



Safe Nutrient Recycling MX0131, 20122.2223

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Annika Nordin

Evaluation report

Evaluation period: 2023-01-08 - 2023-01-29

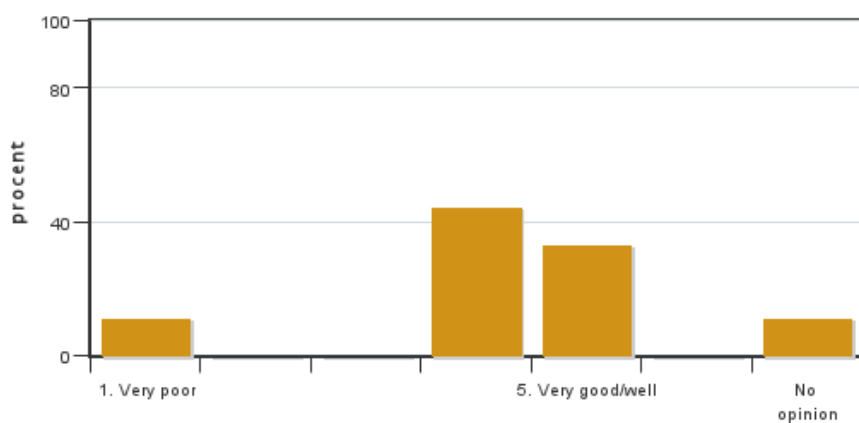
Answers 9

Number of students 16

Answer frequency 56 %

Mandatory standard questions

1. My overall impression of the course is:

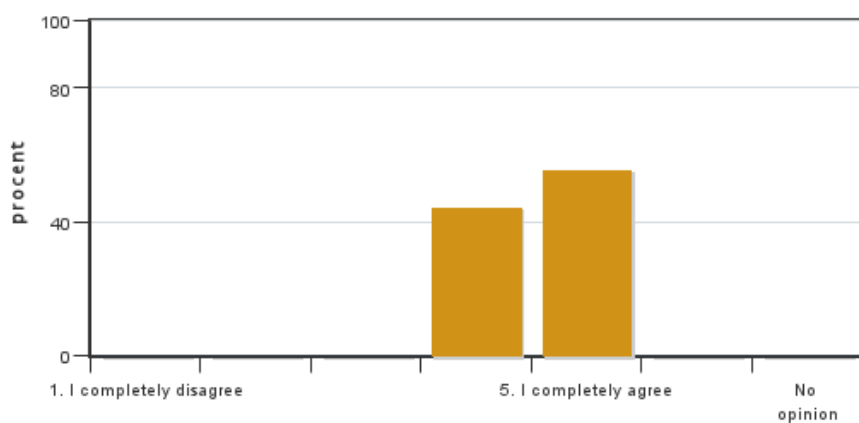


Answers: 9
Medel: 4,0
Median: 4

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

