

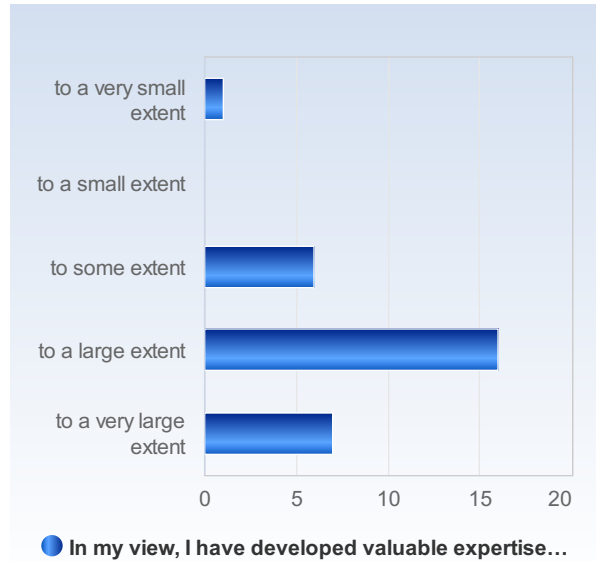


Biochemistry VT-22

Respondents: 49
Answer Count: 30
Answer Frequency: 61.22%

1. In my view, I have developed valuable expertise /skills during the course.

In my view, I have developed valuable expertise /skills during the course.	Number of responses
to a very small extent	1 (3.3%)
to a small extent	0 (0.0%)
to some extent	6 (20.0%)
to a large extent	16 (53.3%)
to a very large extent	7 (23.3%)
Total	30 (100.0%)

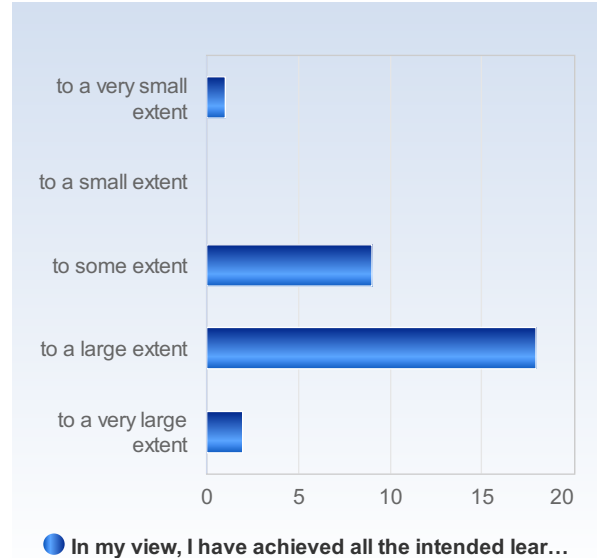


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, I have developed valuable expertise/skills during the course.	3.9	0.9	22.1 %	1.0	4.0	4.0	4.0	5.0



2. In my view, I have achieved all the intended learning outcomes of the course.

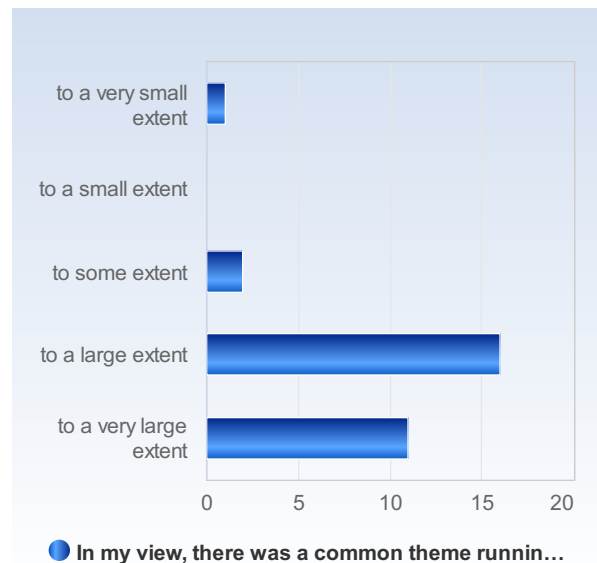
In my view, I have achieved all the intended learning outcomes of the course.	Number of responses
to a very small extent	1 (3.3%)
to a small extent	0 (0.0%)
to some extent	9 (30.0%)
to a large extent	18 (60.0%)
to a very large extent	2 (6.7%)
Total	30 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, I have achieved all the intended learning outcomes of the course.	3.7	0.8	20.7 %	1.0	3.0	4.0	4.0	5.0

3. In my view, there was a common theme running throughout the course – from learning outcomes to examinations.

In my view, there was a common theme running throughout the course – from learning outcomes to examinations.	Number of responses
to a very small extent	1 (3.3%)
to a small extent	0 (0.0%)
to some extent	2 (6.7%)
to a large extent	16 (53.3%)
to a very large extent	11 (36.7%)
Total	30 (100.0%)

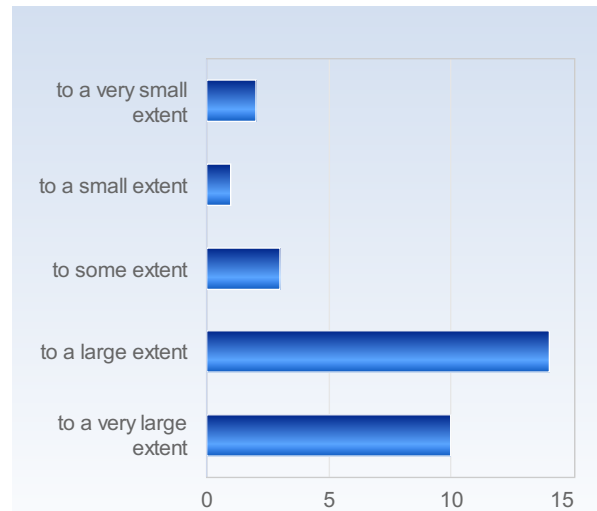


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, there was a common theme running throughout the course – from learning outcomes to examinations.	4.2	0.8	20.2 %	1.0	4.0	4.0	5.0	5.0



4. In my view, the course has promoted a scientific way of thinking and reasoning (e.g. analytical and critical thinking, independent search for and evaluation of information).

In my view, the course has promoted a scientific way of thinking and reasoning (e.g. analytical and critical thinking, independent search for and evaluation of information).	Number of responses
to a very small extent	2 (6.7%)
to a small extent	1 (3.3%)
to some extent	3 (10.0%)
to a large extent	14 (46.7%)
to a very large extent	10 (33.3%)
Total	30 (100.0%)



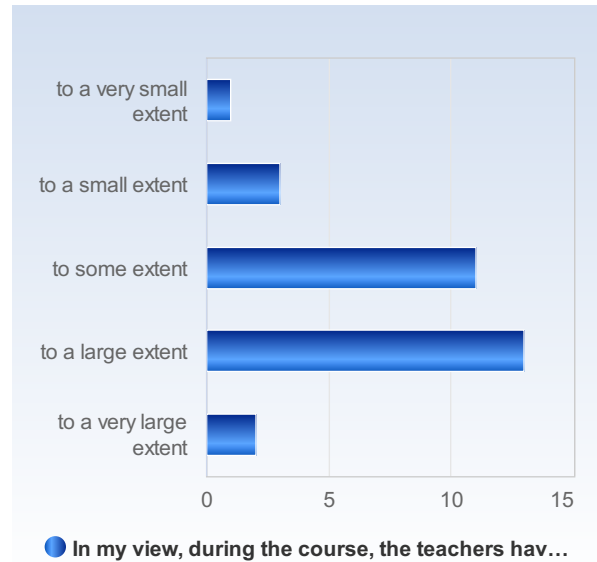
● In my view, the course has promoted a scientifi...

