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NGEN01_HT2021 Course Evaluation

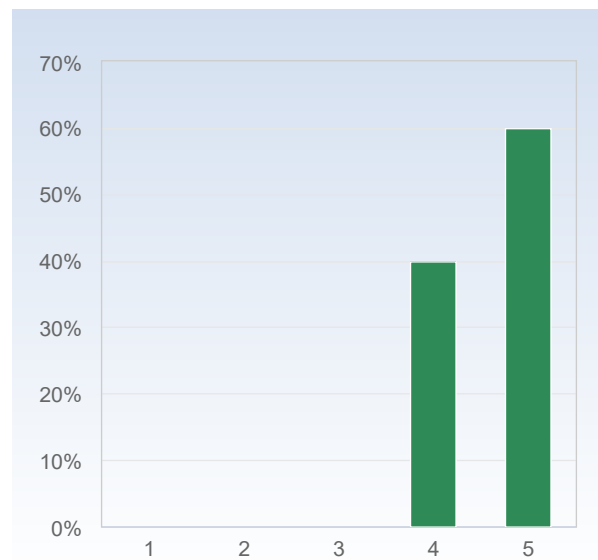
Answer Count: 5

Part I: Your thoughts on the course in general

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

Do you think that the aims, as described above, have been achieved in this course?

Do you think that the aims, as described above, have been achieved in this course?	Number of responses
1	0 (0,0%)
2	0 (0,0%)
3	0 (0,0%)
4	2 (40,0%)
5	3 (60,0%)
Total	5 (100,0%)



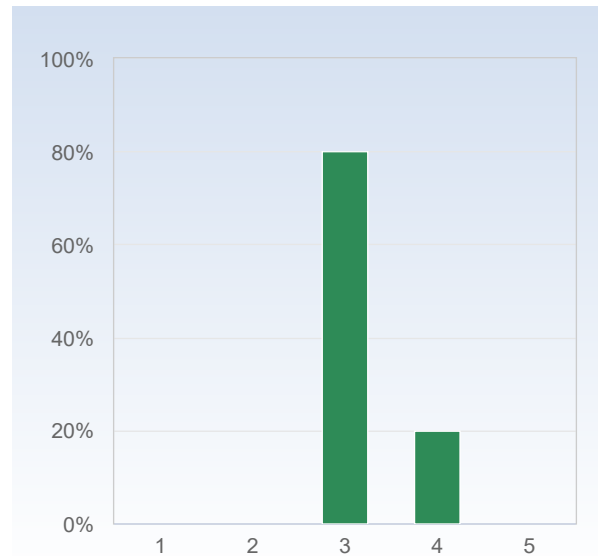
	Mean	Standard Deviation
Do you think that the aims, as described above, have been achieved in this course?	4,6	0,5



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

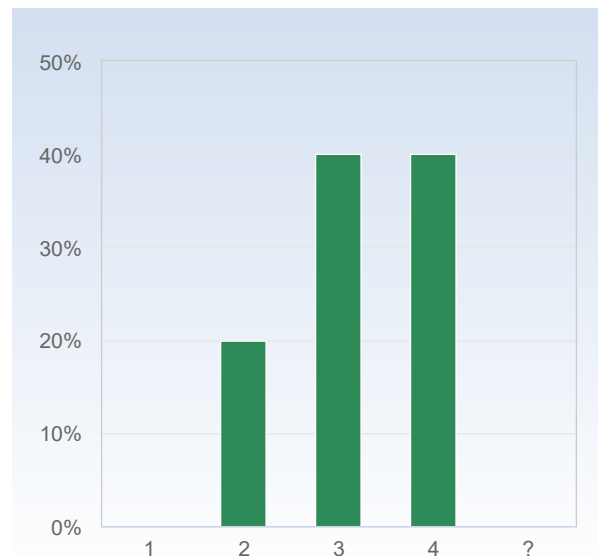
How was the workload of the course? (1=too low, 3= OK, 5=too much work)	Number of responses
1	0 (0,0%)
2	0 (0,0%)
3	4 (80,0%)
4	1 (20,0%)
5	0 (0,0%)
Total	5 (100,0%)



	Mean	Standard Deviation
How was the workload of the course? (1=too low, 3= OK, 5=too much work)	3,2	0,4

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 (20,0%)
3	2 (40,0%)
4	2 (40,0%)
?	0 (0,0%)
Total	5 (100,0%)



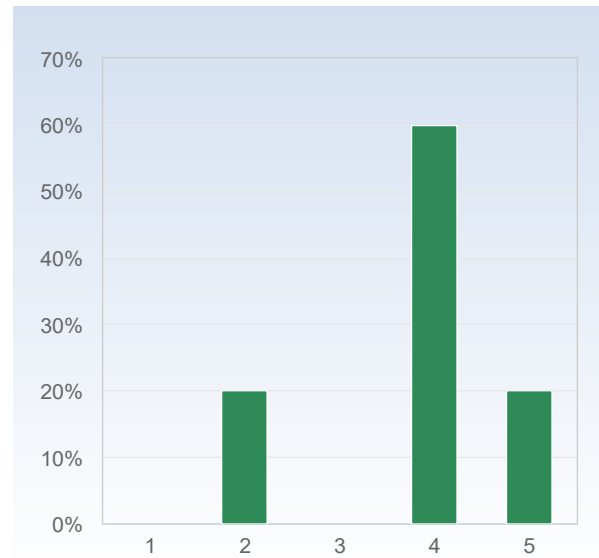
	Mean	Standard Deviation
Was the course as you expected (1=no, not at all, 2=no, not really, 3=yes, partly, 4=yes, completely, ?=do not know)	3,2	0,8



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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	1 (20,0%)
3	0 (0,0%)
4	3 (60,0%)
5	1 (20,0%)
Total	5 (100,0%)