No opinion: 1

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

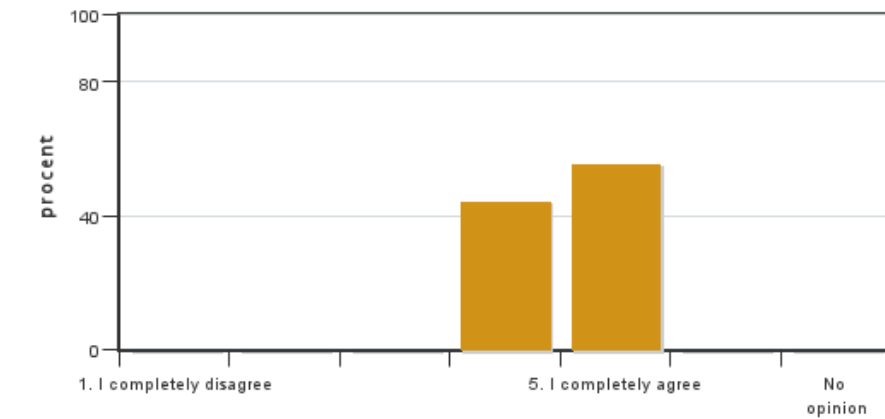


Answers: 9
Medel: 4,6
Median: 5

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

No opinion: 0

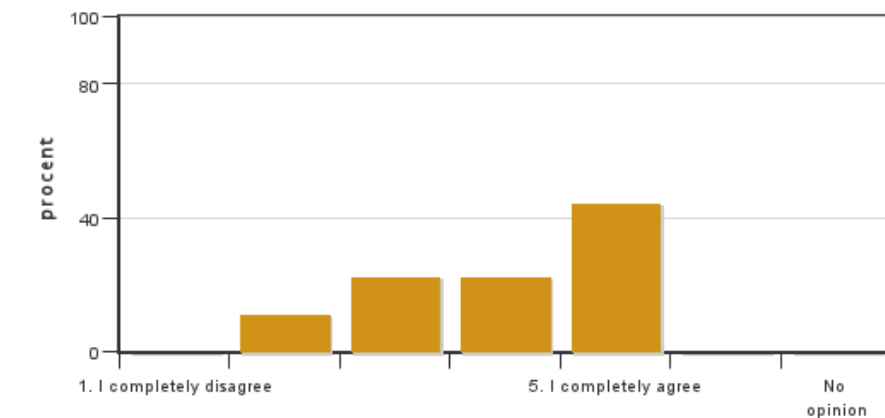
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 9
Medel: 4,6
Median: 5

1: 0
2: 0
3: 0
4: 4
5: 5
No opinion: 0

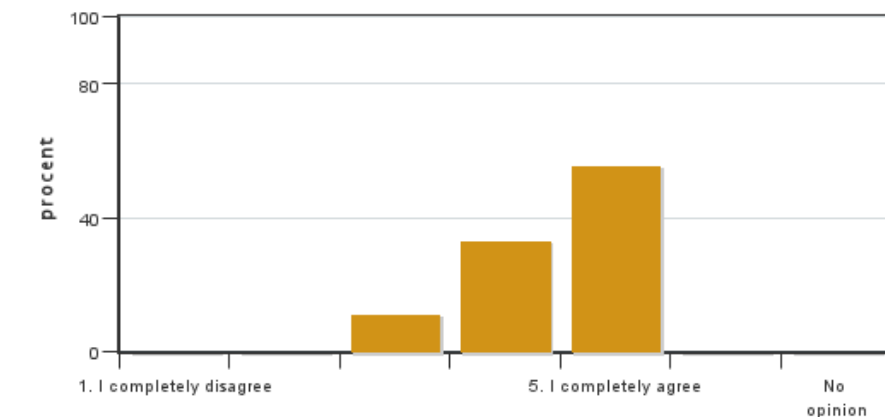
4. The information about the course was easily accessible.