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, the course has promoted a scientific way of thinking and reasoning (e.g. analytical and critical thinking, independent search for and evaluation of information).	4.0	1.1	27.7 %	1.0	4.0	4.0	5.0	5.0



5. In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.

In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.	Number of responses
to a very small extent	1 (3.3%)
to a small extent	3 (10.0%)
to some extent	11 (36.7%)
to a large extent	13 (43.3%)
to a very large extent	2 (6.7%)
Total	30 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.	3.4	0.9	26.3 %	1.0	3.0	3.5	4.0	5.0



6. Have you during the course been subjected to negative discrimination or insults because of your gender, ethnic origin, religion, disability or sexual orientation? If the answer is yes, the programme advises you to contact the study advisor or the student ombudsman; see KI webpage for Contact information.

Have you during the course been subjected to negative discrimination or insults because of your gender, ethnic origin, religion, disability or sexual orientation? If the answer is yes, the programme advises you to contact the study advisor or the student ombudsman; see KI webpage for Contact information.

	Number of responses
Yes	0 (0.0%)
No	30 (100.0%)
Total	30 (100.0%)

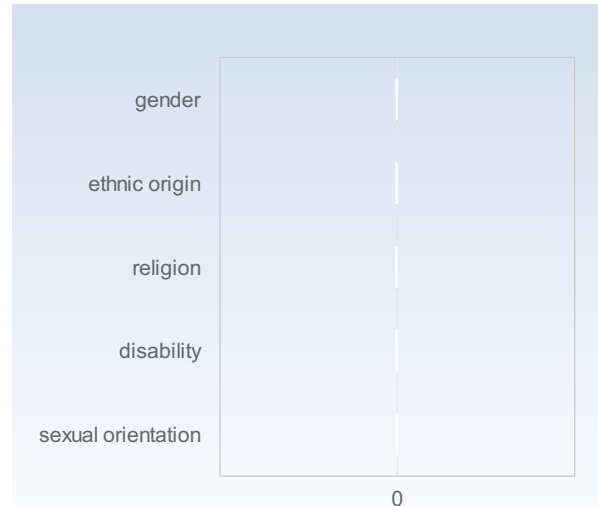


	Mean	Standard Deviation	Coefficient of Variation	Lower Min	Lower Quartile	Median	Upper Quartile	Max
Have you during the course been subjected to negative discrimination or insults because of your gender, ethnic origin, religion, disability or sexual orientation? If the answer is yes, the programme advises you to contact the study advisor or the student ombudsman; see KI webpage for Contact information.	2.0	0.0	0.0 %	2.0	2.0	2.0	2.0	2.0



. What was the reason for the negative discrimination or insult?

What was the reason for the negative discrimination or insult?	Number of responses
gender	0 (0.0%)
ethnic origin	0 (0.0%)
religion	0 (0.0%)
disability	0 (0.0%)
sexual orientation	0 (0.0%)
Total	0 (0.0%)

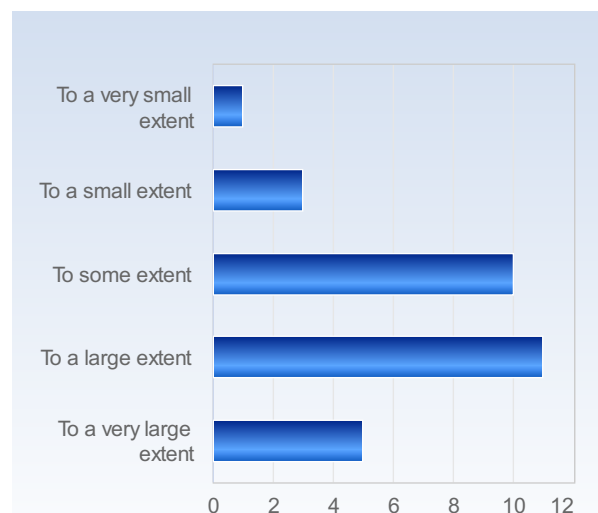


● What was the reason for the negative discrimin...

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
What was the reason for the negative discrimination or insult?	0.0	0.0	NaN %	∞	0.0	0.0	0.0	-∞

7. To what extent do you feel that the workload during the course was reasonable in relation to the extent of the course/number of credits awarded?

To what extent do you feel that the workload during the course was reasonable in relation to the extent of the course/number of credits awarded?	Number of responses
To a very small extent	1 (3.3%)
To a small extent	3 (10.0%)
To some extent	10 (33.3%)
To a large extent	11 (36.7%)
To a very large extent	5 (16.7%)
Total	30 (100.0%)



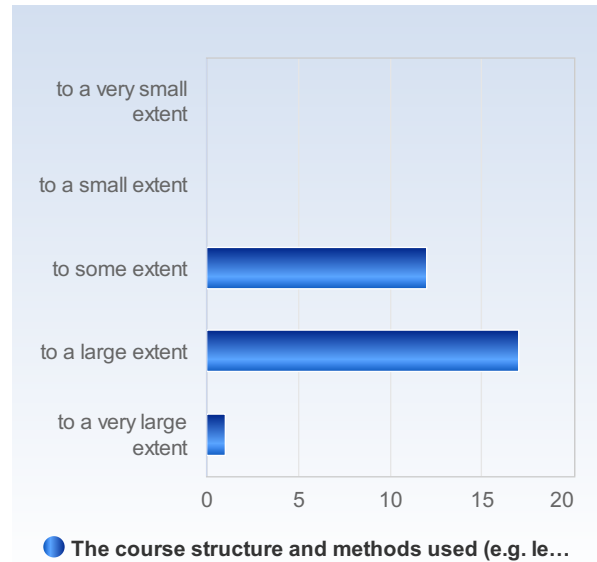
● To what extent do you feel that the workload du...

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
To what extent do you feel that the workload during the course was reasonable in relation to the extent of the course/number of credits awarded?	3.5	1.0	28.5 %	1.0	3.0	4.0	4.0	5.0



8. The course structure and methods used (e.g. lectures, exercises, seminars, assignments etc.) were relevant in relation to the learning outcomes.

