

Course Summary for Global Ecosystem Dynamics NGEN17 ht 2022

Course coordinator: Anna Maria Jönsson

Teachers in the course: Anna Maria Jönsson; Martin Berggren; Andreas Persson; Zhen Duan, Wenxin Zhang; Deniz Koca (external); Lena Ström; Ulrik Mårtensson

Number of students: 23 registered students

Grade distribution: 0 UK, 5 G, 16 VG. (2 did not take the exam in December)

Evaluation

Summary of the course evaluation

Number of survey responses: 7 of 23 which is 33 % of the students

In general the students were satisfied with the course (overall score of 3.3, on a scale 1-5). The practical arrangements worked well, though the work load could be better distributed. The students were particularly satisfied with the module on Aquatic systems (4.6). The grade of the other lectures and exercise varied between 3.6 and 3.9. The MatLab exercises were considered to be challenging, and comments in the course evaluation indicate that the students would need more time to solve the task and more feedback. The new hydrology exercise was found to overlap with exercises given at the bachelor level. The study visit to the European Environment Agency (4.4) and the project work (4.3) were appreciated.

Comments from the teaching team

The evaluation indicate that we are struggling with the wide spread in students background knowledge e.g. in terms of hydrology and modelling. For students coming from biology all of this is new and more time to solve the tasks would be needed.

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

This year a survey was sent out to the students about their MatLab skills in order to adapt the exercises, and this part should be kept and further developed. Since the last time we have implemented a new hydrology exercise. The idea was to link the case study work and the hydrology modeling by the generation of case-specific output data. In the end all students worked with the same data, which made the oral case study instructions confusing. Several students commented on this, and no group took the opportunity to run the model for their case study area later during the course.

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

Before the next time, we should decide on if we want to go forward with linking the hydrology exercise and the case study work and adapt the instructions accordingly. We will revise the schedule to make the work load better distributed between November and December. In particular the case study component could be more condensed in time, and the planning of the project work could start after the written exam. Information on where to find MatLab tutorials should be posted on Canvas.

2022-02-01, this summary was done by Anna Maria Jönsson

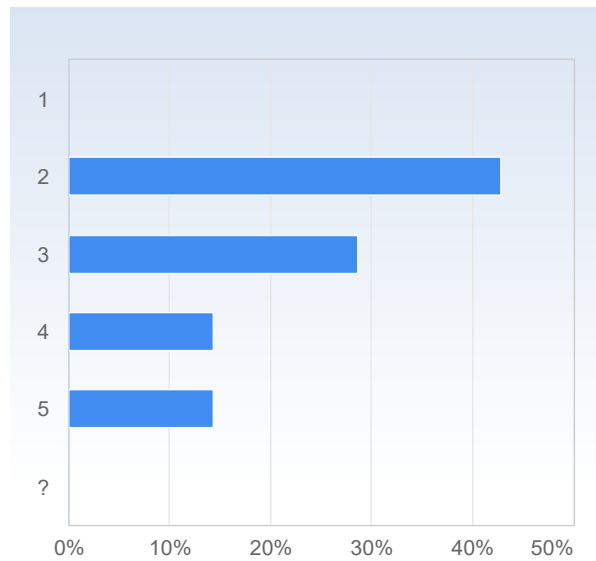
NGEN17-ht2022

Answer Count: 7

Part I: The course in general

Was the course as you expected (1=No, not at all, 5=Yes, completely, ?= do not know)

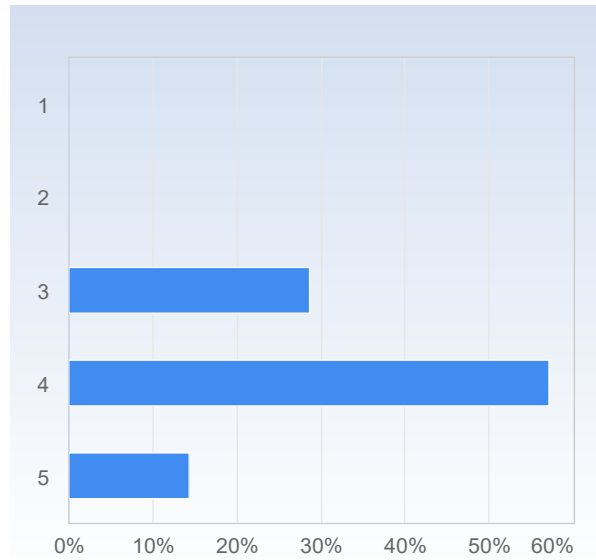
Was the course as you expected (1=No, not at all,2=No, not really, 3=yes, partly, 5=Yes, completely, ?= do not know)	Number of responses
1	0 (0,0%)
2	3 (42,9%)
3	2 (28,6%)
4	1 (14,3%)
5	1 (14,3%)
?	0 (0,0%)
Total	7 (100,0%)