Answers: 9
Medel: 4,0
Median: 4

1: 0
2: 1
3: 2
4: 2
5: 4
No opinion: 0

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



Answers: 9
Medel: 4,4
Median: 5

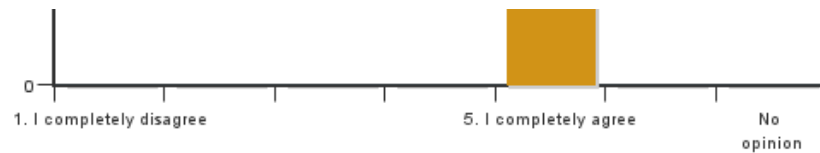
1: 0
2: 0
3: 1
4: 3
5: 5
No opinion: 0

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



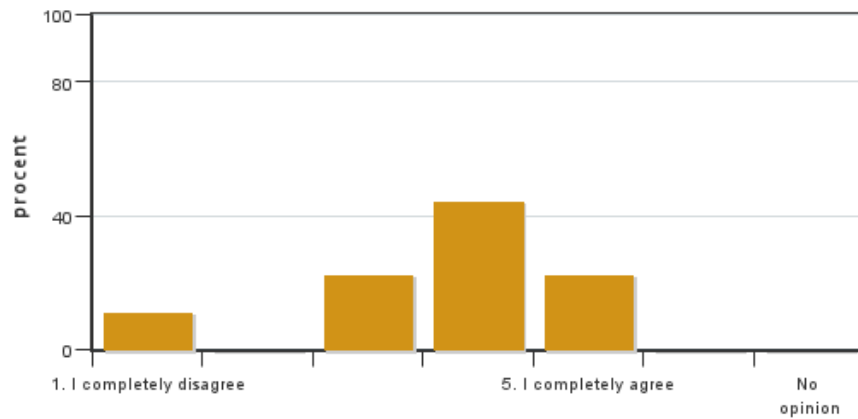
Answers: 9
Medel: 5,0
Median: 5

1: 0
2: 0
3: 0
4: 0
5: 9



No opinion: 0

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

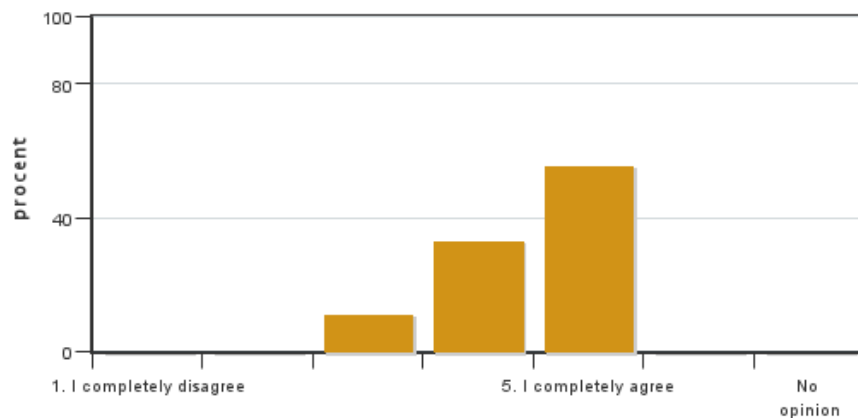


Answers: 9
Medel: 3,7
Median: 4

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

No opinion: 0

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

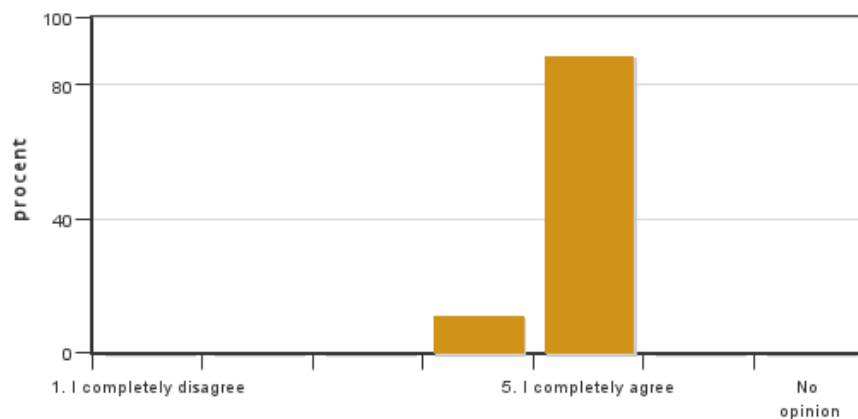


Answers: 9
Medel: 4,4
Median: 5

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

No opinion: 0

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

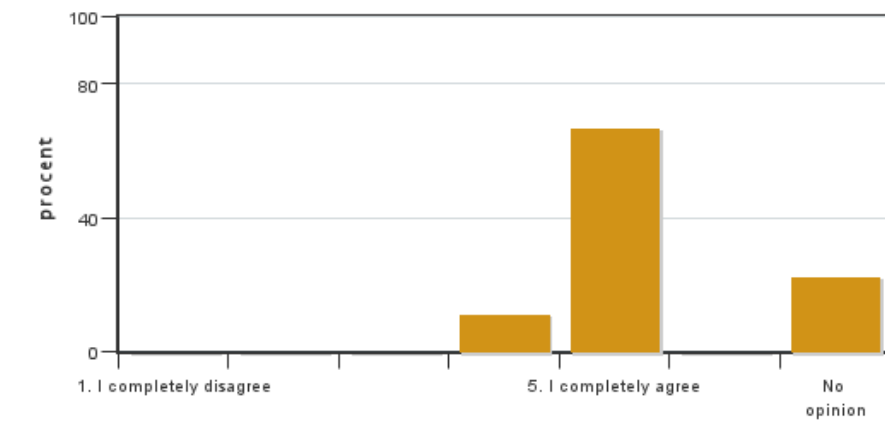


Answers: 9
Medel: 4,9
Median: 5

1: 0
2: 0
3: 0
4: 1
5: 8

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).