The course structure and methods used (e.g. lectures, exercises, seminars, assignments etc.) were relevant in relation to the learning outcomes.	Number of responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	12 (40.0%)
to a large extent	17 (56.7%)
to a very large extent	1 (3.3%)
Total	30 (100.0%)

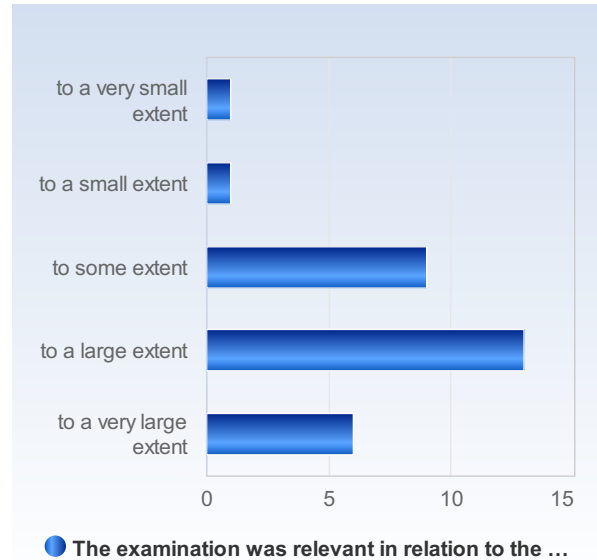


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The course structure and methods used (e.g. lectures, exercises, seminars, assignments etc.) were relevant in relation to the learning outcomes.	3.6	0.6	15.3 %	3.0	3.0	4.0	4.0	5.0



9. The examination was relevant in relation to the learning outcomes.

The examination was relevant in relation to the learning outcomes.	Number of responses
to a very small extent	1 (3.3%)
to a small extent	1 (3.3%)
to some extent	9 (30.0%)
to a large extent	13 (43.3%)
to a very large extent	6 (20.0%)
Total	30 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The examination was relevant in relation to the learning outcomes.	3.7	0.9	25.3 %	1.0	3.0	4.0	4.0	5.0

10. I took responsibility for my own learning during this course.

I took responsibility for my own learning during this course.	Number of responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	5 (16.7%)
to a large extent	13 (43.3%)
to a very large extent	12 (40.0%)
Total	30 (100.0%)

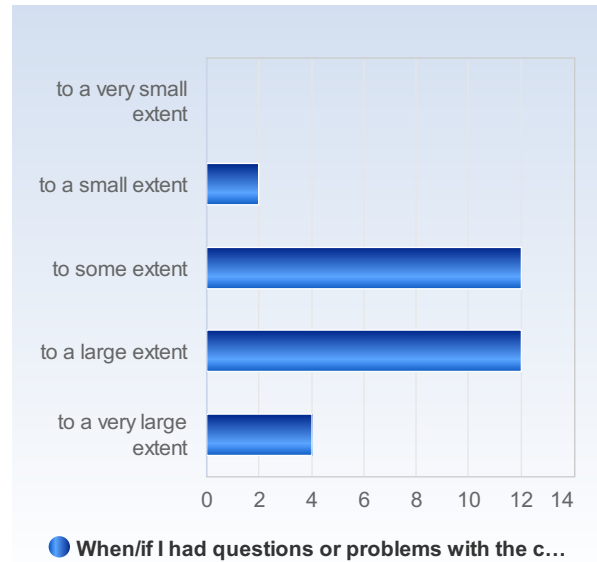


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I took responsibility for my own learning during this course.	4.2	0.7	17.2 %	3.0	4.0	4.0	5.0	5.0



11. When/if I had questions or problems with the course content, I felt that I could turn to my teacher/supervisor for guidance.

When/if I had questions or problems with the course content, I felt that I could turn to my teacher/supervisor for guidance.	Number of responses
to a very small extent	0 (0.0%)
to a small extent	2 (6.7%)
to some extent	12 (40.0%)
to a large extent	12 (40.0%)
to a very large extent	4 (13.3%)
Total	30 (100.0%)

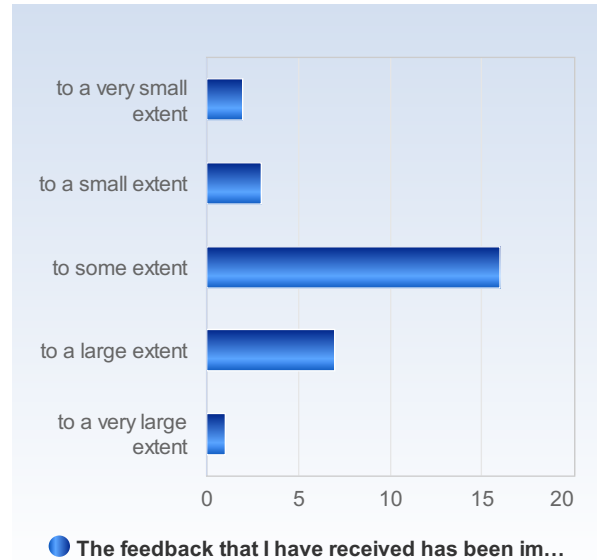


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
When/if I had questions or problems with the course content, I felt that I could turn to my teacher/supervisor for guidance.	3.6	0.8	22.6 %	2.0	3.0	4.0	4.0	5.0



12. The feedback that I have received has been important for my development and learning.

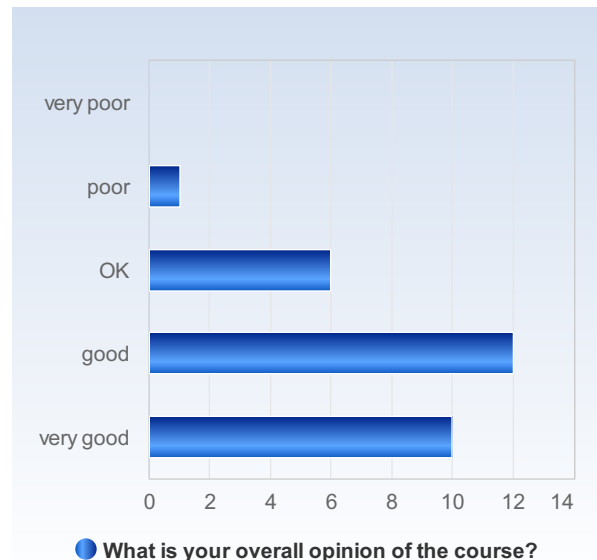
The feedback that I have received has been important for my development and learning.	Number of responses
to a very small extent	2 (6.9%)
to a small extent	3 (10.3%)
to some extent	16 (55.2%)
to a large extent	7 (24.1%)
to a very large extent	1 (3.4%)
Total	29 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The feedback that I have received has been important for my development and learning.	3.1	0.9	28.8 %	1.0	3.0	3.0	4.0	5.0

15. What is your overall opinion of the course?

What is your overall opinion of the course?	Number of responses
very poor	0 (0.0%)
poor	1 (3.4%)
OK	6 (20.7%)
good	12 (41.4%)
very good	10 (34.5%)
Total	29 (100.0%)

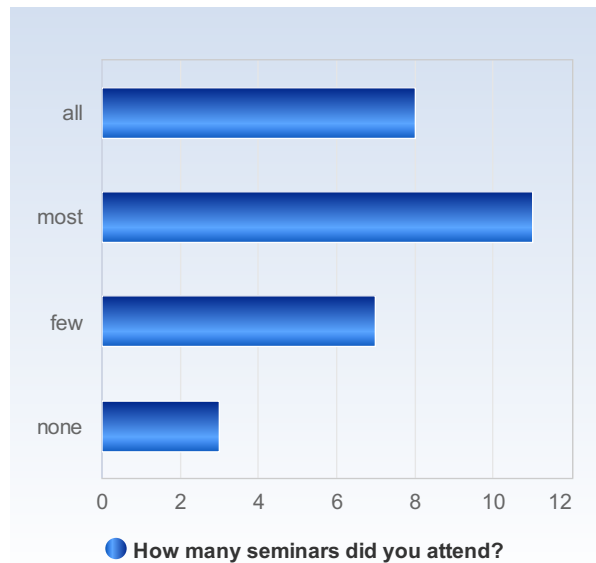


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
What is your overall opinion of the course?	4.1	0.8	20.7 %	2.0	4.0	4.0	5.0	5.0



