

NGEA09_VT23

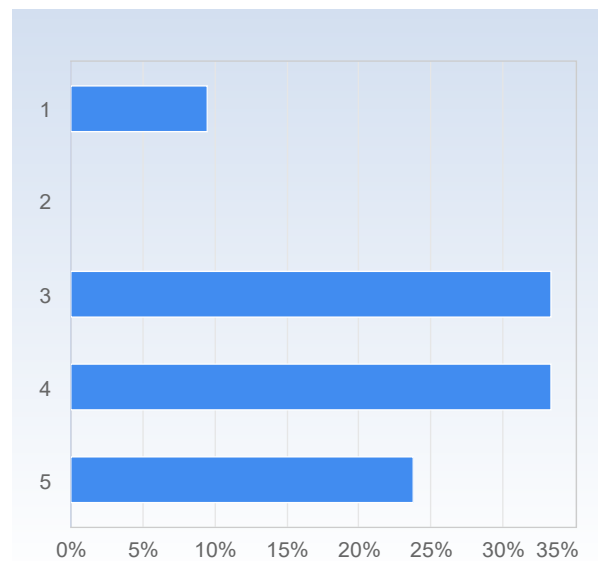
Respondents: 23
Answer Count: 21
Answer Frequency: 91,30 %

Part I: The course in general

(If not indicated in another way: 1= not at all, 5=very well)

Do you think that the aim, as described above, has been reached well in this course?

Do you think that the aim, as described above, has been reached well in this course?	Number of responses
1	2 (9,5%)
2	0 (0,0%)
3	7 (33,3%)
4	7 (33,3%)
5	5 (23,8%)
Total	21 (100,0%)

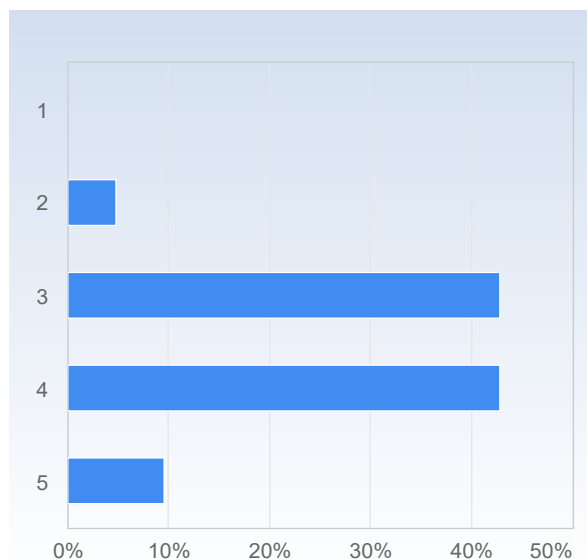


	Mean	Standard Deviation
Do you think that the aim, as described above, has been reached well in this course?	3,6	1,2

How was the workload of the course? (1=to low, 3= OK, 5= to much work)

	Mean	Standard Deviation
Was the course as you expected (1=No, not at all,2=No, not really, 3=yes, partly, 4=Yes, completely, ?= do not know)	3,2	0,5

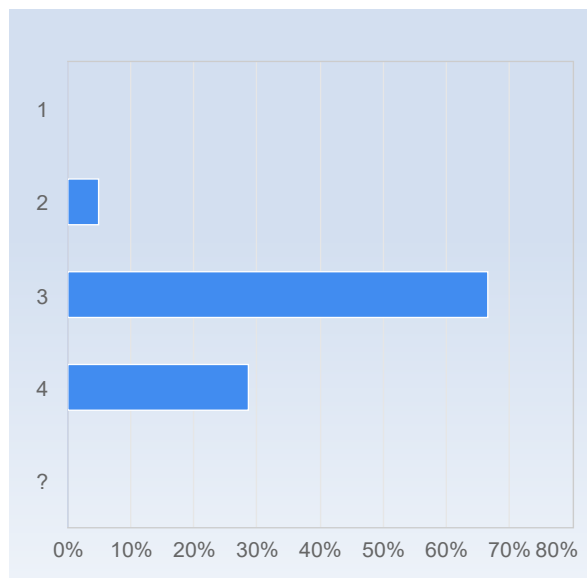
How was the workload of the course? (1=to low, 3= OK, 5= to much work)	Number of responses
1	0 (0,0%)
2	1 (4,8%)
3	9 (42,9%)
4	9 (42,9%)
5	2 (9,5%)
Total	21 (100,0%)



	Mean	Standard Deviation
How was the workload of the course? (1=to low, 3= OK, 5= to much work)	3,6	0,7

Was the course as you expected (1=No, not at all,2=No, not really, 3=yes, partly, 4=Yes, completely, ?= do not know)