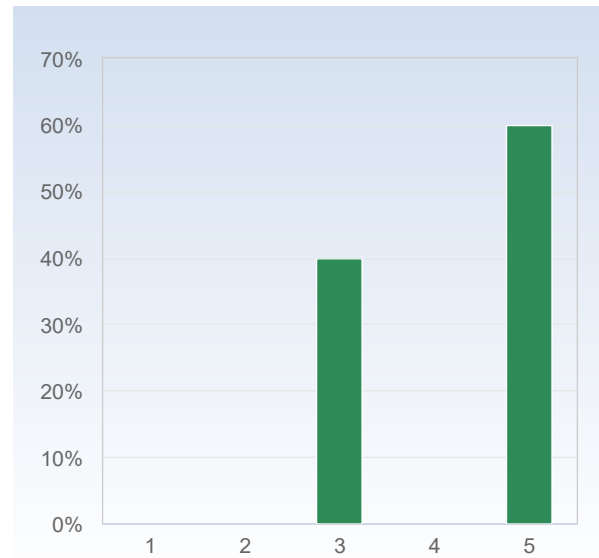
	Mean	Standard Deviation
How do you grade the course as a whole? (1=very bad, 5= very good)	3,8	1,1



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

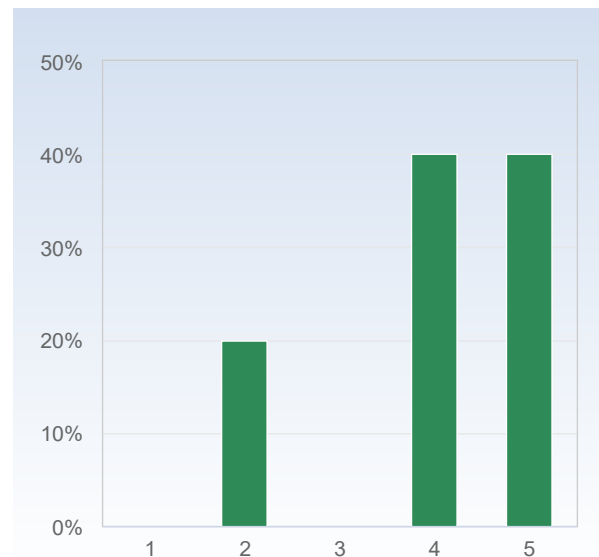
Does the course content and work load correspond to the course credits (1= no, not at all, 5= yes, entirely)	Number of responses
1	0 (0,0%)
2	0 (0,0%)
3	2 (40,0%)
4	0 (0,0%)
5	3 (60,0%)
Total	5 (100,0%)



	Mean	Standard Deviation
Does the course content and work load correspond to the course credits (1= no, not at all, 5= yes, entirely)	4,2	1,1

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	1 (20,0%)
3	0 (0,0%)
4	2 (40,0%)
5	2 (40,0%)
Total	5 (100,0%)



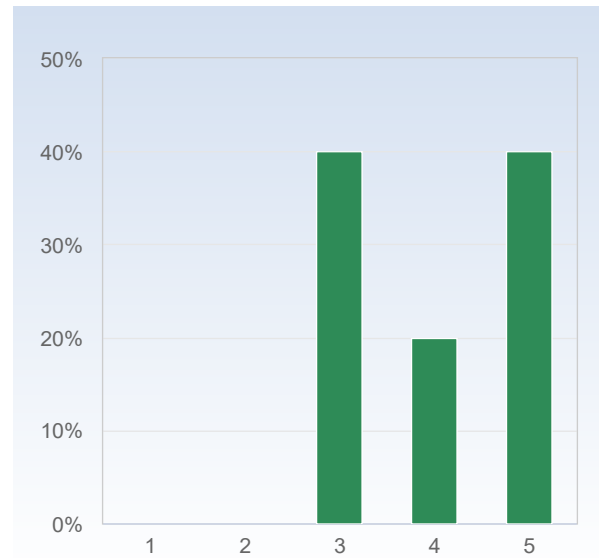
	Mean	Standard Deviation
Did the teachers motivate you and inspire you ? (1=no, not at all, 5= yes, very much)	4,0	1,2



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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	2 (40,0%)
4	1 (20,0%)
5	2 (40,0%)
Total	5 (100,0%)



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

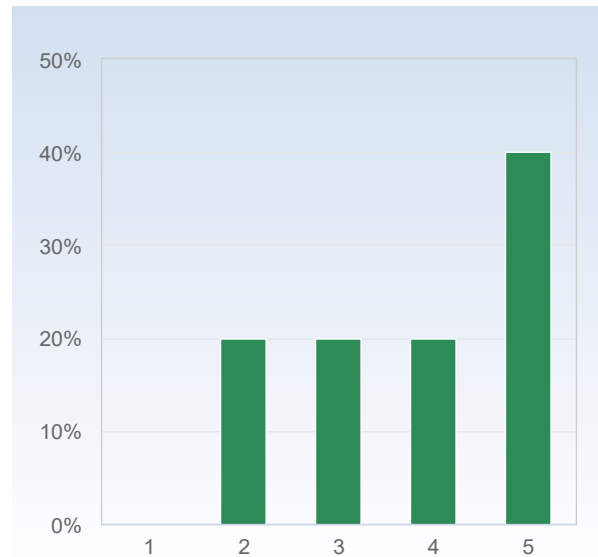


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Did you get useful feedback on your work and help to understand difficult material during the course? Help during work, answers to your questions, useful comments on hand-ins etc. (1=not at all, 5= completely)

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

	Number of responses
1	0 (0,0%)
2	1 (20,0%)
3	1 (20,0%)
4	1 (20,0%)
5	2 (40,0%)
Total	5 (100,0%)