16. How many seminars did you attend?

How many seminars did you attend?	Number of responses
all	8 (27.6%)
most	11 (37.9%)
few	7 (24.1%)
none	3 (10.3%)
Total	29 (100.0%)



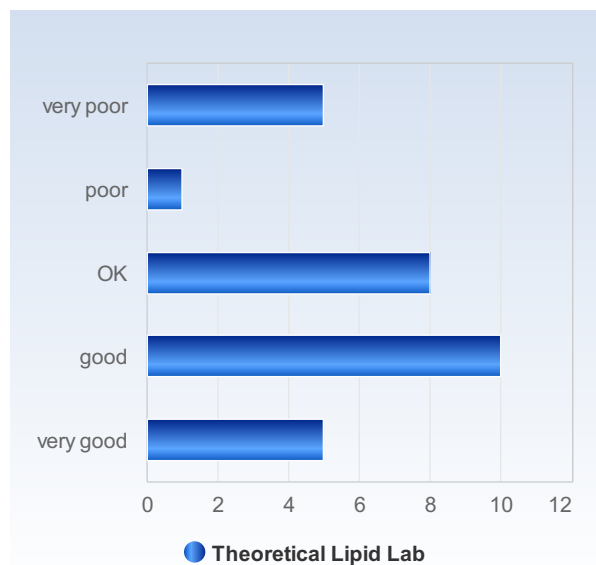
	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
How many seminars did you attend?	2.2	1.0	44.5 %	1.0	1.0	2.0	3.0	4.0

18. How do you rate the different theoretical lab exercises and project works?

Note: though the lab was integrated into the insulin project work please rate the lab on its own as well.

Theoretical Lipid Lab

Theoretical Lipid Lab	Number of responses
very poor	5 (17.2%)
poor	1 (3.4%)
OK	8 (27.6%)
good	10 (34.5%)
very good	5 (17.2%)
Total	29 (100.0%)

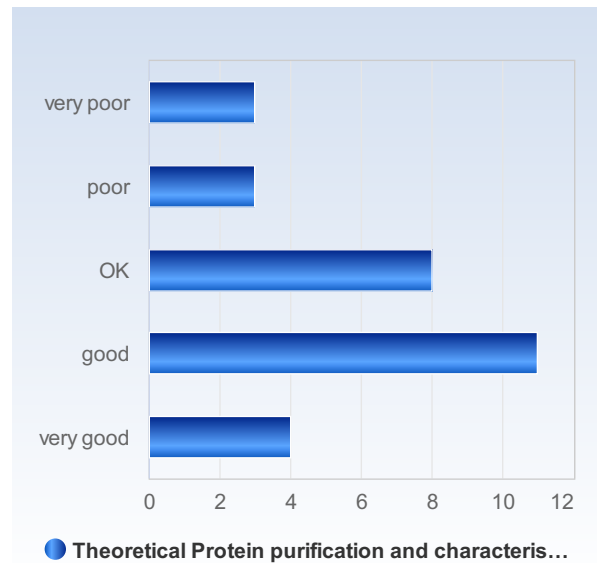


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Theoretical Lipid Lab	3.3	1.3	39.6 %	1.0	3.0	4.0	4.0	5.0



Theoretical Protein purification and characterisation lab

Theoretical Protein purification and characterisation lab	Number of responses
very poor	3 (10.3%)
poor	3 (10.3%)
OK	8 (27.6%)
good	11 (37.9%)
very good	4 (13.8%)
Total	29 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Theoretical Protein purification and characterisation lab	3.3	1.2	35.1 %	1.0	3.0	4.0	4.0	5.0

Lipid project work

Lipid project work	Number of responses
very poor	0 (0.0%)
poor	5 (17.2%)
OK	6 (20.7%)
good	10 (34.5%)
very good	8 (27.6%)
Total	29 (100.0%)

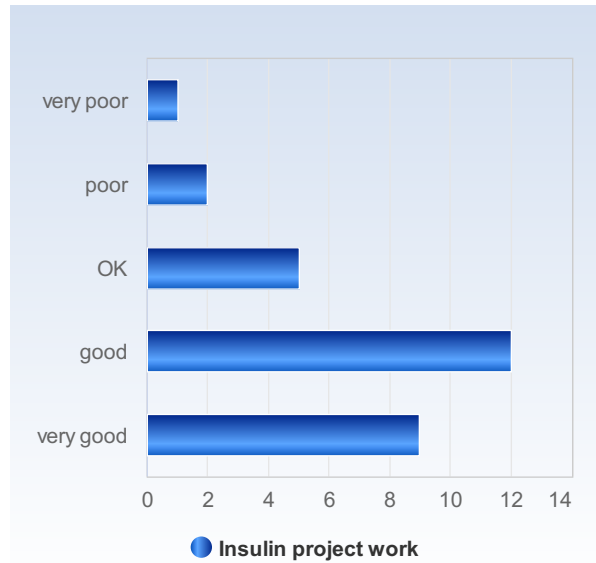


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Lipid project work	3.7	1.1	28.6 %	2.0	3.0	4.0	5.0	5.0



Insulin project work

Insulin project work	Number of responses
very poor	1 (3.4%)
poor	2 (6.9%)
OK	5 (17.2%)
good	12 (41.4%)
very good	9 (31.0%)
Total	29 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Insulin project work	3.9	1.0	26.9 %	1.0	3.0	4.0	5.0	5.0

Insulin lab

Insulin lab	Number of responses
very poor	0 (0.0%)
poor	3 (10.3%)
OK	6 (20.7%)
good	6 (20.7%)
very good	14 (48.3%)
Total	29 (100.0%)

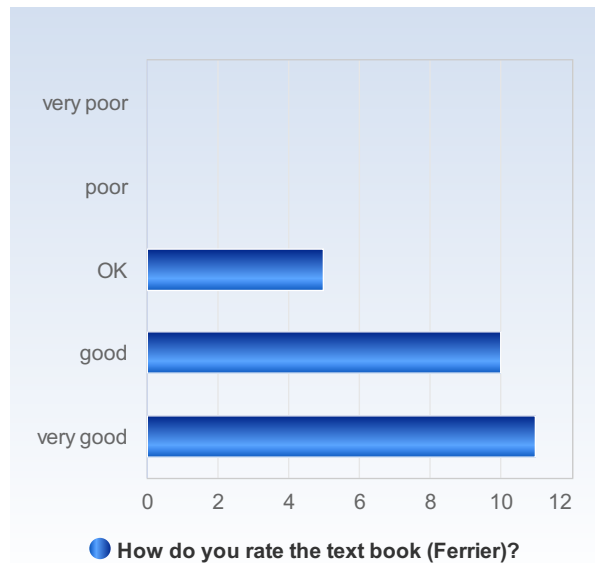


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Insulin lab	4.1	1.1	26.2 %	2.0	3.0	4.0	5.0	5.0



19. How do you rate the text book (Ferrier)?

How do you rate the text book (Ferrier)?	Number of responses
very poor	0 (0.0%)
poor	0 (0.0%)
OK	5 (19.2%)
good	10 (38.5%)
very good	11 (42.3%)
Total	26 (100.0%)