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

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

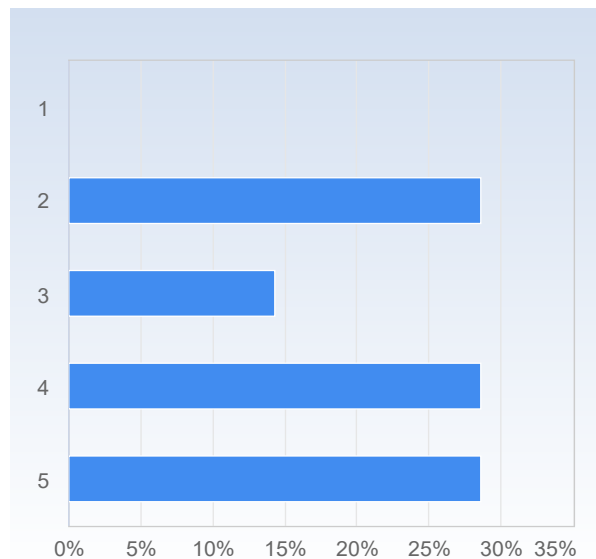
How was the workload of the course? (1=to low, 3= OK, 5= to much work)	Number of responses
1	0 (0,0%)
2	0 (0,0%)
3	2 (28,6%)
4	4 (57,1%)
5	1 (14,3%)
Total	7 (100,0%)



	Mean	Standard Deviation
How was the workload of the course? (1=to low, 3= OK, 5= to much work)	3,9	0,7

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

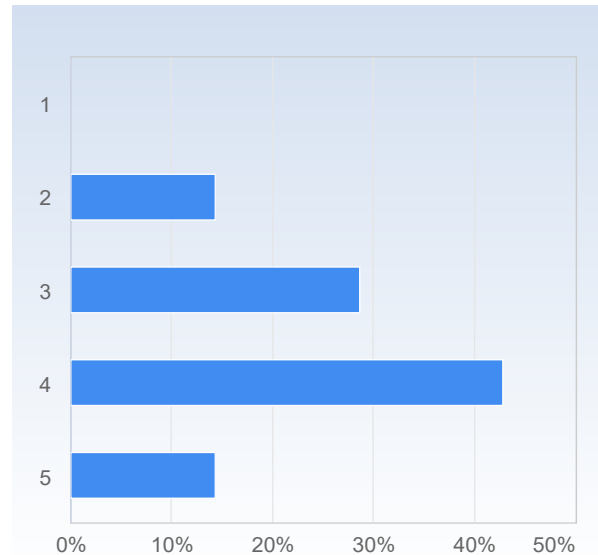
Did you get enough training in communication, both oral and written? (1=No, not at all, 5= Yes, completely)	Number of responses
1	0 (0,0%)
2	2 (28,6%)
3	1 (14,3%)
4	2 (28,6%)
5	2 (28,6%)
Total	7 (100,0%)



	Mean	Standard Deviation
Did you get enough training in communication, both oral and written? (1=No, not at all, 5= Yes, completely)	3,6	1,3

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)

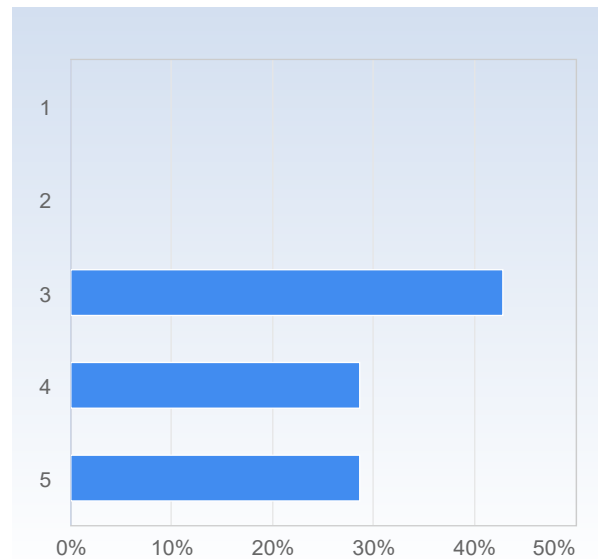
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	Mean	Standard Deviation
Did you get useful feedback on your work and help to understand difficult material during the course? Help during work, answers on questions, useful comments on hand-ins (1=not at all, 5= completely)	3,6	1,0