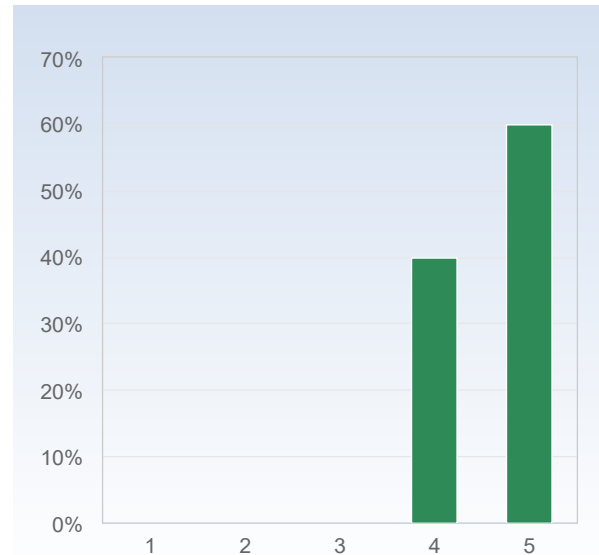
	Mean	Standard Deviation
Did you get useful feedback on your work and help to understand difficult material during the course? Help during work, answers to your questions, useful comments on hand-ins etc. (1=not at all, 5= completely)	3,8	1,3



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How was the practical arrangement of the course? Course Introduction, schedule, communication through Canvas etc? (1=very bad, 5= very good)

How was the practical arrangement of the course? Course Introduction, schedule, communication through Canvas etc? (1=very bad, 5= very good)	Number of responses
1	0 (0,0%)
2	0 (0,0%)
3	0 (0,0%)
4	2 (40,0%)
5	3 (60,0%)
Total	5 (100,0%)



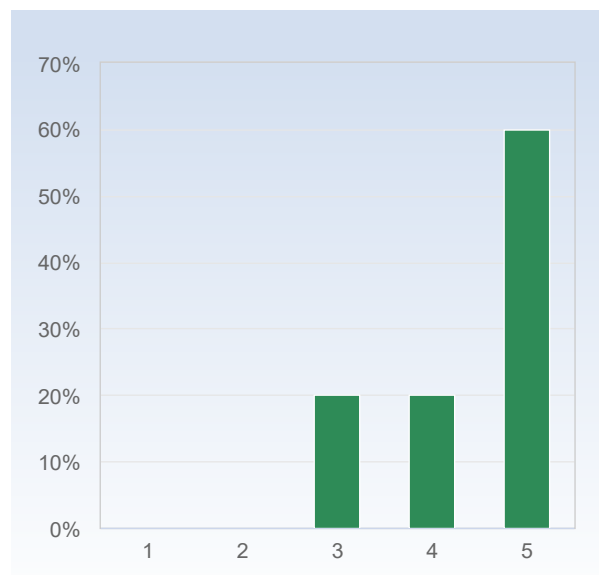
	Mean	Standard Deviation
How was the practical arrangement of the course? Course Introduction, schedule, communication through Canvas etc? (1=very bad, 5= very good)	4,6	0,5

Part II: Questions on specific course elements

Please provide feedback below on the course elements (lectures, exercises, discussion groups, the course project). Use the comments field for any detailed comments that you want to share with us. Why did you like or dislike this lecture or exercise in particular?

Lectures: Basics and drivers of climate change (Paul Miller) (1=very bad, 5= very good)

Lectures: Basics and drivers of climate change (Paul Miller) (1=very bad, 5= very good)	Number of responses
1	0 (0,0%)
2	0 (0,0%)
3	1 (20,0%)
4	1 (20,0%)
5	3 (60,0%)
Total	5 (100,0%)



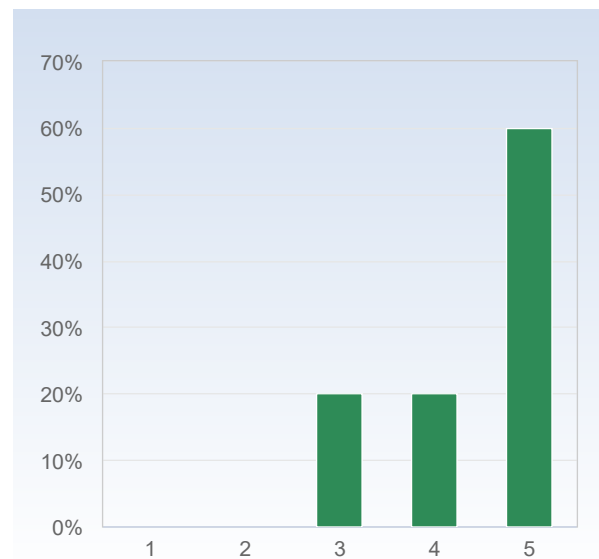
	Mean	Standard Deviation
Lectures: Basics and drivers of climate change (Paul Miller) (1=very bad, 5= very good)	4,4	0,9



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Feedbacks in the Earth System (Paul Miller) (1=very bad, 5= very good)

Feedbacks in the Earth System (Paul Miller) (1=very bad, 5= very good)	Number of responses
1	0 (0,0%)
2	0 (0,0%)
3	1 (20,0%)
4	1 (20,0%)
5	3 (60,0%)
Total	5 (100,0%)



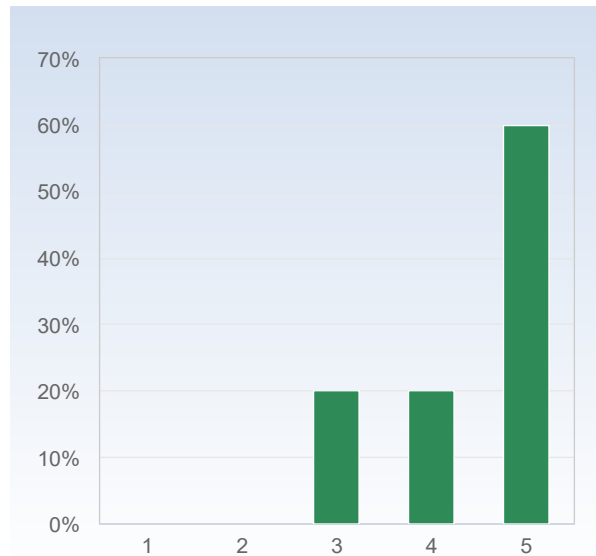
	Mean	Standard Deviation
Feedbacks in the Earth System (Paul Miller) (1=very bad, 5= very good)	4,4	0,9