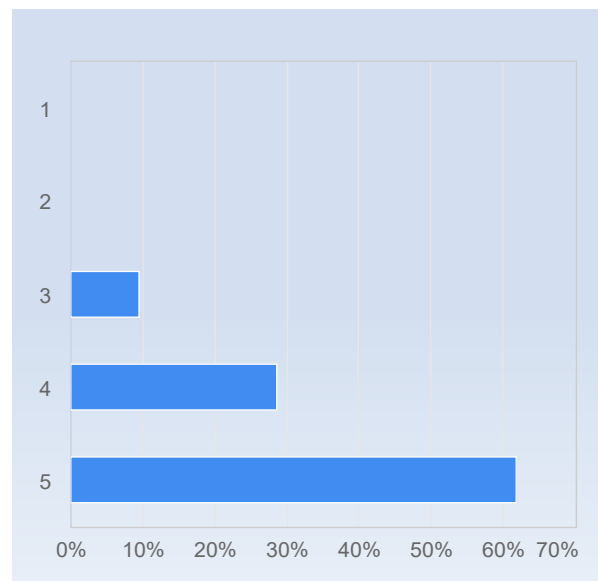
Was the course as you expected (1=No, not at all,2=No, not really, 3=yes, partly, 4=Yes, completely, ?= do not know)	Number of responses
1	0 (0,0%)
2	1 (4,8%)
3	14 (66,7%)
4	6 (28,6%)
?	0 (0,0%)
Total	21 (100,0%)



	Mean	Standard Deviation
Was the course as you expected (1=No, not at all,2=No, not really, 3=yes, partly, 4=Yes, completely, ?= do not know)	3,2	0,5

How do you grade the course as a whole? (1=very bad, 5= very good)

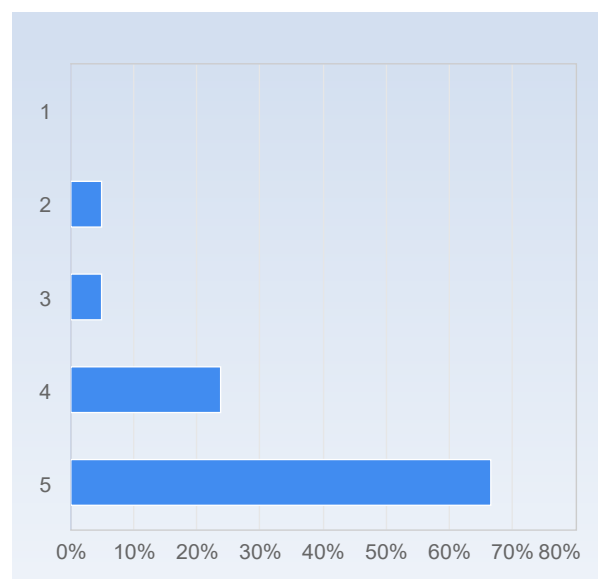
How do you grade the course as a whole? (1=very bad, 5= very good)	Number of responses
1	0 (0,0%)
2	0 (0,0%)
3	2 (9,5%)
4	6 (28,6%)
5	13 (61,9%)
Total	21 (100,0%)



	Mean	Standard Deviation
How do you grade the course as a whole? (1=very bad, 5= very good)	4,5	0,7

Does the course content and work load corresponds to the course credits (1= No, not at all, 5= yes, entirely)

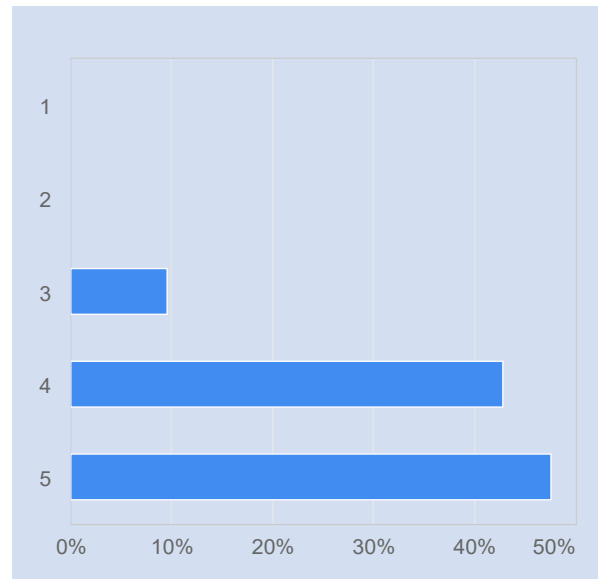
Does the course content and work load corresponds to the course credits (1= No, not at all, 5= yes, entirely)	Number of responses
1	0 (0,0%)
2	1 (4,8%)
3	1 (4,8%)
4	5 (23,8%)
5	14 (66,7%)
Total	21 (100,0%)



	Mean	Standard Deviation
Does the course content and work load corresponds to the course credits (1= No, not at all, 5= yes, entirely)	4,5	0,8

Did the teachers motivate you and inspire you ? (1=no, not at all, 5= yes, very much)

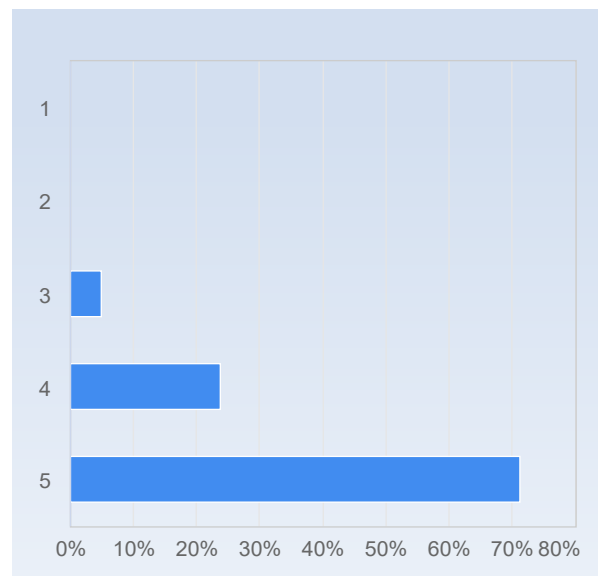
Did the teachers motivate you and inspire you ? (1=no, not at all, 5= yes, very much)	Number of responses
1	0 (0,0%)
2	0 (0,0%)
3	2 (9,5%)
4	9 (42,9%)
5	10 (47,6%)
Total	21 (100,0%)



