



Safe Nutrient Recycling MX0131, 20138.2021

15 Hp
Pace of study = 100%
Education cycle = Advanced

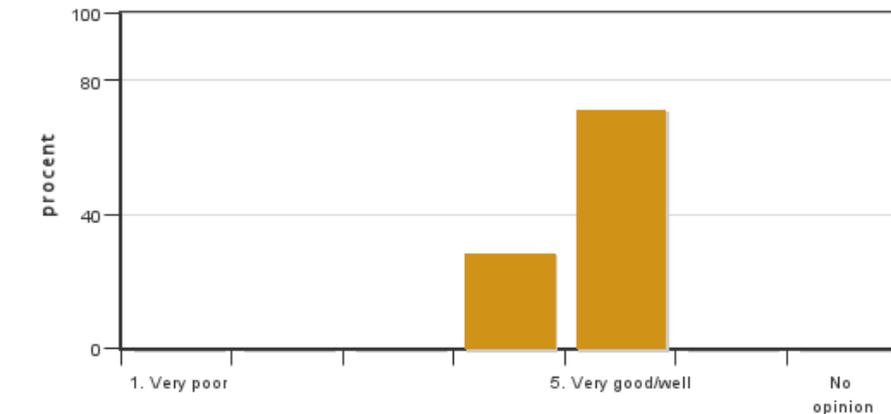
Evaluation report

Evaluation period: 2021-01-10 - 2021-01-31

Answers 7
Number of students 13
Answer frequency 53 %

Mandatory standard questions

1. My overall impression of the course is:

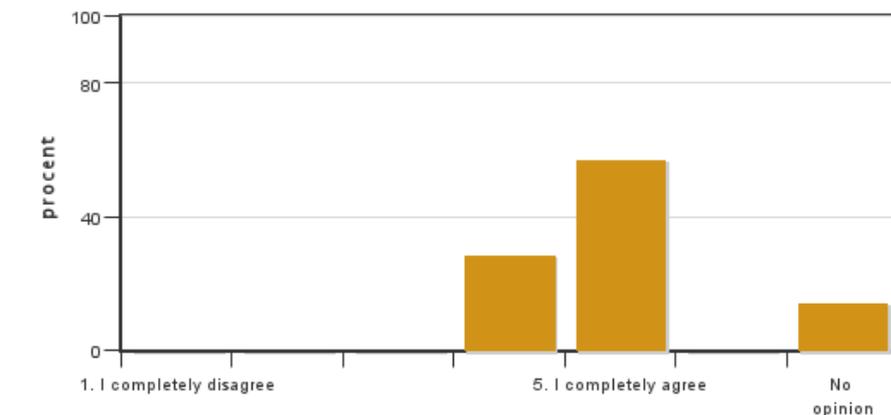


Answers: 7
Medel: 4,7
Median: 5

1: 0
2: 0
3: 0
4: 2
5: 5

No opinion: 0

2. I found the course content to have clear links to the learning objectives of the course.

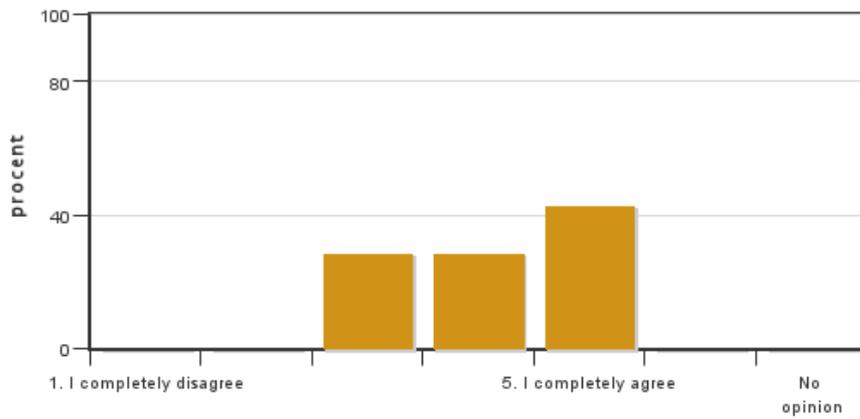


Answers: 7