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Future climate projections (Paul Miller) (1=very bad, 5= very good)

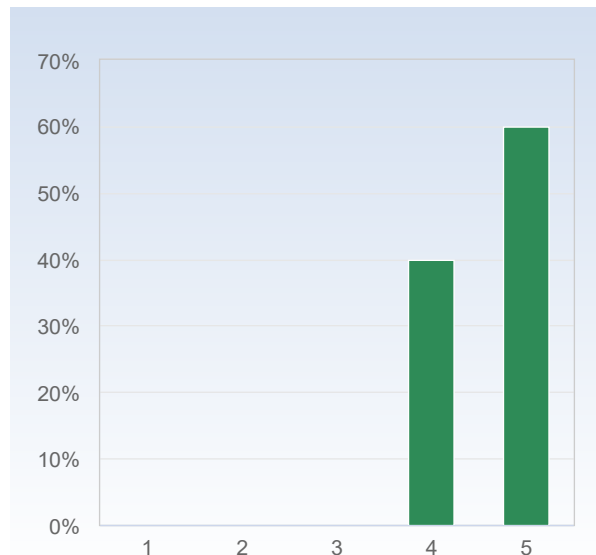
Future climate projections (Paul Miller) (1=very bad, 5= very good)	Number of responses
1	0 (0,0%)
2	0 (0,0%)
3	1 (20,0%)
4	1 (20,0%)
5	3 (60,0%)
Total	5 (100,0%)



	Mean	Standard Deviation
Future climate projections (Paul Miller) (1=very bad, 5= very good)	4,4	0,9

Introduction to Climate Modelling (David Wårlind) (1=very bad, 5= very good)

Introduction to Climate Modelling (David Wårlind) (1=very bad, 5= very good)	Number of responses
1	0 (0,0%)
2	0 (0,0%)
3	0 (0,0%)
4	2 (40,0%)
5	3 (60,0%)
Total	5 (100,0%)



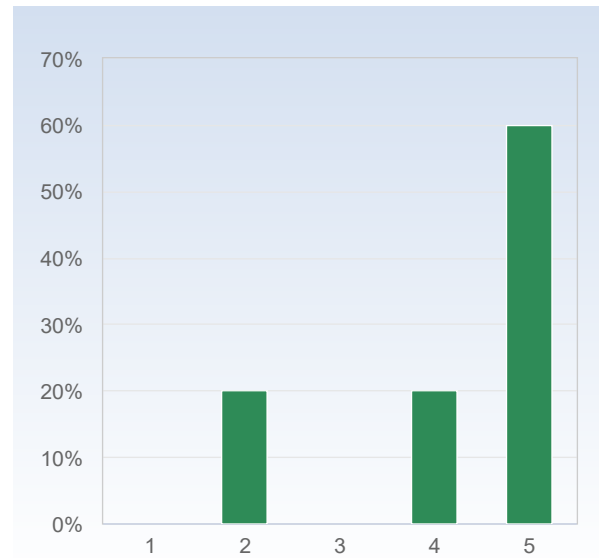
	Mean	Standard Deviation
Introduction to Climate Modelling (David Wårlind) (1=very bad, 5= very good)	4,6	0,5



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The Land Surface - Modelling and Climate feedbacks (Paul Miller) (1=very bad, 5= very good)

The Land Surface - Modelling and Climate feedbacks (Paul Miller) (1=very bad, 5= very good)	Number of responses
1	0 (0,0%)
2	1 (20,0%)
3	0 (0,0%)
4	1 (20,0%)
5	3 (60,0%)
Total	5 (100,0%)



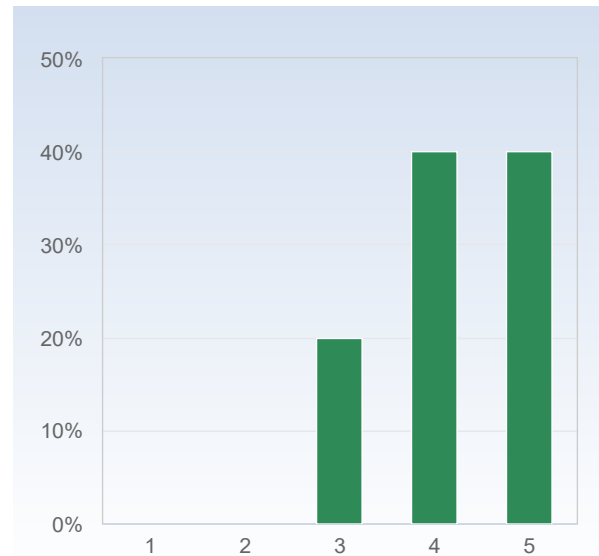
	Mean	Standard Deviation
The Land Surface - Modelling and Climate feedbacks (Paul Miller) (1=very bad, 5= very good)	4,2	1,3



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Climate and Weather Extremes (Dr. Wilhem May, CEC) (1=very bad, 5= very good)