	Mean	Standard Deviation
Did the teachers motivate you and inspire you ? (1=no, not at all, 5= yes, very much)	4,4	0,7

Did you get enough training in communication, both oral and written? (1=No, not at all, 5= Yes, completely)

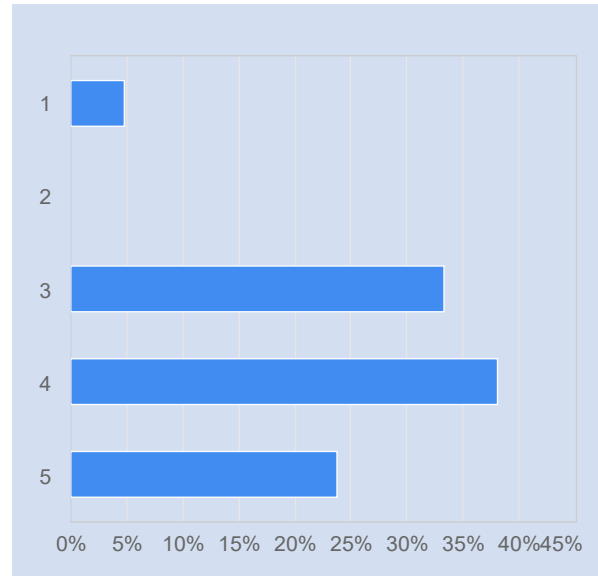
Did you get enough training in communication, both oral and written? (1=No, not at all, 5= Yes, completely)	Number of responses
1	0 (0,0%)
2	0 (0,0%)
3	1 (4,8%)
4	5 (23,8%)
5	15 (71,4%)
Total	21 (100,0%)



	Mean	Standard Deviation
Did you get enough training in communication, both oral and written? (1=No, not at all, 5= Yes, completely)	4,7	0,6

Did you get useful feedback on your work and help to understand difficult material during the course? Help during work, answers on questions, useful comments on hand-ins (1=not at all, 5= completely)

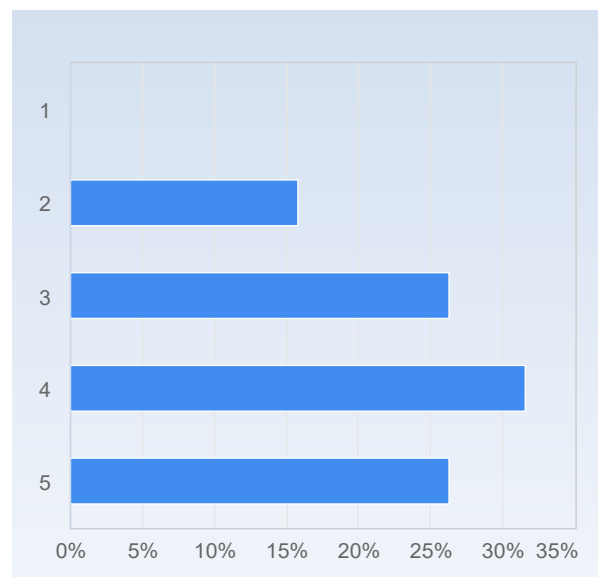
Did you get useful feedback on your work and help to understand difficult material during the course? Help during work, answers on questions, useful comments on hand-ins (1=not at all, 5= completely)	Number of responses
1	1 (4,8%)
2	0 (0,0%)
3	7 (33,3%)
4	8 (38,1%)
5	5 (23,8%)
Total	21 (100,0%)



	Mean	Standard Deviation
Did you get useful feedback on your work and help to understand difficult material during the course? Help during work, answers on questions, useful comments on hand-ins (1=not at all, 5= completely)	3,8	1,0

How was the practical arrangement of the course: schedule, course page information, lecture rooms, computer labs etc? (1=very bad, 5= very good)

How was the practical arrangement of the course: schedule, course page information, lecture rooms, computer labs etc? (1=very bad, 5= very good)	Number of responses
1	0 (0,0%)
2	3 (15,8%)
3	5 (26,3%)
4	6 (31,6%)
5	5 (26,3%)
Total	19 (100,0%)