Medel: 4,7
Median: 5

1: 0
2: 0
3: 0
4: 2
5: 4

No opinion: 1

3. My prior knowledge was sufficient for me to benefit from the course.

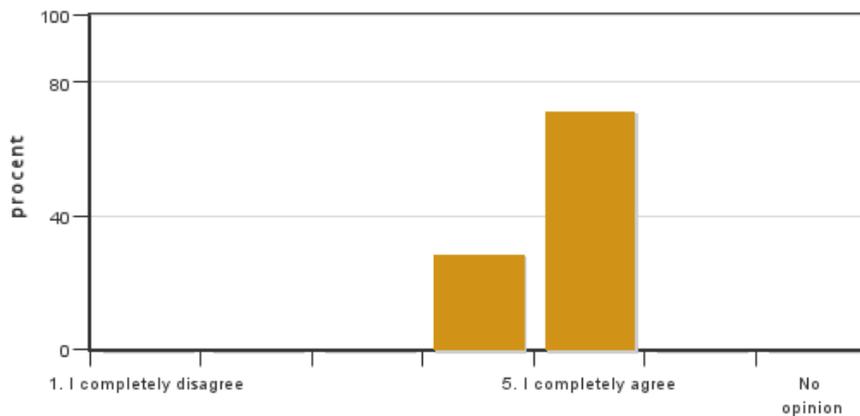


Answers: 7
 Medel: 4,1
 Median: 4

1: 0
 2: 0
 3: 2
 4: 2
 5: 3

No opinion: 0

4. The information about the course was easily accessible.

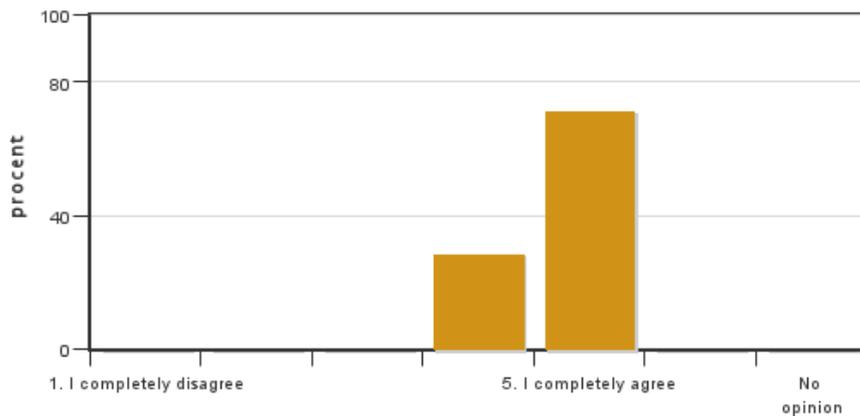


Answers: 7
 Medel: 4,7
 Median: 5

1: 0
 2: 0
 3: 0
 4: 2
 5: 5

No opinion: 0

5. The various course components (lectures, course literature, exercises etc.) have supported my learning.

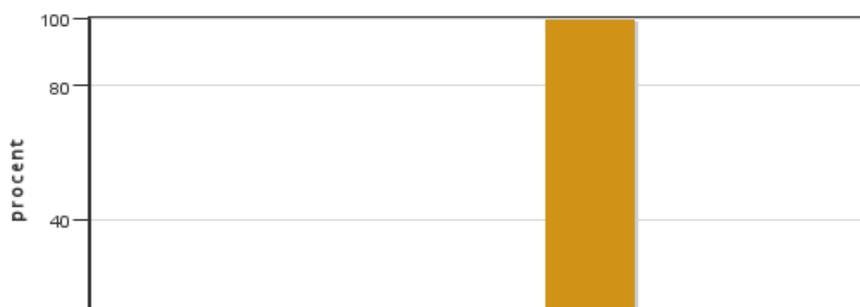