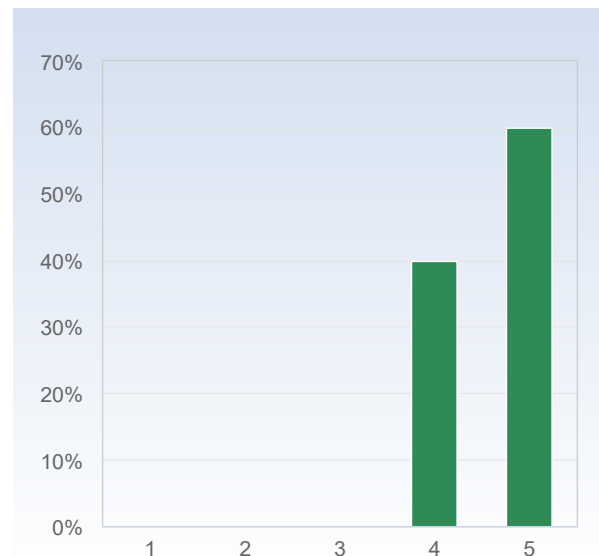
Climate and Weather Extremes (Dr. Wilhem May, CEC) (1=very bad, 5= very good)	Number of responses
1	0 (0,0%)
2	0 (0,0%)
3	1 (20,0%)
4	2 (40,0%)
5	2 (40,0%)
Total	5 (100,0%)



	Mean	Standard Deviation
Climate and Weather Extremes (Dr. Wilhem May, CEC) (1=very bad, 5= very good)	4,2	0,8

Climate change detection and attribution/climate impact assessment (Marko Scholze) (1=very bad, 5= very good)

Climate change detection and attribution/climate impact assessment (Marko Scholze) (1=very bad, 5= very good)	Number of responses
1	0 (0,0%)
2	0 (0,0%)
3	0 (0,0%)
4	2 (40,0%)
5	3 (60,0%)
Total	5 (100,0%)



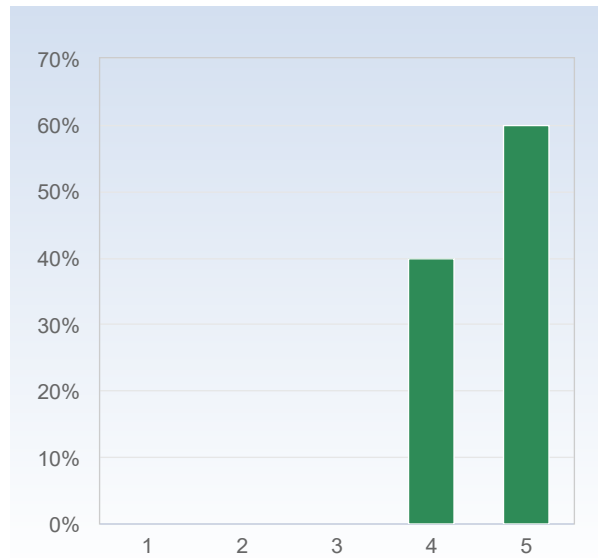
	Mean	Standard Deviation
Climate change detection and attribution/climate impact assessment (Marko Scholze) (1=very bad, 5= very good)	4,6	0,5



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Climate change, Armageddon or an opportunity for agriculture? (Stefan Olin) (1=very bad, 5= very good)

Climate change, Armageddon or an opportunity for agriculture? (Stefan Olin) (1=very bad, 5= very good)	Number of responses
1	0 (0,0%)
2	0 (0,0%)
3	0 (0,0%)
4	2 (40,0%)
5	3 (60,0%)
Total	5 (100,0%)



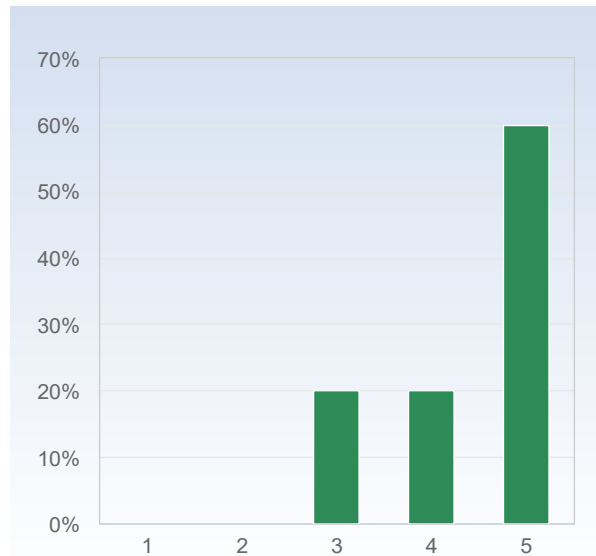
	Mean	Standard Deviation
Climate change, Armageddon or an opportunity for agriculture? (Stefan Olin) (1=very bad, 5= very good)	4,6	0,5



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Paleoclimate modelling and climate reconstructions (Jesper Sjolte) (1=very bad, 5= very good)

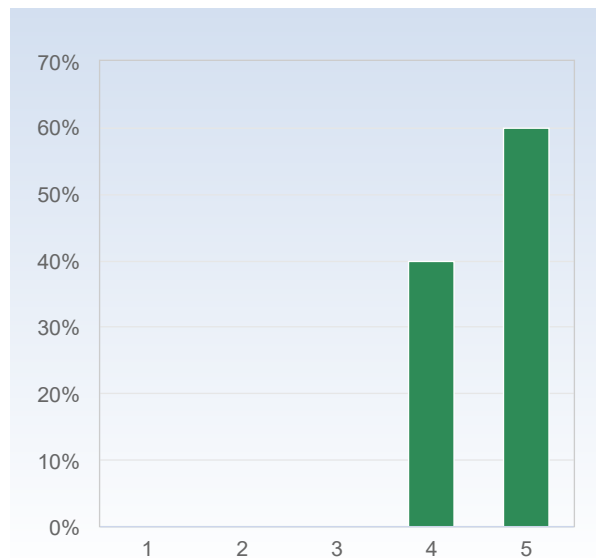
Paleoclimate modelling and climate reconstructions (Jesper Sjolte) (1=very bad, 5= very good)	Number of responses
1	0 (0,0%)
2	0 (0,0%)
3	1 (20,0%)
4	1 (20,0%)
5	3 (60,0%)
Total	5 (100,0%)