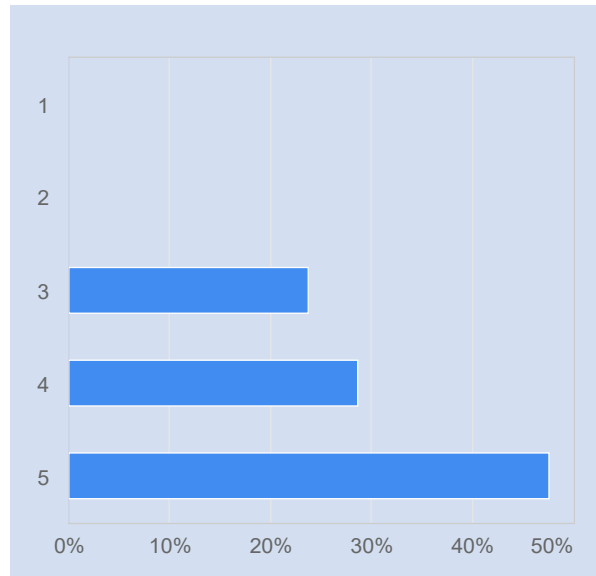
	Mean	Standard Deviation
How was the practical arrangement of the course: schedule, course page information, lecture rooms, computer labs etc? (1=very bad, 5= very good)	3,7	1,1

Part II: Questions on course specific elements

(If not indicated in another way: 1= not at all, 5=very well)

Introduction to the course (was information sufficient and relevant?), Petter Pilesjö (1=very bad, 5= very good)

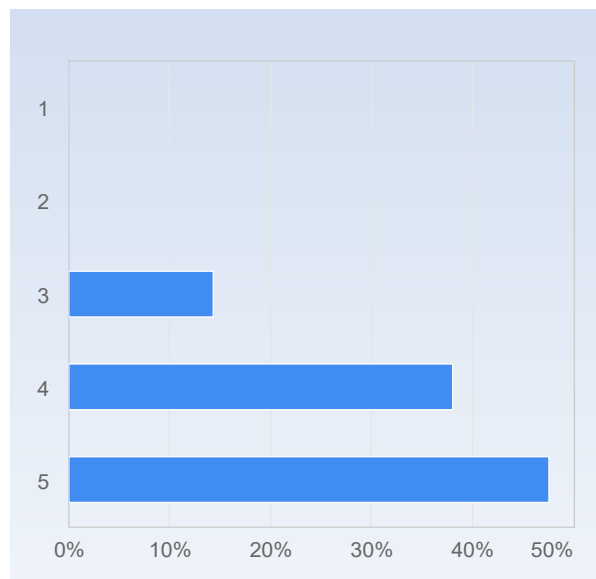
Introduction to the course (was information sufficient and relevant?), Petter Pilesjö (1=very bad, 5= very good)	Number of responses
1	0 (0,0%)
2	0 (0,0%)
3	5 (23,8%)
4	6 (28,6%)
5	10 (47,6%)
Total	21 (100,0%)



	Mean	Standard Deviation
Introduction to the course (was information sufficient and relevant?), Petter Pilesjö (1=very bad, 5= very good)	4,2	0,8

Introduction lecture, project 1, by Petter Pilesjö (1=very bad, 5= very good)

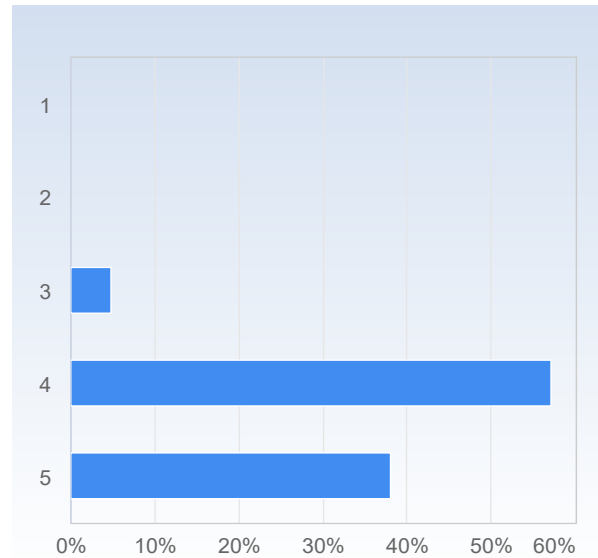
Introduction lecture, project 1, by Petter Pilesjö (1=very bad, 5= very good)	Number of responses
1	0 (0,0%)
2	0 (0,0%)
3	3 (14,3%)
4	8 (38,1%)
5	10 (47,6%)
Total	21 (100,0%)



	Mean	Standard Deviation
Introduction lecture, project 1, by Petter Pilesjö (1=very bad, 5= very good)	4,3	0,7

Lectures and exercises, project 1, Tom Pugh (1=very bad, 5=very good)

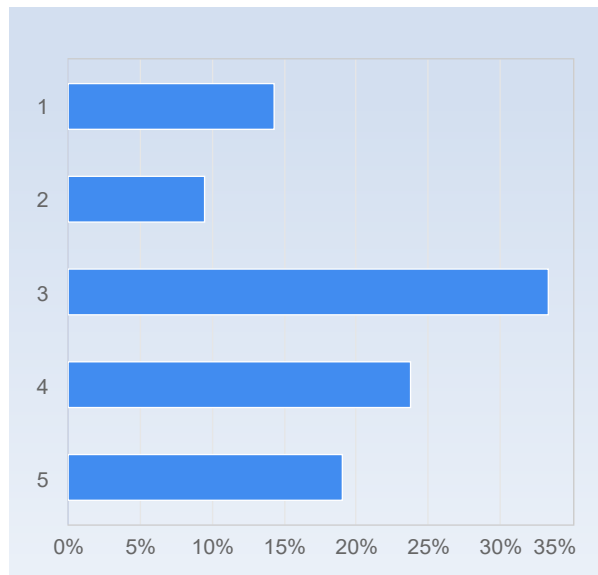
Lectures and exercises, project 1, Tom Pugh (1=very bad, 5=very good)	Number of responses
1	0 (0,0%)
2	0 (0,0%)
3	1 (4,8%)
4	12 (57,1%)
5	8 (38,1%)
Total	21 (100,0%)