Answers: 7
 Medel: 4,7
 Median: 5

1: 0
 2: 0
 3: 0
 4: 2
 5: 5

No opinion: 0

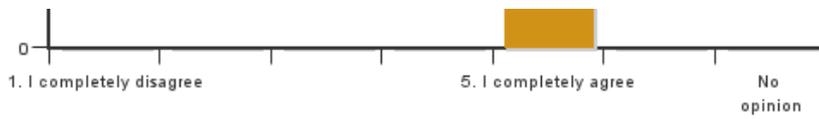
6. The social learning environment has been inclusive, respecting differences of opinion.



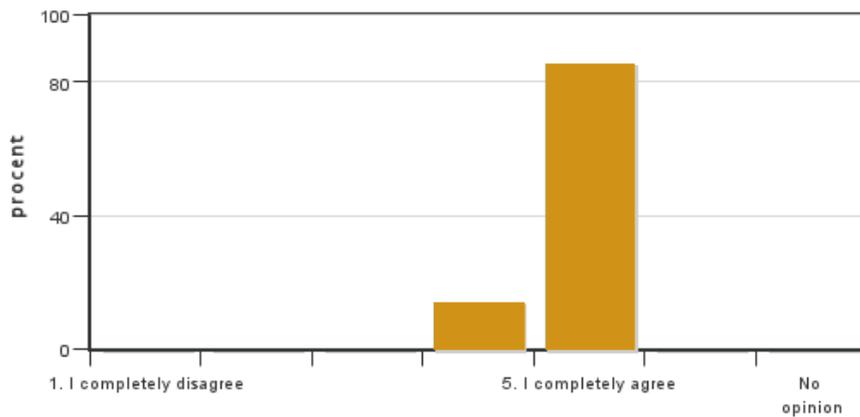
Answers: 7
 Medel: 5,0
 Median: 5

1: 0
 2: 0
 3: 0
 4: 0
 5: 7

No opinion: 0



7. The physical learning environment (facilities, equipment etc.) has been satisfactory.

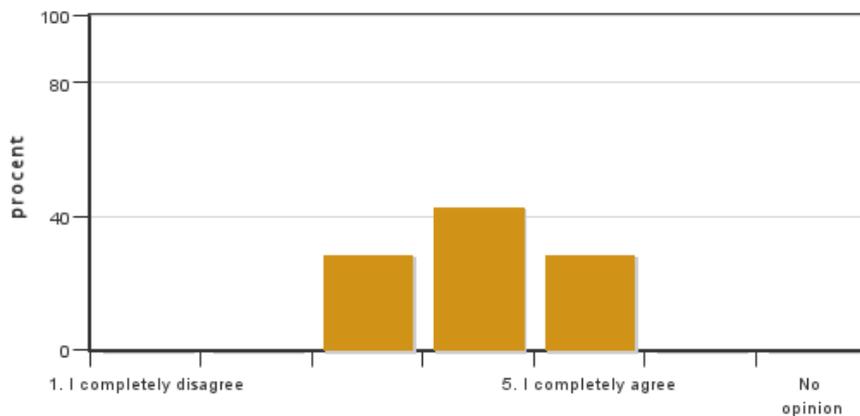


Answers: 7
Medel: 4,9
Median: 5

1: 0
2: 0
3: 0
4: 1
5: 6

No opinion: 0

8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).