	Mean	Standard Deviation
Paleoclimate modelling and climate reconstructions (Jesper Sjolte) (1=very bad, 5= very good)	4,4	0,9

Arctic Sea Ice – Properties, Modelling, Scenarios (Paul Miller) (1=very bad, 5= very good)

Arctic Sea Ice – Properties, Modelling, Scenarios (Paul Miller) (1=very bad, 5= very good)	Number of responses
1	0 (0,0%)
2	0 (0,0%)
3	0 (0,0%)
4	2 (40,0%)
5	3 (60,0%)
Total	5 (100,0%)



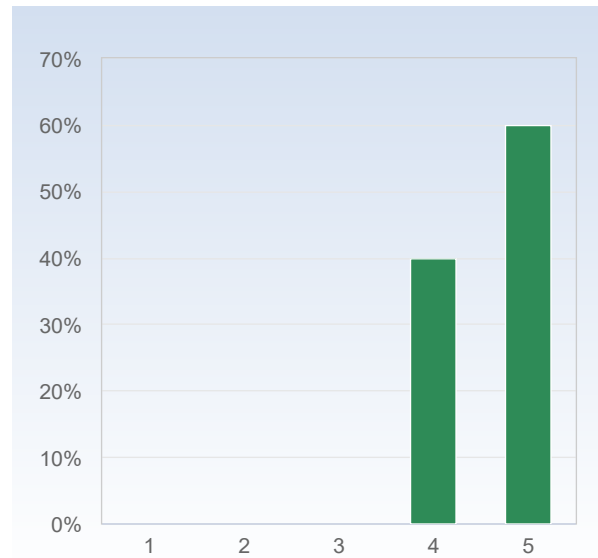
	Mean	Standard Deviation
Arctic Sea Ice – Properties, Modelling, Scenarios (Paul Miller) (1=very bad, 5= very good)	4,6	0,5



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Dangerous climate change & CMIP6 (Paul Miller) (1=very bad, 5= very good)

Dangerous climate change & CMIP6 (Paul Miller) (1=very bad, 5= very good)	Number of responses
1	0 (0,0%)
2	0 (0,0%)
3	0 (0,0%)
4	2 (40,0%)
5	3 (60,0%)
Total	5 (100,0%)



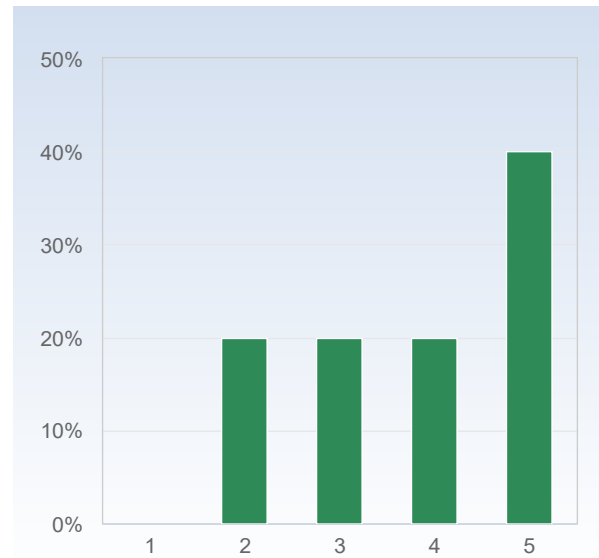
	Mean	Standard Deviation
Dangerous climate change & CMIP6 (Paul Miller) (1=very bad, 5= very good)	4,6	0,5



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Role of Clouds in Climate Change (Vaughan Phillips) (1=very bad, 5= very good)

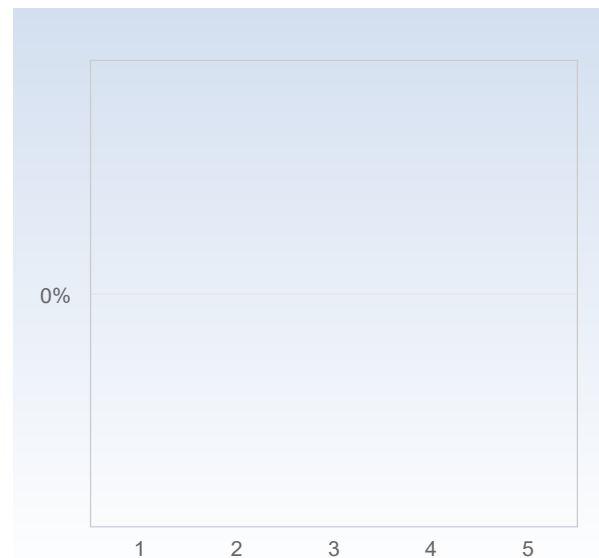
Role of Clouds in Climate Change (Vaughan Phillips) (1=very bad, 5= very good)	Number of responses
1	0 (0,0%)
2	1 (20,0%)
3	1 (20,0%)
4	1 (20,0%)
5	2 (40,0%)
Total	5 (100,0%)



	Mean	Standard Deviation
Role of Clouds in Climate Change (Vaughan Phillips) (1=very bad, 5= very good)	3,8	1,3

Lecture & Exercise: Search Strategies (with Lars-Johan Lyttkens Lindén) (1=very bad, 5= very good)

Lecture & Exercise: Search Strategies (with Lars-Johan Lyttkens Lindén) (1=very bad, 5= very good)	Number of responses
1	0 (0,0%)
2	0 (0,0%)
3	0 (0,0%)
4	0 (0,0%)
5	0 (0,0%)
Total	0 (0,0%)