	Mean	Standard Deviation
Lectures and exercises, project 1, Tom Pugh (1=very bad, 5=very good)	4,3	0,6

Exercises, topography, project 1, Andreas Persson (1=very bad, 5=very good)

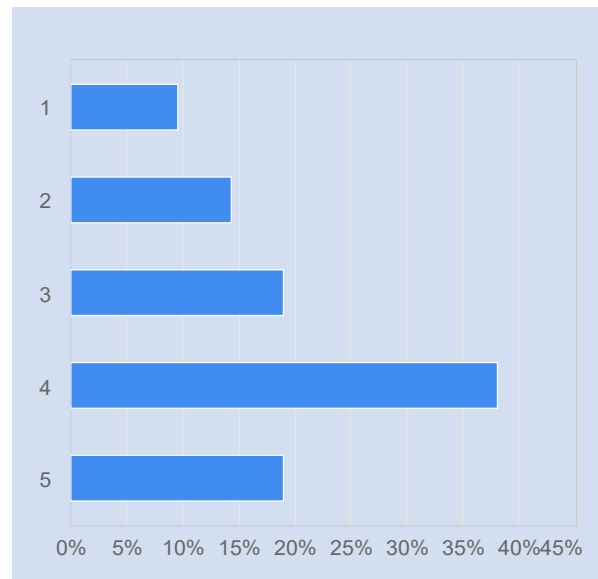
Exercises, topography, project 1, Andreas Persson (1=very bad, 5=very good)	Number of responses
1	3 (14,3%)
2	2 (9,5%)
3	7 (33,3%)
4	5 (23,8%)
5	4 (19,0%)
Total	21 (100,0%)



	Mean	Standard Deviation
Exercises, topography, project 1, Andreas Persson (1=very bad, 5=very good)	3,2	1,3

Exercises, land cover, project 1, Lina Eklund (1=very bad, 5=very good)

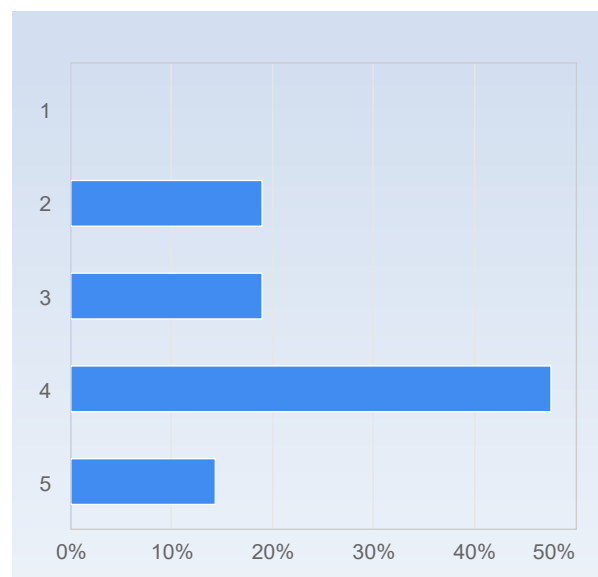
Exercises, land cover, project 1, Lina Eklund (1=very bad, 5=very good)	Number of responses
1	2 (9,5%)
2	3 (14,3%)
3	4 (19,0%)
4	8 (38,1%)
5	4 (19,0%)
Total	21 (100,0%)



Exercises, land cover, project 1, Lina Eklund (1=very bad, 5=very good)	Mean	Standard Deviation
	3,4	1,2

Exercises, climate, project 1, Patrik Vestin (1=very bad, 5= very good)

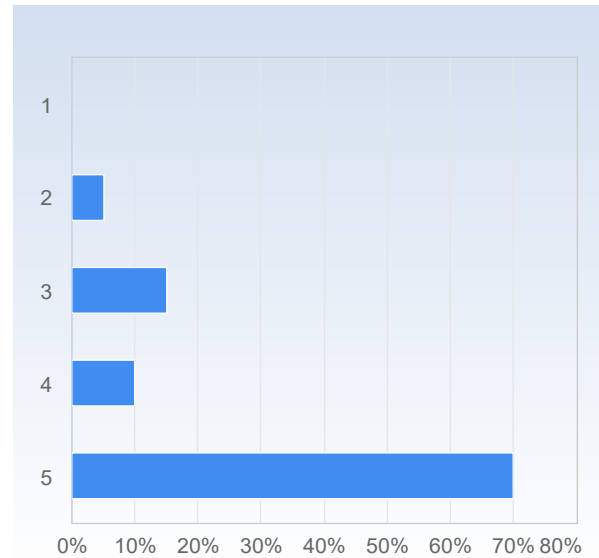
Exercises, climate, project 1, Patrik Vestin (1=very bad, 5= very good)	Number of responses
1	0 (0,0%)
2	4 (19,0%)
3	4 (19,0%)
4	10 (47,6%)
5	3 (14,3%)
Total	21 (100,0%)