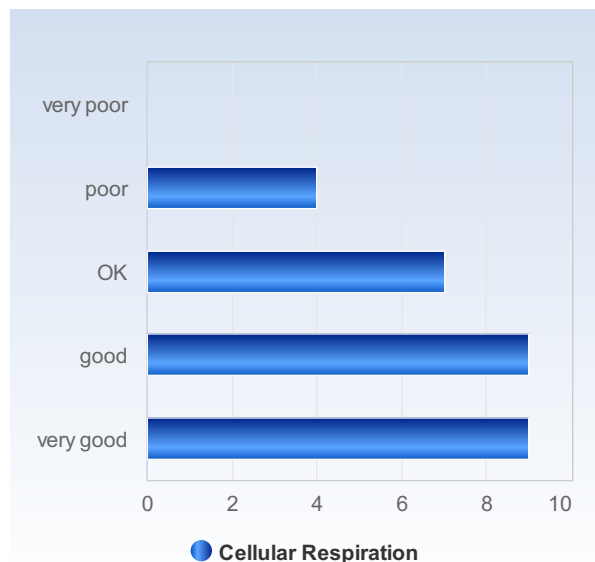


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
How do you rate the text book (Ferrier)?	4.2	0.8	18.1 %	3.0	4.0	4.0	5.0	5.0

20. What is your rating and opinion on the Labster simulations? (NOTE: leave line blank if you didnt do that particular simulation)

Cellular Respiration

Cellular Respiration	Number of responses
very poor	0 (0.0%)
poor	4 (13.8%)
OK	7 (24.1%)
good	9 (31.0%)
very good	9 (31.0%)
Total	29 (100.0%)

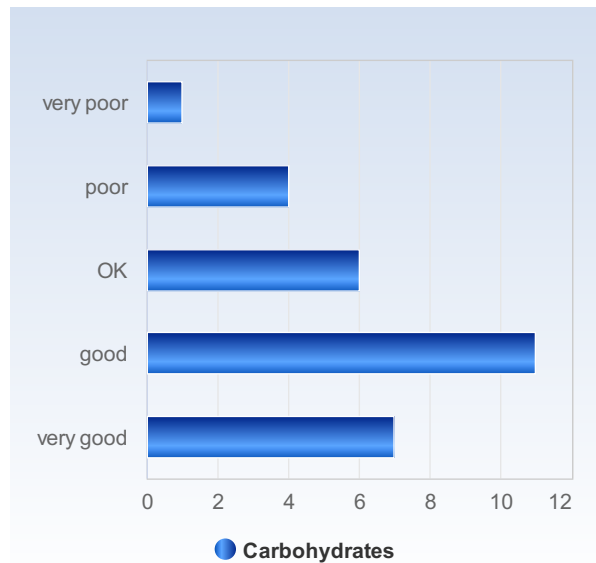


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Cellular Respiration	3.8	1.0	27.6 %	2.0	3.0	4.0	5.0	5.0



Carbohydrates

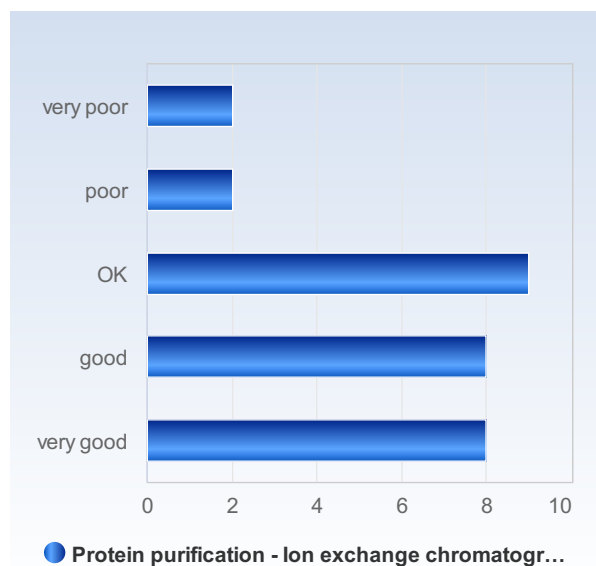
Carbohydrates	Number of responses
very poor	1 (3.4%)
poor	4 (13.8%)
OK	6 (20.7%)
good	11 (37.9%)
very good	7 (24.1%)
Total	29 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Carbohydrates	3.7	1.1	30.4 %	1.0	3.0	4.0	4.0	5.0

Protein purification - Ion exchange chromatography

Protein purification - Ion exchange chromatography	Number of responses
very poor	2 (6.9%)
poor	2 (6.9%)
OK	9 (31.0%)
good	8 (27.6%)
very good	8 (27.6%)
Total	29 (100.0%)

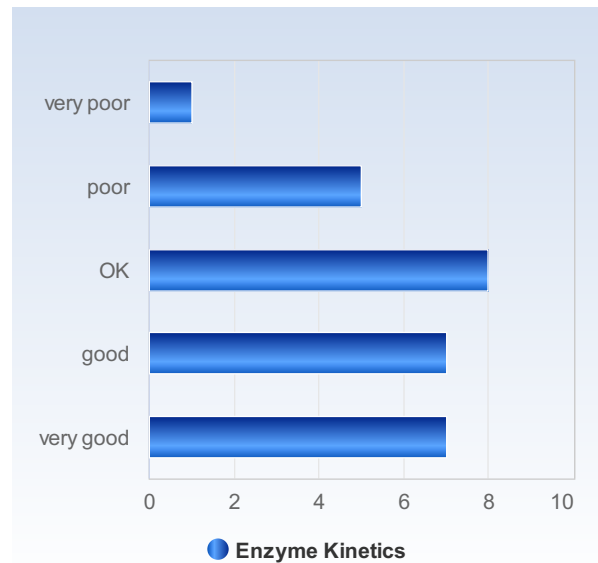


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Protein purification - Ion exchange chromatography	3.6	1.2	32.5 %	1.0	3.0	4.0	5.0	5.0



Enzyme Kinetics

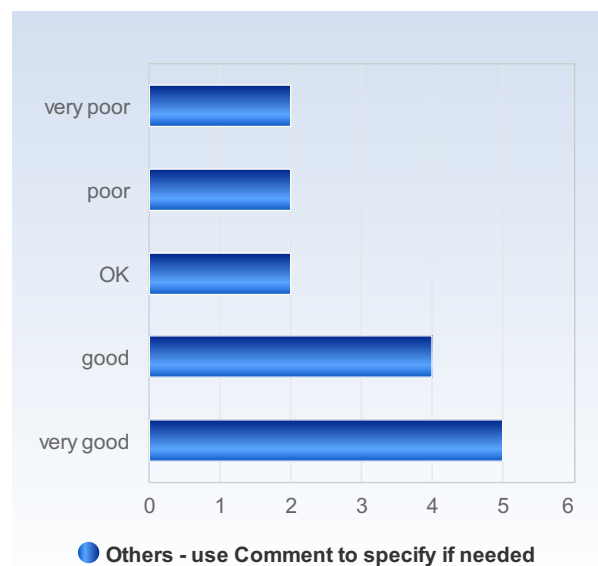
Enzyme Kinetics	Number of responses
very poor	1 (3.6%)
poor	5 (17.9%)
OK	8 (28.6%)
good	7 (25.0%)
very good	7 (25.0%)
Total	28 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Enzyme Kinetics	3.5	1.2	33.4 %	1.0	3.0	3.5	4.5	5.0