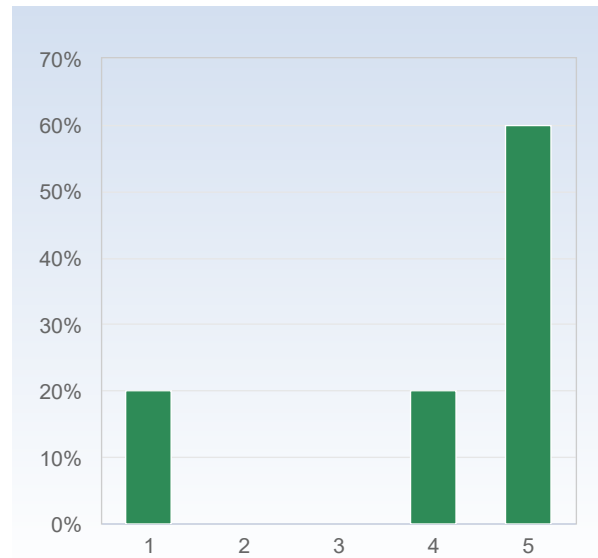
	Mean	Standard Deviation
Lecture & Exercise: Search Strategies (with Lars-Johan Lyttkens Lindén) (1=very bad, 5= very good)	0,0	0,0



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Discussion groups 1: climate change processes (with Paul Miller) (1=very bad, 5= very good)

Discussion groups 1: climate change processes (with Paul Miller) (1=very bad, 5= very good)	Number of responses
1	1 (20,0%)
2	0 (0,0%)
3	0 (0,0%)
4	1 (20,0%)
5	3 (60,0%)
Total	5 (100,0%)



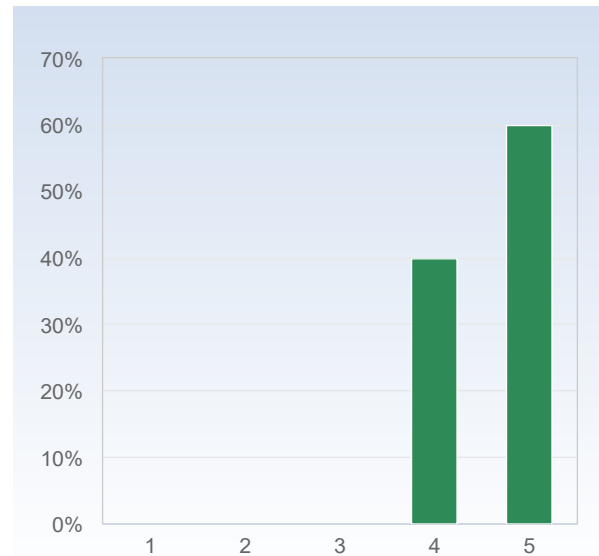
	Mean	Standard Deviation
Discussion groups 1: climate change processes (with Paul Miller) (1=very bad, 5= very good)	4,0	1,7



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Exercise 1: Global climate modelling (with David Wårlind) (1=very bad, 5= very good)

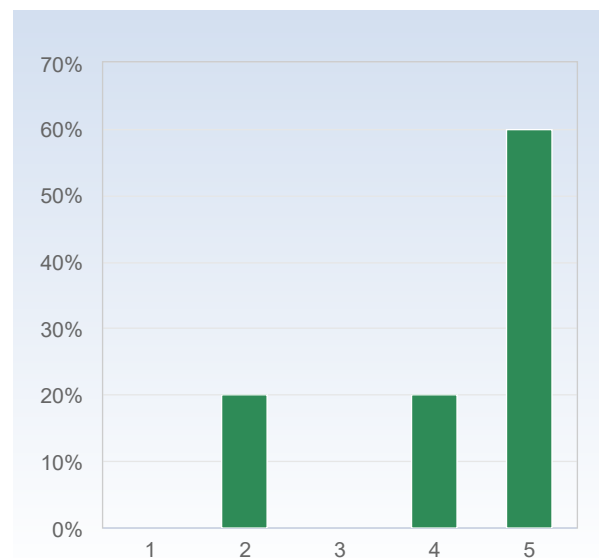
Exercise 1: Global climate modelling (with David Wårlind) (1=very bad, 5= very good)	Number of responses
1	0 (0,0%)
2	0 (0,0%)
3	0 (0,0%)
4	2 (40,0%)
5	3 (60,0%)
Total	5 (100,0%)



	Mean	Standard Deviation
Exercise 1: Global climate modelling (with David Wårlind) (1=very bad, 5= very good)	4,6	0,5

Exercise 2: Ecosystem modelling: climate change impacts on major biomes and biogeophysical feedbacks (with Wenxin Zhang) (1=very bad, 5= very good)

Exercise 2: Ecosystem modelling: climate change impacts on major biomes and biogeophysical feedbacks (with Wenxin Zhang) (1=very bad, 5= very good)	Number of responses
1	0 (0,0%)
2	1 (20,0%)
3	0 (0,0%)
4	1 (20,0%)
5	3 (60,0%)
Total	5 (100,0%)



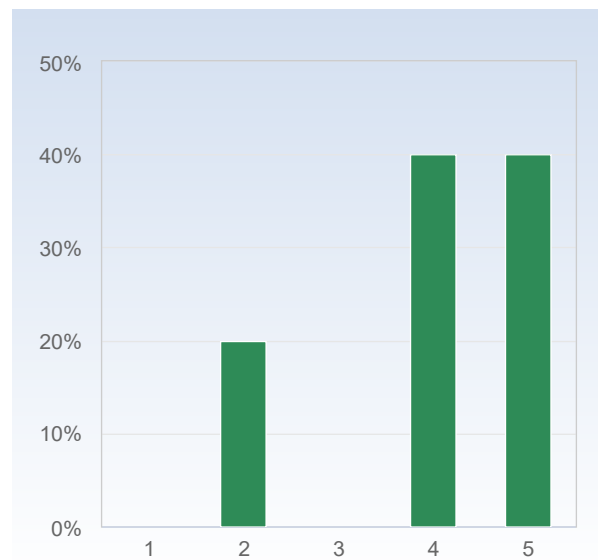
	Mean	Standard Deviation
Exercise 2: Ecosystem modelling: climate change impacts on major biomes and biogeophysical feedbacks (with Wenxin Zhang) (1=very bad, 5= very good)	4,2	1,3