Exercises, climate, project 1, Patrik Vestin (1=very bad, 5= very good)	Mean	Standard Deviation
	3,6	1,0

Field work and excursion Rwanda PP/TP (1=very bad, 5= very good)

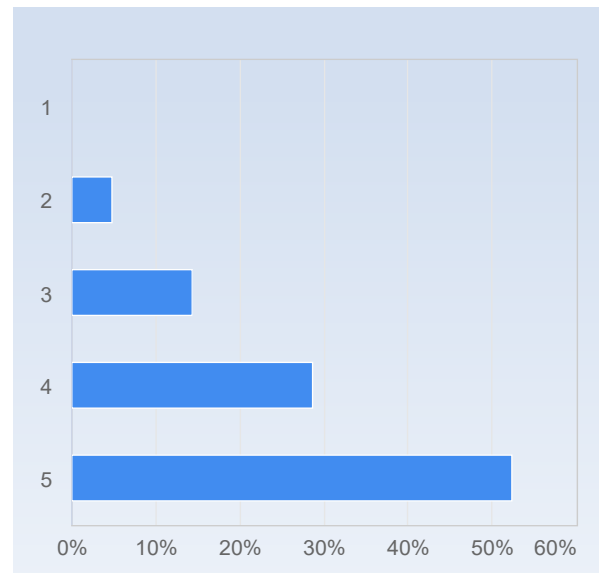
Field work and excursion Rwanda PP/TP (1=very bad, 5= very good)	Number of responses
1	0 (0,0%)
2	1 (5,0%)
3	3 (15,0%)
4	2 (10,0%)
5	14 (70,0%)
Total	20 (100,0%)



	Mean	Standard Deviation
Field work and excursion Rwanda PP/TP (1=very bad, 5= very good)	4,4	0,9

Relevance and extent of assignment for Rwanda fieldwork including data capture and analysis TP, PP, LE, AP, PV (1=very bad, 5= very good)

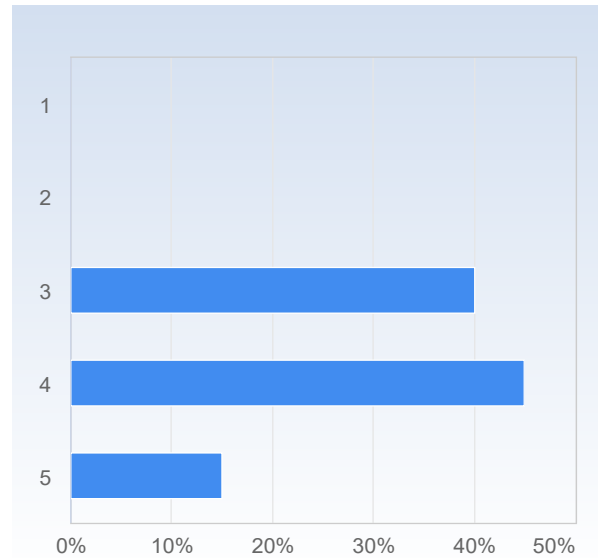
Relevance and extent of assignment for Rwanda fieldwork including data capture and analysis TP, PP, LE, AP, PV (1=very bad, 5= very good)	Number of responses
1	0 (0,0%)
2	1 (4,8%)
3	3 (14,3%)
4	6 (28,6%)
5	11 (52,4%)
Total	21 (100,0%)



	Mean	Standard Deviation
Relevance and extent of assignment for Rwanda fieldwork including data capture and analysis TP, PP, LE, AP, PV (1=very bad, 5= very good)	4,3	0,9

Input from Rwandan teachers, project 1, Fabien and Donut (1=very bad, 5= very good)

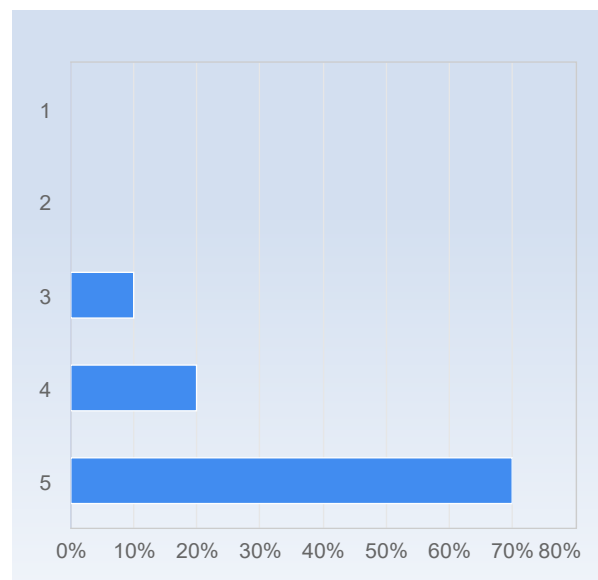
Input from Rwandan teachers, project 1, Fabien and Donut (1=very bad, 5= very good)	Number of responses
1	0 (0,0%)
2	0 (0,0%)
3	8 (40,0%)
4	9 (45,0%)
5	3 (15,0%)
Total	20 (100,0%)



	Mean	Standard Deviation
Input from Rwandan teachers, project 1, Fabien and Donut (1=very bad, 5= very good)	3,8	0,7