Others - use Comment to specify if needed

Others - use Comment to specify if needed	Number of responses
very poor	2 (13.3%)
poor	2 (13.3%)
OK	2 (13.3%)
good	4 (26.7%)
very good	5 (33.3%)
Total	15 (100.0%)



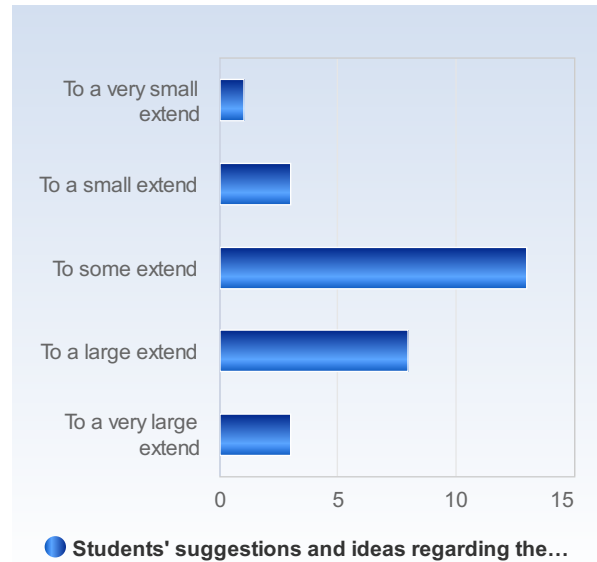
	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Others - use Comment to specify if needed	3.5	1.5	41.2 %	1.0	2.5	4.0	5.0	5.0

Covid-19 related KI questions



22. Students' suggestions and ideas regarding the web-based teaching were taken into consideration (regarding Covid-19).

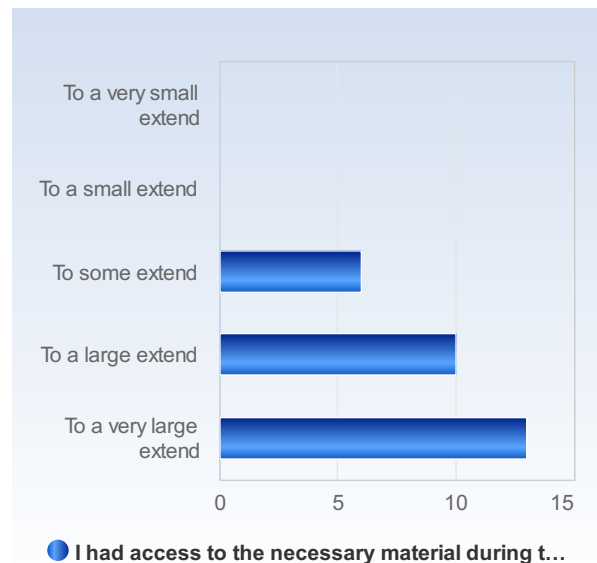
Students' suggestions and ideas regarding the web-based teaching were taken into consideration (regarding Covid-19).	Number of responses
To a very small extend	1 (3.6%)
To a small extend	3 (10.7%)
To some extend	13 (46.4%)
To a large extend	8 (28.6%)
To a very large extend	3 (10.7%)
Total	28 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Students' suggestions and ideas regarding the web-based teaching were taken into consideration (regarding Covid-19).	3.3	0.9	28.4 %	1.0	3.0	3.0	4.0	5.0

25. I had access to the necessary material during the web-based teaching.

I had access to the necessary material during the web-based teaching.	Number of responses
To a very small extend	0 (0.0%)
To a small extend	0 (0.0%)
To some extend	6 (20.7%)
To a large extend	10 (34.5%)
To a very large extend	13 (44.8%)
Total	29 (100.0%)

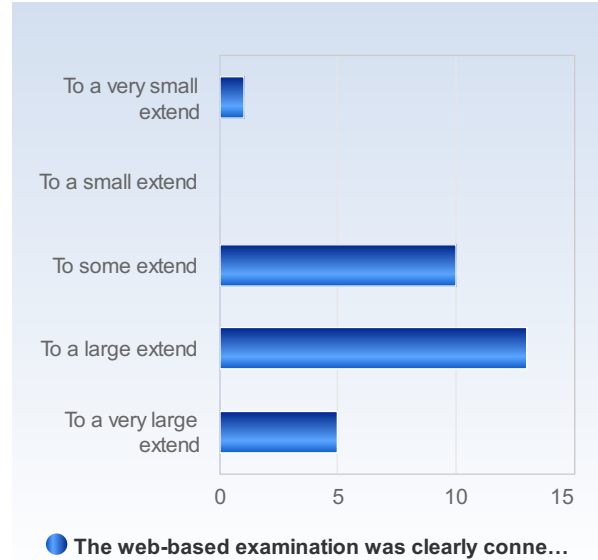


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I had access to the necessary material during the web-based teaching.	4.2	0.8	18.5 %	3.0	4.0	4.0	5.0	5.0



26. The web-based examination was clearly connected to the learning outcomes.

The web-based examination was clearly connected to the learning outcomes.	Number of responses
To a very small extend	1 (3.4%)
To a small extend	0 (0.0%)
To some extend	10 (34.5%)
To a large extend	13 (44.8%)
To a very large extend	5 (17.2%)
Total	29 (100.0%)

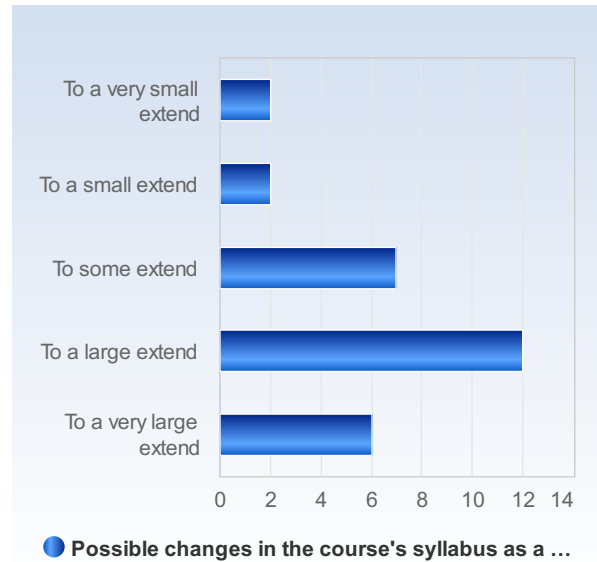


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The web-based examination was clearly connected to the learning outcomes.	3.7	0.9	23.7 %	1.0	3.0	4.0	4.0	5.0



27. Possible changes in the course's syllabus as a consequence of the current situation (regarding Covid-19) were communicated clearly.