How was the practical arrangement of the course: schedule, information on Canvas, lectures, computer exercises etc? (1=very bad, 5= very good)

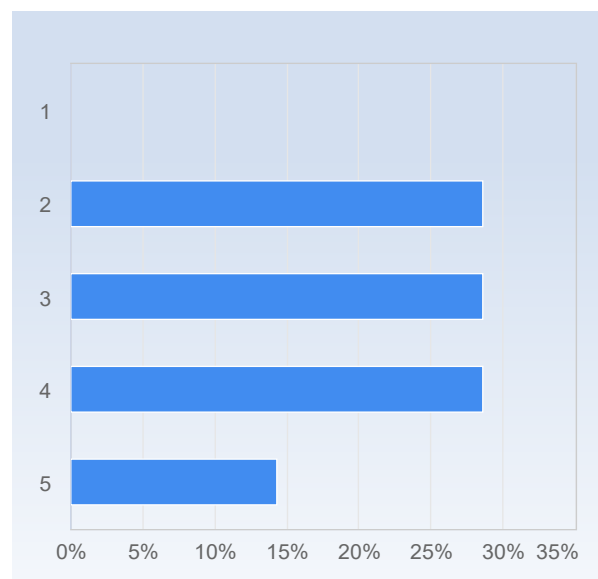
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How was the practical arrangement of the course: schedule, information on Canvas, lectures, computer exercises etc? (1=very bad, 5= very good)	Mean	Standard Deviation
	3,9	0,9

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

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1	0 (0,0%)
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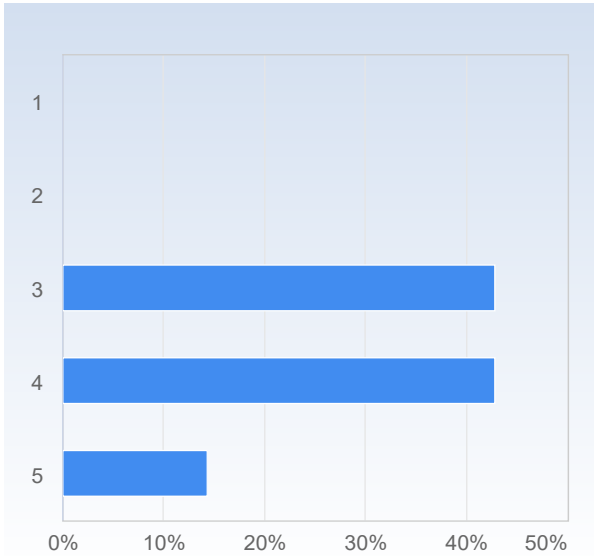


How do you grade the course as a whole? (1=very bad, 5= very good)	Mean	Standard Deviation
	3,3	1,1

Part II: question on course specific elements

Hydrology and Geospatial data (AP) (1=very bad, 5= very good)

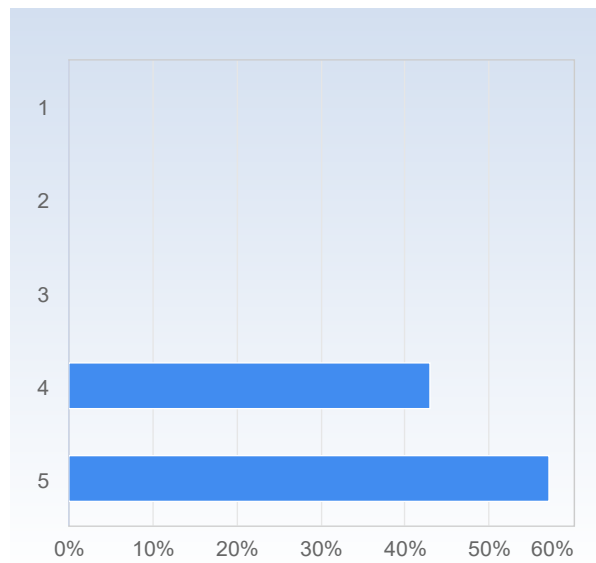
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Total	7 (100,0%)