Input from PP/TP in Rwanda (1=very bad, 5= very good)

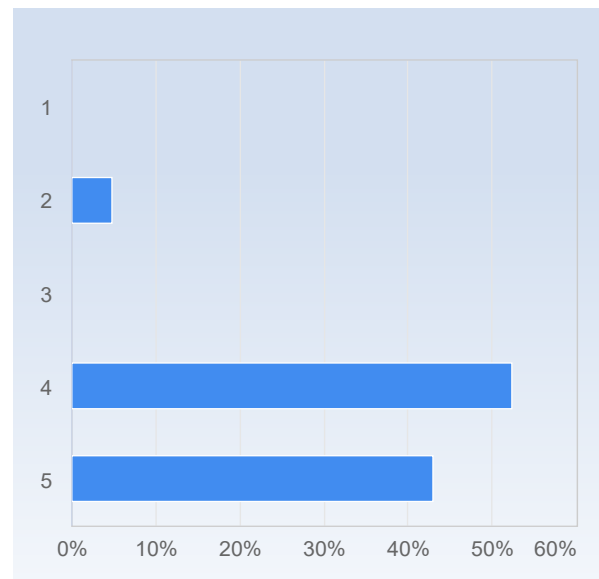
Input from PP/TP in Rwanda (1=very bad, 5= very good)	Number of responses
1	0 (0,0%)
2	0 (0,0%)
3	2 (10,0%)
4	4 (20,0%)
5	14 (70,0%)
Total	20 (100,0%)



	Mean	Standard Deviation
Input from PP/TP in Rwanda (1=very bad, 5= very good)	4,6	0,7

Project 2 Gårdsjön Cecilia Akselsson (1=very bad, 5= very good)

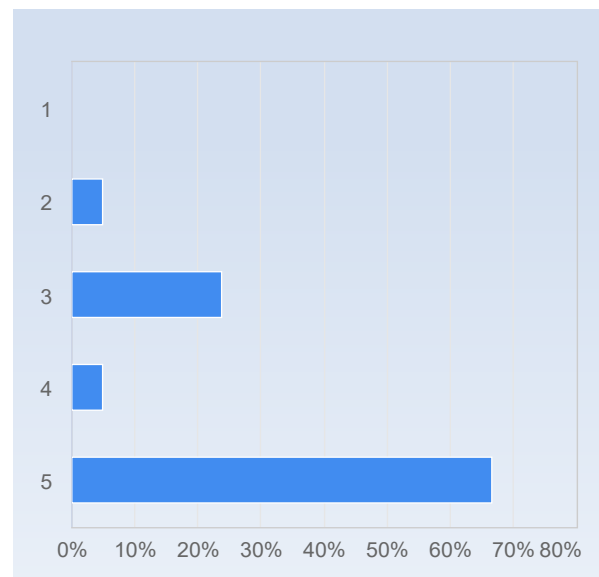
Project 2 Gårdsjön Cecilia Akselsson (1=very bad, 5= very good)	Number of responses
1	0 (0,0%)
2	1 (4,8%)
3	0 (0,0%)
4	11 (52,4%)
5	9 (42,9%)
Total	21 (100,0%)



Project 2 Gårdsjön Cecilia Akselsson (1=very bad, 5= very good)	Mean	Standard Deviation
Project 2 Gårdsjön Cecilia Akselsson (1=very bad, 5= very good)	4,3	0,7

Field trip Gårdsjön, Cecilia Akselsson (1=very bad, 5= very good)

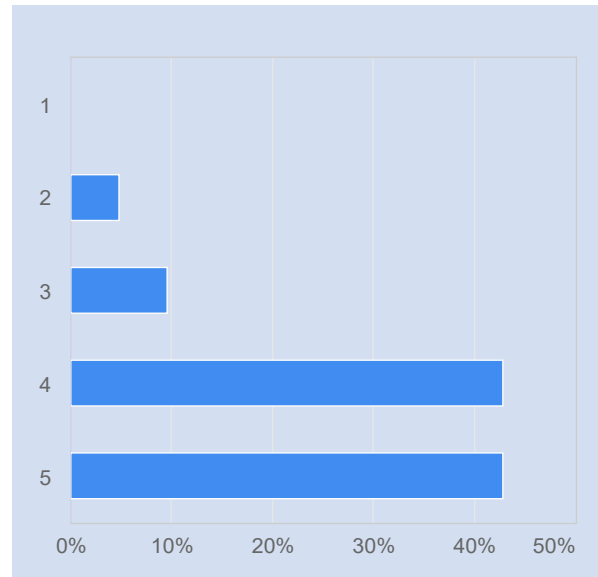
Field trip Gårdsjön, Cecilia Akselsson (1=very bad, 5= very good)	Number of responses
1	0 (0,0%)
2	1 (4,8%)
3	5 (23,8%)
4	1 (4,8%)
5	14 (66,7%)
Total	21 (100,0%)



Field trip Gårdsjön, Cecilia Akselsson (1=very bad, 5= very good)	Mean	Standard Deviation
Field trip Gårdsjön, Cecilia Akselsson (1=very bad, 5= very good)	4,3	1,0

Lectures Cecilia Akselsson (Land Surface Processes, Nutrient Leaching and Acidification) (1=very bad, 5= very good)