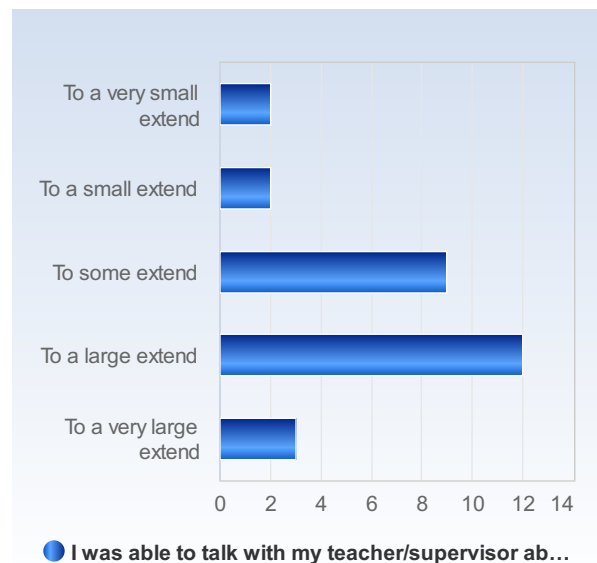
Possible changes in the course's syllabus as a consequence of the current situation (regarding Covid-19) were communicated clearly.	Number of responses
To a very small extend	2 (6.9%)
To a small extend	2 (6.9%)
To some extend	7 (24.1%)
To a large extend	12 (41.4%)
To a very large extend	6 (20.7%)
Total	29 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Possible changes in the course's syllabus as a consequence of the current situation (regarding Covid-19) were communicated clearly.	3.6	1.1	30.8 %	1.0	3.0	4.0	4.0	5.0

28. I was able to talk with my teacher/supervisor about problems that had emerged because of the web-based teaching.

I was able to talk with my teacher/supervisor about problems that had emerged because of the web-based teaching.	Number of responses
To a very small extend	2 (7.1%)
To a small extend	2 (7.1%)
To some extend	9 (32.1%)
To a large extend	12 (42.9%)
To a very large extend	3 (10.7%)
Total	28 (100.0%)

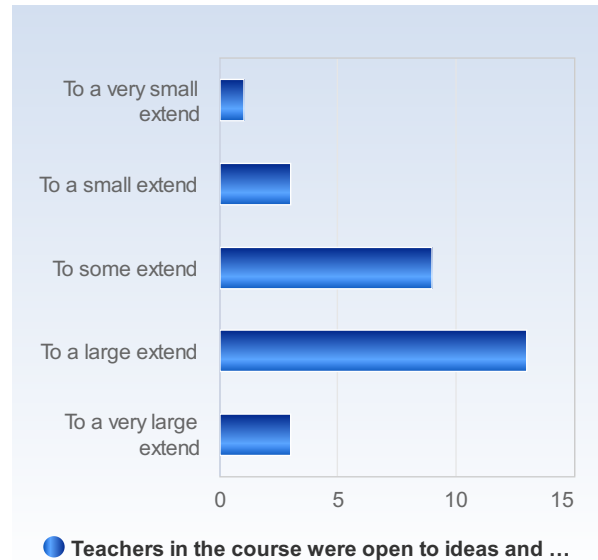


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I was able to talk with my teacher/supervisor about problems that had emerged because of the web-based teaching.	3.4	1.0	30.2 %	1.0	3.0	4.0	4.0	5.0



29. Teachers in the course were open to ideas and suggestions regarding web-based teaching (regarding Covid-19).

Teachers in the course were open to ideas and suggestions regarding web-based teaching (regarding Covid-19).	Number of responses
To a very small extend	1 (3.4%)
To a small extend	3 (10.3%)
To some extend	9 (31.0%)
To a large extend	13 (44.8%)
To a very large extend	3 (10.3%)
Total	29 (100.0%)

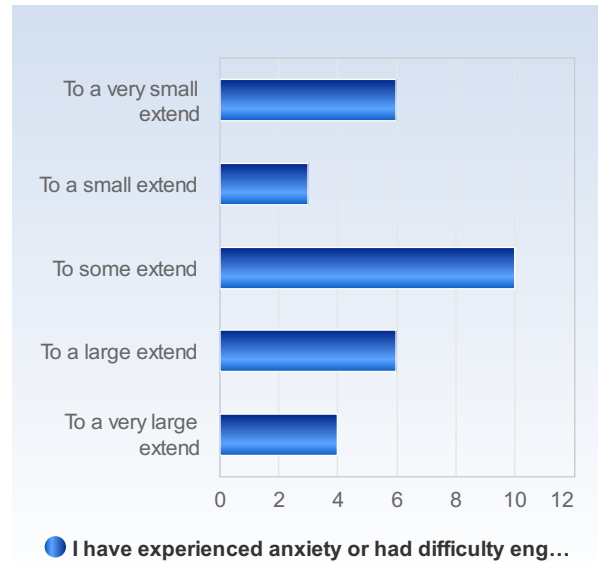


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Teachers in the course were open to ideas and suggestions regarding web-based teaching (regarding Covid-19).	3.5	0.9	27.3 %	1.0	3.0	4.0	4.0	5.0



30. I have experienced anxiety or had difficulty engaging, as a consequence of the current situation (regarding Covid-19).

I have experienced anxiety or had difficulty engaging, as a consequence of the current situation (regarding Covid-19).	Number of responses
To a very small extend	6 (20.7%)
To a small extend	3 (10.3%)
To some extend	10 (34.5%)
To a large extend	6 (20.7%)
To a very large extend	4 (13.8%)
Total	29 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Lower Quartile	Median	Upper Quartile	Max
I have experienced anxiety or had difficulty engaging, as a consequence of the current situation (regarding Covid-19).	3.0	1.3	44.6 %	1.0	2.0	3.0	4.0

31. Prior to the web-based examination, I received clear instructions regarding, for example, systems (Canvas, Inspera), set-up and times.

Prior to the web-based examination, I received clear instructions regarding, for example, systems (Canvas, Inspera), set-up and times.	Number of responses
To a very small extend	0 (0.0%)
To a small extend	0 (0.0%)
To some extend	4 (13.8%)
To a large extend	10 (34.5%)
To a very large extend	15 (51.7%)
Total	29 (100.0%)

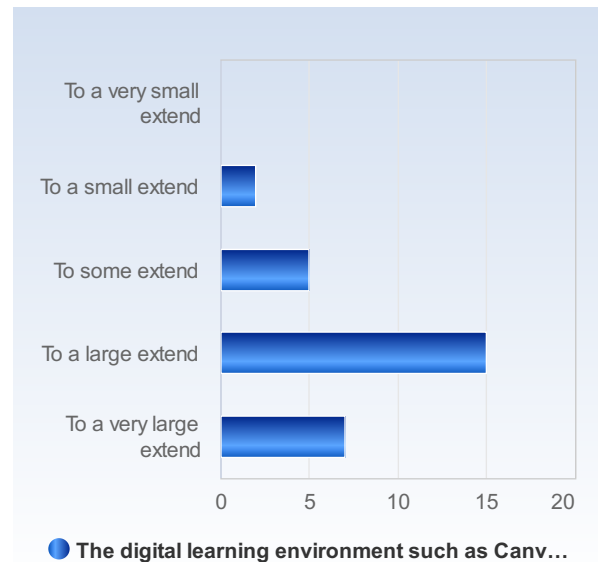


	Mean	Standard Deviation	Coefficient of Variation	Lower Quartile	Median	Upper Quartile	Max
Prior to the web-based examination, I received clear instructions regarding, for example, systems (Canvas, Inspera), set-up and times.	4.4	0.7	16.6 %	3.0	4.0	5.0	5.0



32. The digital learning environment such as Canvas, Zoom etc. during the web-based course was adequate. (regarding Covid-19).

