019). The complaint about the feedback was even exaggerated this year, which is understandable. Among other things, the Covid-19 adaptation put extra work on the teachers, for this course as well as other work, which lead to even worse problems with feedback time and content. This is very unfortunate and requires a restructure. The project work student presentations were changed in the last minute, as many students needed to leave Lund. This led to some criticism, but is not significant for the module as it is probably only due to this year's very special situation.

Some overlap in the content of the course with earlier courses were pointed out.

II. Comments from the teaching team

The base layout and content of the course is good and should be maintained. It meets up to the learning outcomes and content of the course according to the curriculum. However, lectures and exercises needs a restructure. The overlap mentioned (e.g. earth radiation balance) is a central part of the climate system

and should be taken up in this course. Any changes there should be in the full Physical Geography program.

III. Evaluation of changes implemented since the last time the course was given

No major change were made between 2019 and 2020. All exercises require a written report including introduction, methods, results etc. Except for giving feedback on the facts in the report, we had decided to speed up the feedback by focusing on different parts of the reports (how to write into, results etc) to build up a report writing-knowledge for the final project. This did not work so well due to delays in the feedback 2020.

IV. Suggestions for changes to implement before the course is given the next time

To meet the need for improvements some changes are suggested:

- Lectures should be better aligned with the content in both books (Ahrens and Henson, and Stull). That requires an overview of the computations. (Which ones to use.)
- As the course probably will be run partly online in 2021, lectures needs to be shortened. This is an opportunity to also revise the present content of the lectures for the future.
- Exercise scores should be changed to passed/not passed. The reporting should be changed to specific questions to answer. Feedback should be given orally (and maybe to some extent in written as a complement). For the computations, no change is needed in reporting and feedback.
- The content of the exercises may be included in the written exam, to compensate to the exercises' contribution to the total score of the course (incl. passed with distinction). However, computations will not be included in the exam.
- Group work should be reduced to one exercise and the project work. "Kamratgranskning" could be considered for some of the exercises as a compensation for learning from discussions with fellow students during group work.
- There is no need to change the project work at present.

2020-11-01, this summary was done by Maj-Lena Linderson