	Mean	Standard Deviation
Hydrology and Geospatial data (AP) (1=very bad, 5= very good)	3,7	0,8

Aquatic systems (MB) (1=very bad, 5= very good)

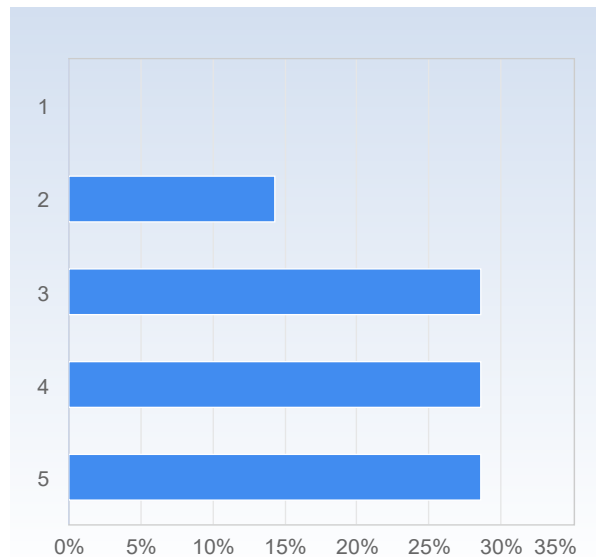
Aquatic systems (MB) (1=very bad, 5= very good)	Number of responses
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3	0 (0,0%)
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5	4 (57,1%)
Total	7 (100,0%)



	Mean	Standard Deviation
Aquatic systems (MB) (1=very bad, 5= very good)	4,6	0,5

Remote sensing in hydrology and ecosystem science (ZD) (1=very bad, 5= very good)

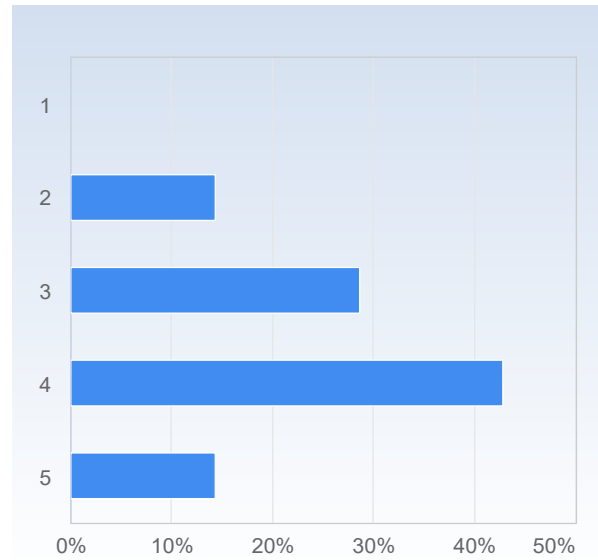
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	Mean	Standard Deviation
Remote sensing in hydrology and ecosystem science (ZD) (1=very bad, 5= very good)	3,7	1,1

Process-based ecosystem modeling, Agriculture and climate change (WZ) (1=very bad, 5= very good)

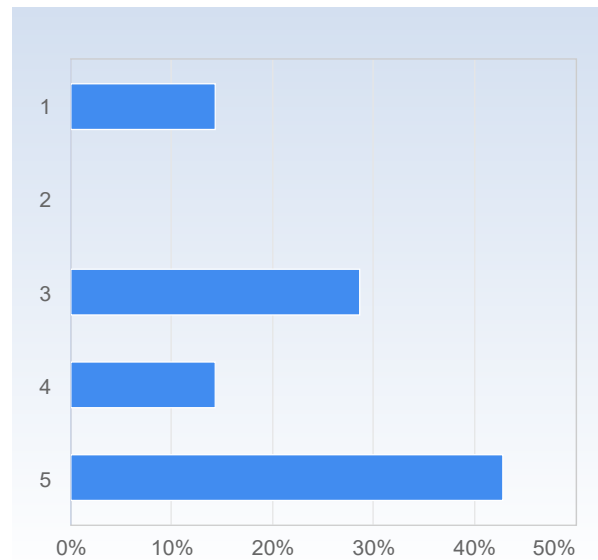
Process-based ecosystem modeling, Agriculture and climate change (WZ) (1=very bad, 5= very good)	Number of responses
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Total	7 (100,0%)



	Mean	Standard Deviation
Process-based ecosystem modeling, Agriculture and climate change (WZ) (1=very bad, 5= very good)	3,6	1,0