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Exercise 3: Climate extremes (with Zhengyao Lu) (1=very bad, 5= very good)

Exercise 3: Climate extremes (with Zhengyao Lu) (1=very bad, 5= very good)	Number of responses
1	0 (0,0%)
2	1 (20,0%)
3	0 (0,0%)
4	2 (40,0%)
5	2 (40,0%)
Total	5 (100,0%)



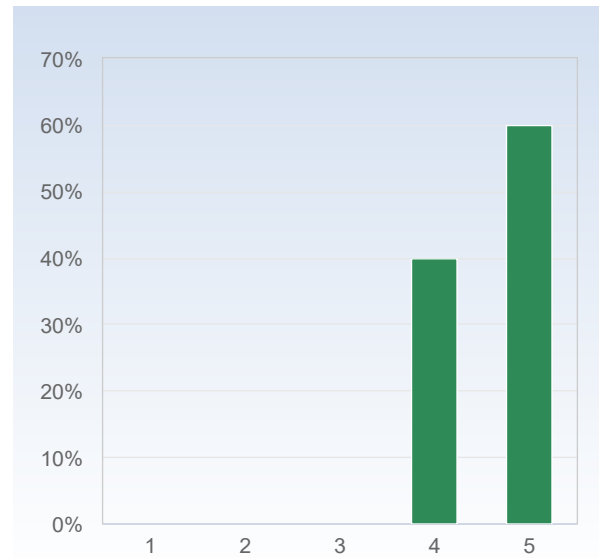
	Mean	Standard Deviation
Exercise 3: Climate extremes (with Zhengyao Lu) (1=very bad, 5= very good)	4,0	1,2



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Discussion groups 2: climate change impacts (with Paul Miller) (1=very bad, 5= very good)

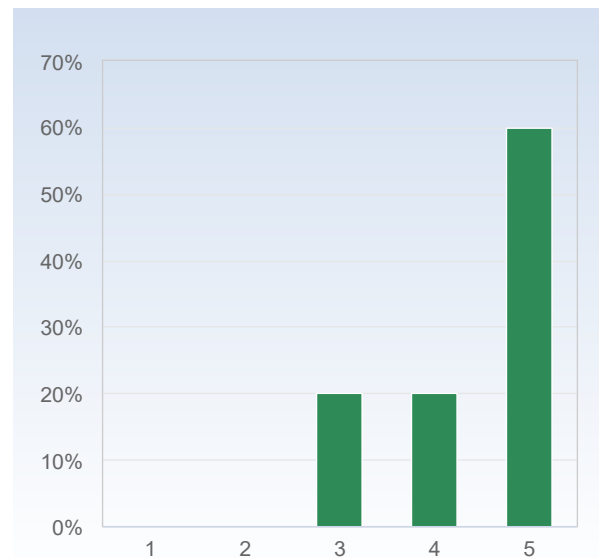
Discussion groups 2: climate change impacts (with Paul Miller) (1=very bad, 5= very good)	Number of responses
1	0 (0,0%)
2	0 (0,0%)
3	0 (0,0%)
4	2 (40,0%)
5	3 (60,0%)
Total	5 (100,0%)



	Mean	Standard Deviation
Discussion groups 2: climate change impacts (with Paul Miller) (1=very bad, 5= very good)	4,6	0,5

Final course project (with Paul Miller and Marko Scholze) (1=very bad, 5= very good)

Final course project (with Paul Miller and Marko Scholze) (1=very bad, 5= very good)	Number of responses
1	0 (0,0%)
2	0 (0,0%)
3	1 (20,0%)
4	1 (20,0%)
5	3 (60,0%)
Total	5 (100,0%)



	Mean	Standard Deviation
Final course project (with Paul Miller and Marko Scholze) (1=very bad, 5= very good)	4,4	0,9



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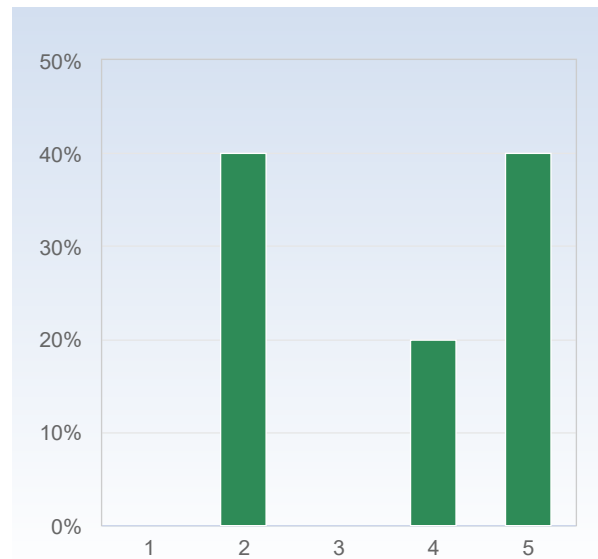
Part III: Final, general questions

A few general questions on the exam and course. What should we do to make the course better?

Exam: Did the exam reflect the course content, and was it of appropriate length and level? (1=no, not at all, 5=yes, entirely)

Exam: Did the exam reflect the course content, and was it of appropriate length and level?
(1=no, not at all, 5=yes, entirely)

	Number of responses
1	0 (0,0%)
2	2 (40,0%)
3	0 (0,0%)
4	1 (20,0%)
5	2 (40,0%)
Total	5 (100,0%)



	Mean	Standard Deviation
Exam: Did the exam reflect the course content, and was it of appropriate length and level? (1=no, not at all, 5=yes, entirely)	3,6	1,5