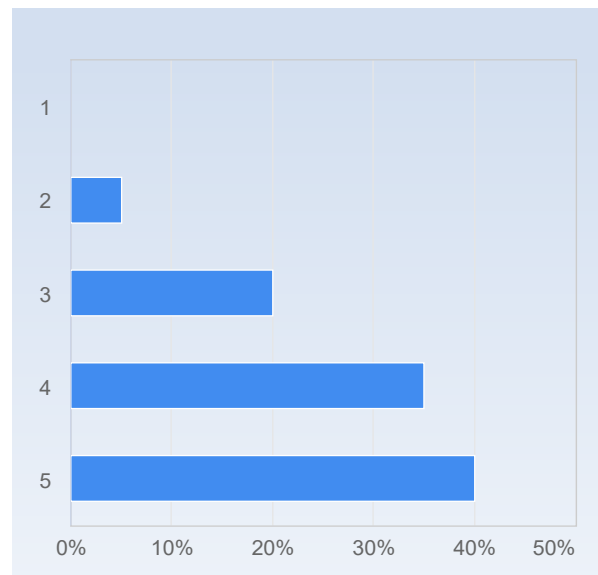
Lectures Cecilia Akselsson (Land Surface Processes, Nutrient Leaching and Acidification) (1=very bad, 5= very good)	Number of responses
1	0 (0,0%)
2	1 (4,8%)
3	2 (9,5%)
4	9 (42,9%)
5	9 (42,9%)
Total	21 (100,0%)



	Mean	Standard Deviation
Lectures Cecilia Akselsson (Land Surface Processes, Nutrient Leaching and Acidification) (1=very bad, 5= very good)	4,2	0,8

Guest lecture Håkan Wallander (1=very bad, 5= very good)

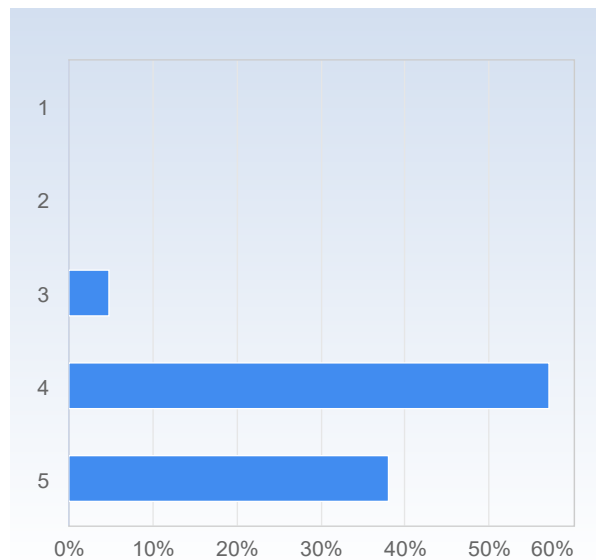
Guest lecture Håkan Wallander (1=very bad, 5= very good)	Number of responses
1	0 (0,0%)
2	1 (5,0%)
3	4 (20,0%)
4	7 (35,0%)
5	8 (40,0%)
Total	20 (100,0%)



	Mean	Standard Deviation
Guest lecture Håkan Wallander (1=very bad, 5= very good)	4,1	0,9

Project 3 Jing Tang (1=very bad, 5= very good)

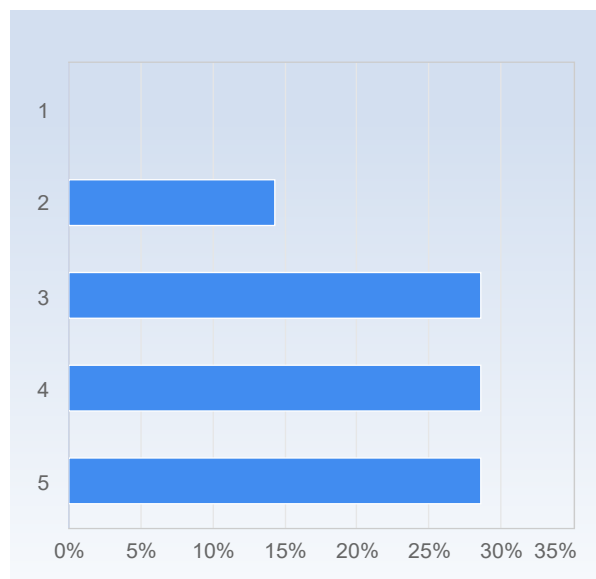
Project 3 Jing Tang (1=very bad, 5= very good)	Number of responses
1	0 (0,0%)
2	0 (0,0%)
3	1 (4,8%)
4	12 (57,1%)
5	8 (38,1%)
Total	21 (100,0%)



	Mean	Standard Deviation
Project 3 Jing Tang (1=very bad, 5= very good)	4,3	0,6

Balance in time between the different course parts regarding work load and relevance (1=very bad, 5= very good)

Balance in time between the different course parts regarding work load and relevance (1=very bad, 5= very good)	Number of responses
1	0 (0,0%)
2	3 (14,3%)
3	6 (28,6%)
4	6 (28,6%)
5	6 (28,6%)
Total	21 (100,0%)



	Mean	Standard Deviation
Balance in time between the different course parts regarding work load and relevance (1=very bad, 5= very good)	3,7	1,1