

NRM COURSE EVALUATION

Antalet inlämnade enkäter var 14.

Lectures:

Course introduction: Don't remember, keep, OK, keep everything, 4, 3, 5, 5, 4, keep 4, do not remember. Abstract and difficult to follow. 2,5, keep 3.

Modeling concepts for env. problems: Good, keep, keep, keep everything, 3, 3, 5, 3, 4, keep 4,2, keep 3.

Causes and consequences of eutrophication: OK, keep, good, keep everything, 3, 3, 4, 4, 4, keep 4, 3, 4, keep 4.

System complexity and dynamics: Don't remember, keep, keep, keep everything, 3, 3, 4, 3, 2, keep 4, 2, I didn't really get the point of it.

MCE and Fuzzy logic: Good, keep, keep, keep everything, -, 3 change, 4, 4, 2, 4 keep, 4 keep, 3, keep 4 maybe could it be a bit clearer.

Agregate resources: OK, keep, remove, keep everything, -, 3, 4, 5, 4, sorry don't remember, 4 keep, 3.

Critical load acidification: I've heard it before, keep, absent, keep everything, 4 keep, keep 4, 4, 3, ÷ (not there), 4 keep, 5 keep, 3.

History of acidification: I've heard it before, keep, absent, keep everything, -, absent, 4, 3, ÷ (not there), 4 keep, 4 keep, 2.

Soils and their development: I've heard it before, change: more structure, absent, keep everything, 2, absent, 4, 3, 3, 4 keep, 2, keep 3.

Aerial photo interpretation: I've heard it before, keep (very good, could make the same lesson as the L-st. had some years ago but still interesting!), absent, keep everything, 3 L and V students have done it before, absent, 5, 4, 2, 5 keep, fun, 4 keep, 4, keep 5.

MSc examples: Good!!!, keep, keep, keep everything, -, 3 keep, 4, 3, ÷, 3 simplify, 3 keep, 2, skip.

Microeconomics: Very good!, ?, absent, keep everything, 4, keep 4, 5, 2, 3, keep 3, - don't know, 4.

Dynamic modelling with GIS: Good, keep, absent, keep everything, 3, 3, 5, 3, 2, 4 keep, 3.

Climate change: Very good, change: "go deeper into the problem, it is quite new", keep, 4 interesting, 4 keep, 5, 4, 3, keep 5, 4 keep, 3, keep 5.

Man and nature, - a historical review: Very good, keep very interesting, very nice, 5, keep 3 (nice with poems!), 4, 5, ÷, keep 5, Terroble name for a theme. As a woman I feel excluded and I don't want to listen to it, 4 simplify, 3, keep 4.

Comments: Generally I found this course very confusing, loose and no connections between lectures and practical projects. The class was also very big and the motivation went down to make good preformances. I think I will not remember the lectures content in the future, but may be the struggle with the computer / idrisi. It was not easy to understand the objective of the coarse or if one comply with it and achieved something. May be I will realise this in the future.

Seminars:

Causes and consequences of eutrophication: Good, not so long and tiresome, too short for preparing, nice, keep all- increase in future mabe on weekly or half monthly bases. 3, 4, 4, 5, 3, keep 4, 5 keep, 4.

Resource economy and planning: Many times a bit boring, Too little knowlegde from the speakers. Better to have some who knows what they are talking about. Alternative more literature should be read as the literature spoken. Is it realistic? , keep, keep all- increase in future mabe on weekly or half monthly bases, 3, 4, 4, 4, 3, keep 4, 4 keep, 3.

Prevent protone production: OK, OK, 4, 3, 3, 2, keep 4, 5 keep.

Villages in balance with nature: Good, OK nice, 3, 4, ÷, keep 4, 4, don't know.

Intergrated resourse management: OK, 3, 4, 5, 2, keep 4, 3.

Dialogue between man and nature: Good, good, OK nice, 3, 5, 3, keep 4, 3 5 keep.

Natural resource management: Don't know yet, OK, 4, 5, 4, 4, keep 5, 4, 5 keep.

Comments:

Maybe some exercises about how to seek knowledge, e.g. internet - exercise, library exercise.

All seminars were relevant and interesting but I think that all of us should read something to these seminars so it should be more of discussion than just have another person present it for us. In this way we would all get deeper into the issues.