Assessment of climate impacts on our environments (AMJ) (1=very bad, 5= very good)

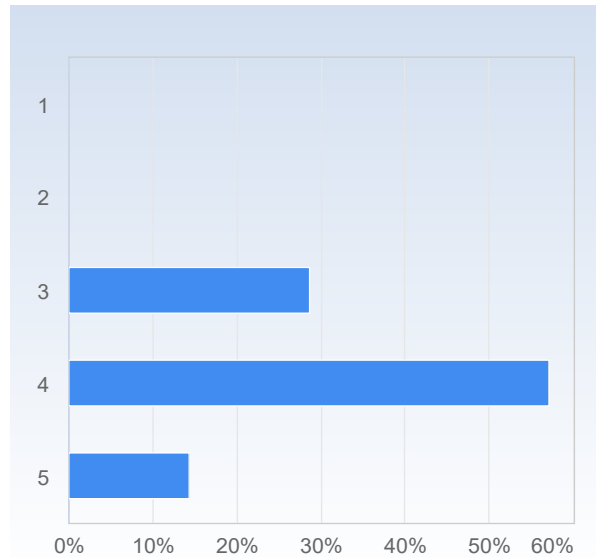
Assessment of climate impacts on our environments (AMJ) (1=very bad, 5= very good)	Number of responses
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	Mean	Standard Deviation
Assessment of climate impacts on our environments (AMJ) (1=very bad, 5= very good)	3,7	1,5

Practical experiences and societal processes (DC, UM) (1=very bad, 5= very good)

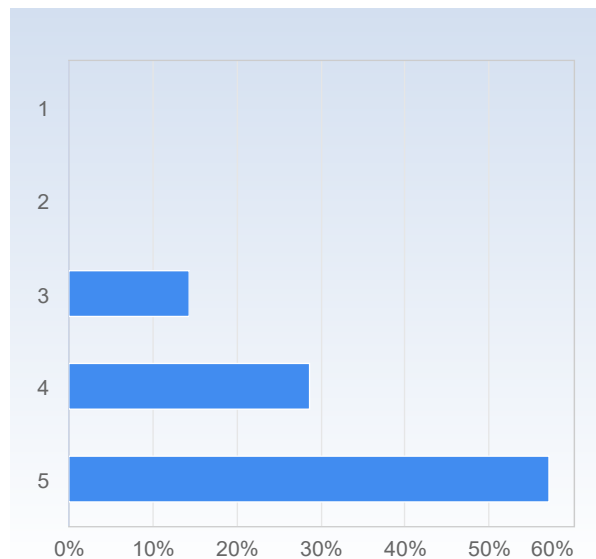
Practical experiences and societal processes (DC, UM) (1=very bad, 5= very good)	Number of responses
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Practical experiences and societal processes (DC, UM) (1=very bad, 5= very good)	3,9	0,7

Webinar with EEA (1=very bad, 5= very good)

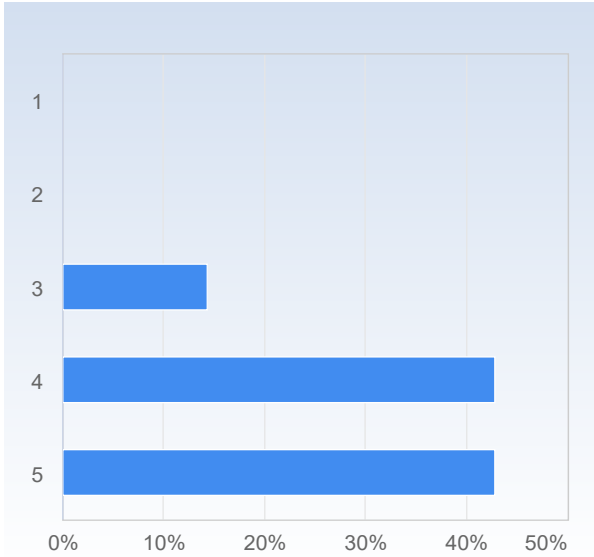
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5	4 (57,1%)
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	Mean	Standard Deviation
Webinar with EEA (1=very bad, 5= very good)	4,4	0,8

Project work (LS, UM) (1=very bad, 5= very good)

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1	0 (0,0%)
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	Mean	Standard Deviation
Project work (LS, UM) (1=very bad, 5= very good)	4,3	0,8