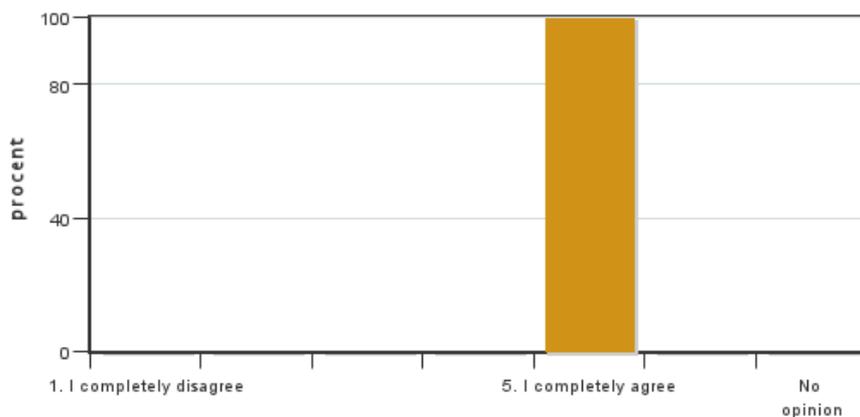


Answers: 7
Medel: 4,0
Median: 4

1: 0
2: 0
3: 2
4: 3
5: 2

No opinion: 0

9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).

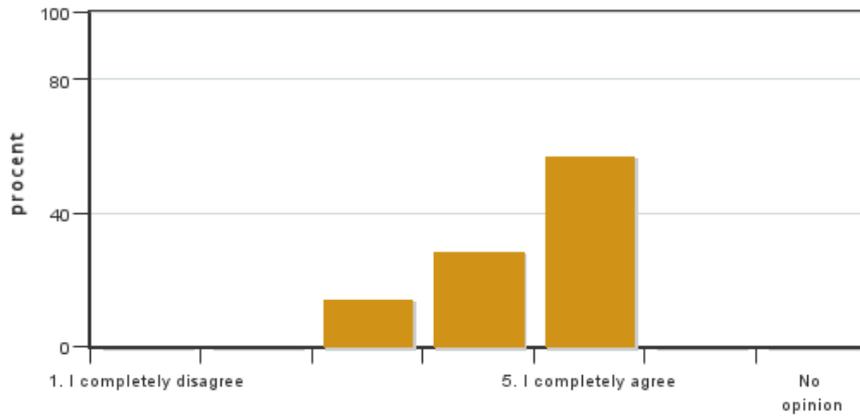


Answers: 7
Medel: 5,0
Median: 5

1: 0
2: 0
3: 0
4: 0
5: 7

No opinion: 0

10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).