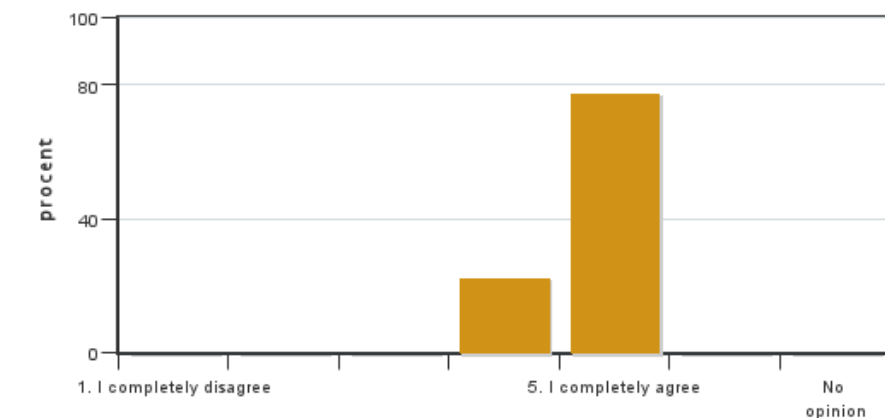


Answers: 9
Medel: 4,9
Median: 5

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

No opinion: 2

11. The course covered international perspectives.

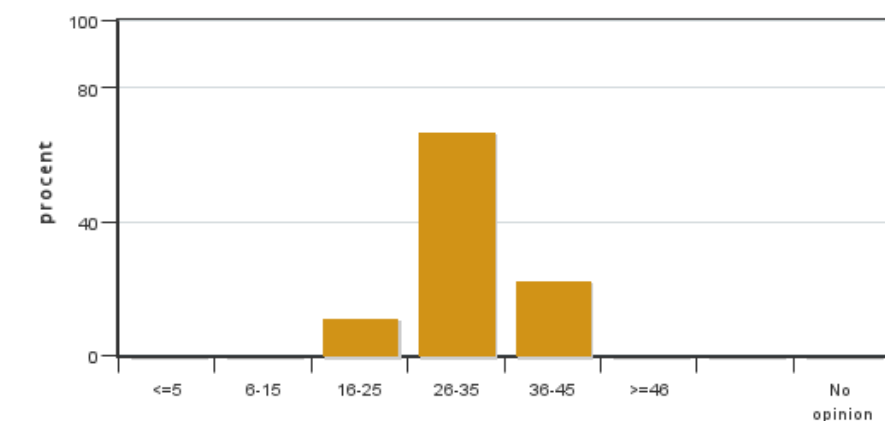


Answers: 9
Medel: 4,8
Median: 5

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

No opinion: 0

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

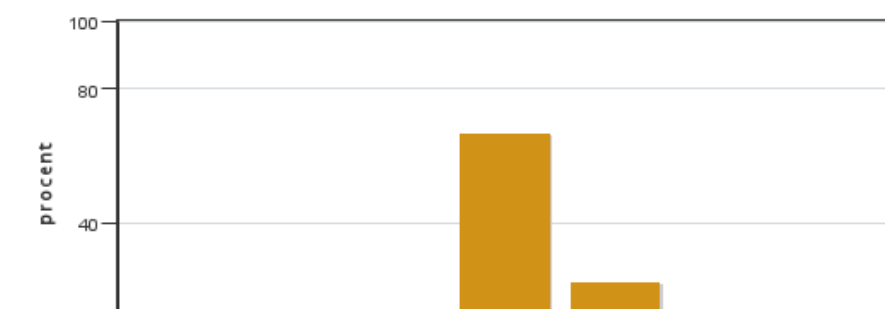


Answers: 9
Medel: 31,1
Median: 26-35

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

No opinion: 0

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



Answers: 9
Medel: 4,3
Median: 4

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

No opinion: 1



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

As an overall comment the scheduled lectures was to a rather large extent given according the original schedule since there were few occasions with sick lecturers. It was a committed student group that contributed to the atmosphere in the course and discussions. According to the written and oral feedback given some changes until next year will be to increase time for calculation exercise but also provide some additional self-study material to meet that the students background and experience in calculus varies. The exam will also be split into two parts (theory and calculations) held at different time since the exam covers so many credits. For the question hours we will join more of the teachers involved in calculus so that you get support from the one most suited. The Canvas page was restructured last year and should hopefully be very functional next year. We will stick with TimeEdit for the schedule since the room bookings will be done there anyhow, and thus avoiding a situation with several versions of the schedule. Feedback given on TimeEdit and lecture rooms have been forwarded. The course is given at Campus but we have some few lectures on video due to teachers far away. We will try to check that equipment work as it should for this lectures. This year we did for some lectures arrange so that some students that were sick could participate via video but such hybrids are often not optimal, but may still be better than not participating at all.

Student representatives comments

The general response to the course from the students was good, the overall impression was rated 4, which on one hand was lower than last year (4,2) but more students responded this year. Two students commented that the course was one of, or the best they had taken so far, but one student commented that the structure of the course took down the overall impression with many last-minute changes, but the content in the course was however appreciated.