I think these seminars should be kept. It's very good. (good idea) of oval interpretation and improving in this.

The general feeling before a long seminar day is that it will be boring, people will talk too long and I will not use the information. But the last seminar day we had (May 6) was very well planned, preformed and managed. I was impressed. The order and the interconnection of topics is important.

Keep, they were quite O.K., generated some discussion and it was interesting to work with them.

Projects and exercises:

Eutrophication: Could have been more info on this first project, I felt like we erer two donkies which would go in two directions, to extended, change, 4, our files dissappeared four times - kind of annoying. Too little time!, 4, 5, 4, keep 4, it went so fast I don't remember, 4, 5 keep.

Acidification: Very interesting. Best project., too extended, change, 4, to little time - it seemed this project was more time consuming than ecological villages. Otherwise it was OK., ÷ , keep 4, 5 keep.

Ecological villages: Much better because of the partner, 4, 5, 4, keep 4, nice, 4, don't know.

Areal photo interpretation and satellite image classification Scania: Too little time and very bad instructions.!!!, remove, very bad instructions, the interpretation exercise with spegelstereoskop was very good → the classification had very bad instruction in front of the computer, 4, 3, keep 5, nice (aerial photo) impossible (classification Scania), 3, 4 keep change a bit.

Water cycle - Cyprus: A little "flummigt" otherwise OK, 4, too little time with supervised help or too big project - it took all the supervised lectures to do the first part (the map), 5, keep, why did we do so many landuse maps? The instructions were unclear, 3, 4 keep more exercise hours/occasions.

Water cycle - Kristianstad: Not finished, improve material or remove, keep, don't know.

Comments:

Too little help, Jenny wasn't much help at all. Most was confusing.

What happens with people who hasn't attended seminars or those who has come around lunchtime or left when they have done their part? Are they supposed to do some extra small paper? (one-two pages?) I think you should say that we have max. 10 min each and then you cut the presentation for a discussion. This makes it easier to hold the schedule, more time for discussion and a good way of learning. In real life we can't talk for 20 min if we only have 10!!

Keep. They are good. I like the way of report correction, as well. Maybe two would be enough, as it is the end of the year, and we hardly started the 3rd one, so it will be more or less a pressure on us to finish (the first two were fun, I liked them to work with). But the main point is that I do not know if this 3rd one will give any extra experience (of course it will, but I am not sure about that it will be "cost-effective") after the first two. Mainly because we will only rush through as fast as it is possible without too much thinking. So maybe it would be good to include the goal of this 3rd into the first two, or to rearrange the whole into two projects, but with some simplification. (It's easy to say.)

Study visit: interesting, 4, 5, ÷, keep, superficial but nice, keep, 2, If it is not compulsory then it O.K. I mean it does not worth so much that people shouldn't be forced to go there.

Examination: Too little time on part II, as we didn't know that it was extended. Was more difficult as expected.
strange.

I think that the examination should have been "labeled" as an exercise and it should not be worth 4 credits. The projects take much more time to do and you learn much more doing them.

To vague instructions on what we should do. It shouldn't be an examination but an exercise!

3,

Very interesting!!

4,

I haven't done such exam before. I think it's good idea too. This exam was unusual but interesting.

Not too bad - doing. Short time in the beginning (1hr → 2 hours),

The subject wasn't so good, it was hard to find information. But it was a interesting way of having an exam.

4,

It was very interesting. I cannot say if it was good or bad. However, it definitely does fit to the end of a Problem Based Learning course.

Comments: Some on the lectures were more on the philosophical level - maybe that is good for us (we're not used to it) but it was hard to relate some of the lectures to projects - natural resource management.

These oral, written presentations and information via e-mail were good I think, maybe, it'd be good to have some comp. literature. I'm sorry that this filling in of this evaluation, and what I filled in, wasn't so good because I don't remember very well for all of these lectures...etc. But anyway, this course was good. Nice to be there. Thank you.

Thank you, and all the other teachers & assistants.

OBS! Ytterligare en lång maskin skriven kommentar på en av utvärderingarna. Samt att en har skrivit små kommentarer (grönt bläck) som är svåra att återgiva, om de ska vara fattbara.

Denna kursutvärdering har 960626 sammanställts av Elin Christophersen L-92.