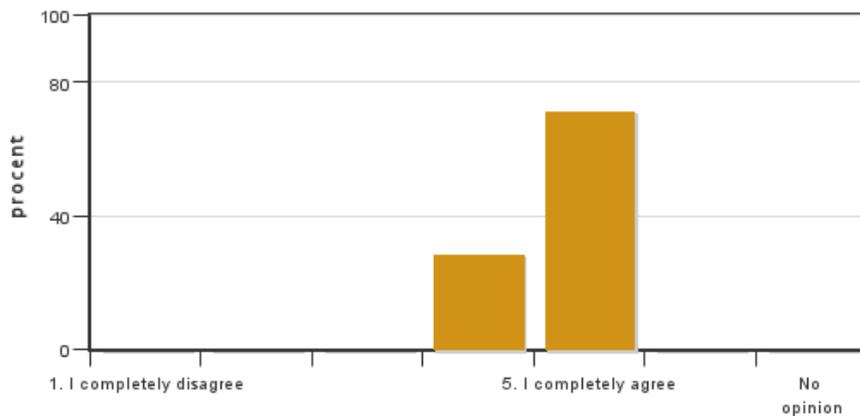


Answers: 7
 Medel: 4,4
 Median: 5

1: 0
 2: 0
 3: 1
 4: 2
 5: 4

No opinion: 0

11. The course covered international perspectives.

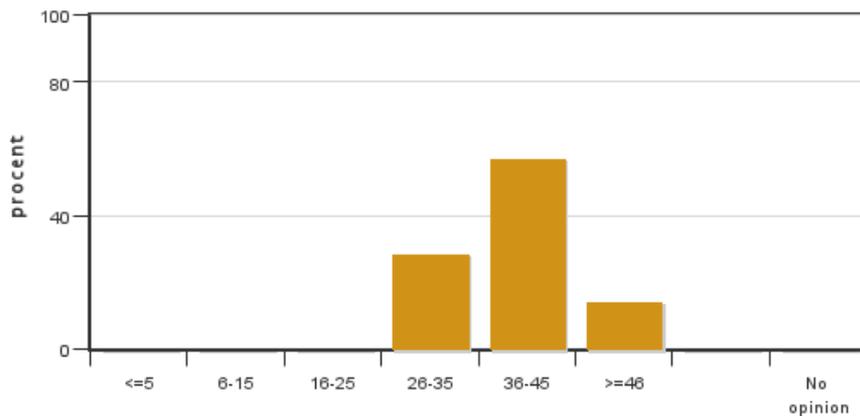


Answers: 7
 Medel: 4,7
 Median: 5

1: 0
 2: 0
 3: 0
 4: 2
 5: 5

No opinion: 0

12. On average, I have spent ... hours/week on the course (including timetabled hours).

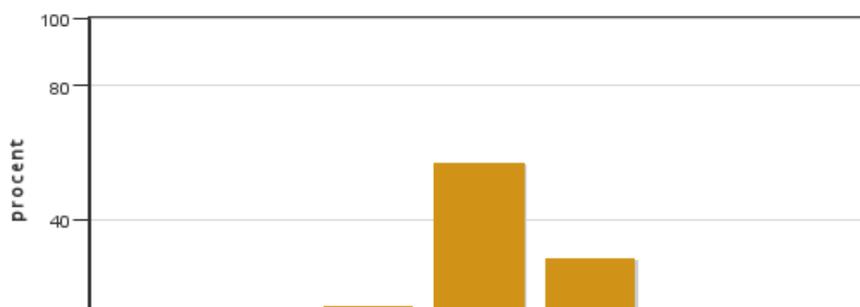


Answers: 7
 Medel: 38,0
 Median: 36-45

≤5: 0
 6-15: 0
 16-25: 0
 26-35: 2
 36-45: 4
 ≥46: 1

No opinion: 0

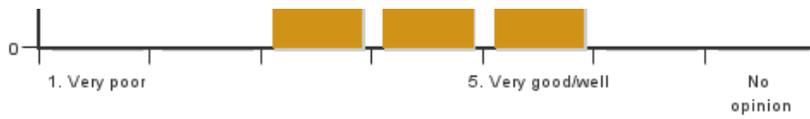
13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 7
 Medel: 4,1
 Median: 4

1: 0
 2: 0
 3: 1
 4: 4
 5: 2

No opinion: 0



14. If relevant, please share what worked well when participating in teaching on distance

15. If relevant, please share what worked less well when participating in teaching on distance

Course leaders comments

No comments from the teacher

Student representatives comments

Summary of the comments

- General very high score in the evaluation (mostly 4 and 5)
- Interesting and informative course
- Work intensive – a bit stressful
- Engagement from the course leader: inspiring and educative
- Good feedback on written work
- Literature needs to be updated, it did not always match with the lecture
- Different views upon the exam:
 - to easy
 - suggested to be openbook
 - preferable divided into two parts (mid-semester and end-semester)
- Positive feedback on the amount of female teachers
- Many positive comments on physical meeting in lab, online 'open office', presentations, and the use of menti.com – It all made online learning easier
- The online learning was difficult for concentration and socially

Comments on improvements of the course

- An intensive workload could be handled with
 - Shortening the group work
 - Workshop day for QMRA calculations
 - Make calculations more integrated in the course
 - This was the case most of the times, but the one time we were told to do a calculation before the next lecture almost nobody had done it since the workload is already quite big for the course
- Literature to be updated
 - If possible, then more communication between lecturers, the lecture on QMRA application was a lot of repetition from QMRA introduction
 - The lecture on membrane distillation was very long and too technical into a technology that was not used for any of the projects or the exam