The connection to the course content and prior knowledge was rated high, both 4,6.

Regarding the course information was another type of schedule required as timeedit was thought of as hard to reach. Much information regarding the lab and QMRA was placed in different places making it hard to find. Also, many files and some information were at multiple times missing.

The various course components have gotten some mixed feedback, more time for calculations and the mass balance calculation, in particular, was requested. One student writes that they were confused during the calculations during the question hours and another that having more of the teacher join on that occasion could help to make things clear and put less pressure on one teacher to manage to answer questions regarding the whole course content. The lecture got good feedback and specific lectures were discussed deeper during the oral course evaluation.

The social learning environment got very good feedback, 5, and the students wrote that it was good that lectures could be done from home for students that needed it and that all teachers and students have been very open and kind. The physical learning environment on the other hand was not rated as high, 3,7, since rooms Prima and A132 were not so appreciated.

Just like it was discussed during the oral evaluation thought many students that the exam was too long, and it would have been appreciated to split the two parts into different exam sessions rather than having one long.

Both sustainable development, gender and equality as well as international perspectives were covered with satisfaction according to the students.

The students have on average spent 31,1 hours on the course, which is less than last year (36), one student commented on this that they would have liked to have the opportunity to spend more time on the course but that they couldn't because of sickness. Another student commented that the course had a good time plan for all assignments.

Regarding parts of the course being given online was this appreciated, but not for calculations. Many students were not so happy with some of the teachers' microphones and if lectures are to be of this hybrid style in the future, the possibility of external microphones that some teachers had could be good to consider for all. It was ant how very

appreciated that the students could follow from home, one student even wrote that they wouldn't be able to fulfil the course if this hadn't been an option. One student was disappointed with information about lectures being completely changed to zoom late.

Kontakta support: support@slu.se - 018-67 6600