The digital learning environment such as Canvas, Zoom etc. during the web-based course was adequate. (regarding Covid-19).	Number of responses
To a very small extend	0 (0.0%)
To a small extend	2 (6.9%)
To some extend	5 (17.2%)
To a large extend	15 (51.7%)
To a very large extend	7 (24.1%)
Total	29 (100.0%)

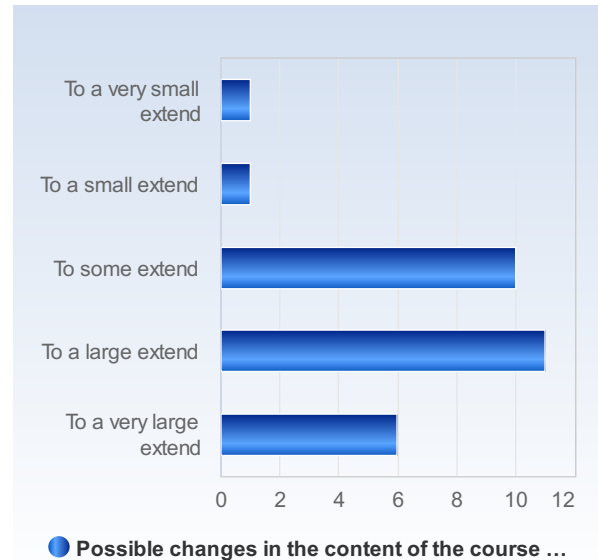


	Mean	Standard Deviation	Coefficient of Variation	Lower Quartile	Median	Upper Quartile	Max
The digital learning environment such as Canvas, Zoom etc. during the web-based course was adequate. (regarding Covid-19).	3.9	0.8	21.4 %	2.0	4.0	4.0	5.0



33. Possible changes in the content of the course as a consequence of the current situation (regarding Covid-19) were communicated clearly.

Possible changes in the content of the course as a consequence of the current situation (regarding Covid-19) were communicated clearly.	Number of responses
To a very small extend	1 (3.4%)
To a small extend	1 (3.4%)
To some extend	10 (34.5%)
To a large extend	11 (37.9%)
To a very large extend	6 (20.7%)
Total	29 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Possible changes in the content of the course as a consequence of the current situation (regarding Covid-19) were communicated clearly.	3.7	1.0	26.2 %	1.0	3.0	4.0	4.0	5.0

Extra questions for research - Labster

Recently Karolinska Institutet became part of a new Erasmus+ strategic partnership, aiming to develop virtual laboratory training and teamwork in biomedical education.

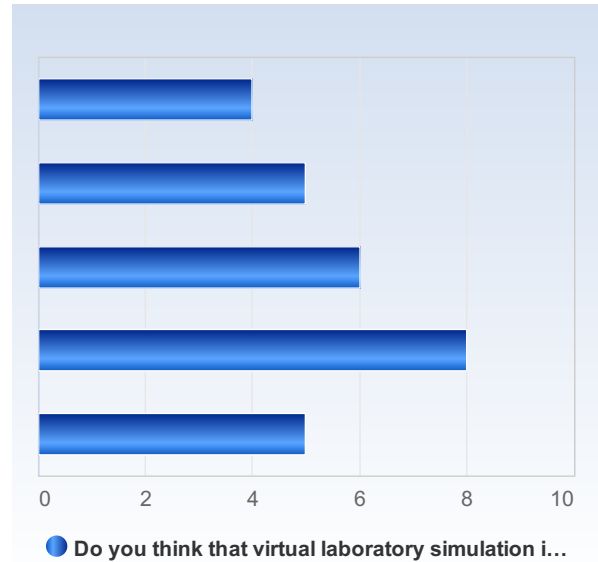
We would be grateful if you can answer several questions about virtual labs, i.e. Labster. This is entirely voluntary but note that you automatically give consent to allow us to use, analyse and distribute the answers for research purpose if you fill these out (this is only applicable for these questions of course).

Note: some questions may not be directly applicable, e.g. in Q 37 (?) replace "lecture" with "related teaching occasion" e.g. seminar.



35. Do you think that virtual laboratory simulation is a reasonable way to study biomedicine?

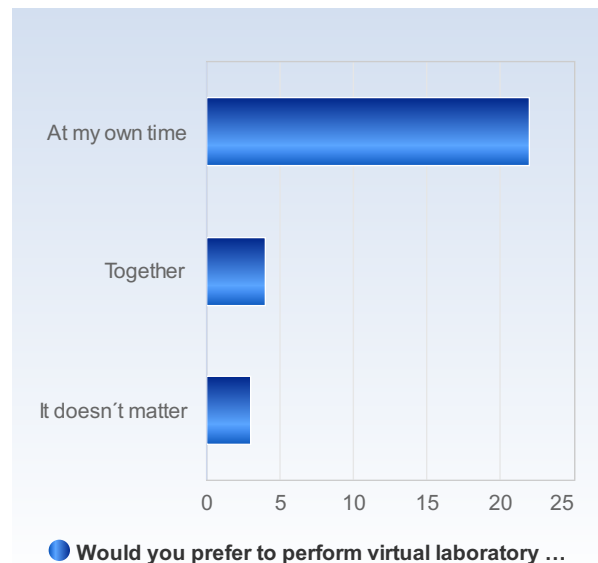
Do you think that virtual laboratory simulation is a reasonable way to study biomedicine?	Number of responses
	4 (14.3%)
	5 (17.9%)
	6 (21.4%)
	8 (28.6%)
	5 (17.9%)
Total	28 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Do you think that virtual laboratory simulation is a reasonable way to study biomedicine?	3.2	1.3	42.0 %	1.0	2.0	3.0	4.0	5.0

36. Would you prefer to perform virtual laboratory simulations at your own time alone or at classroom with other students and teacher?

Would you prefer to perform virtual laboratory simulations at your own time alone or at classroom with other students and teacher?	Number of responses
At my own time	22 (75.9%)
Together	4 (13.8%)
It doesn't matter	3 (10.3%)
Total	29 (100.0%)

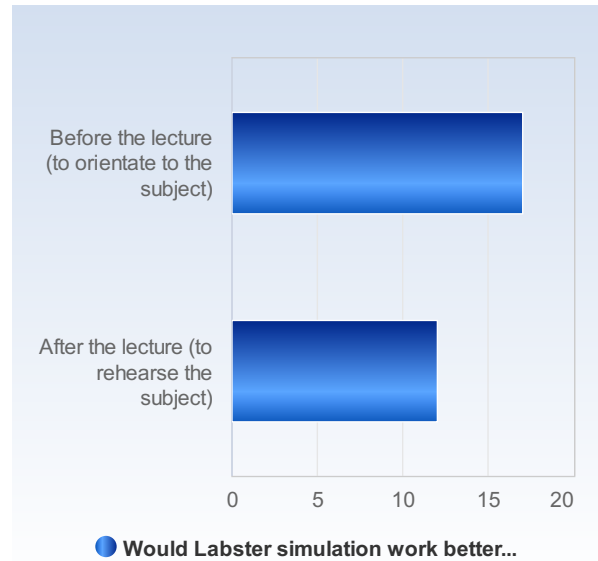


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Would you prefer to perform virtual laboratory simulations at your own time alone or at classroom with other students and teacher?	1.3	0.7	49.8 %	1.0	1.0	1.0	1.0	3.0



37. Would Labster simulation work better...

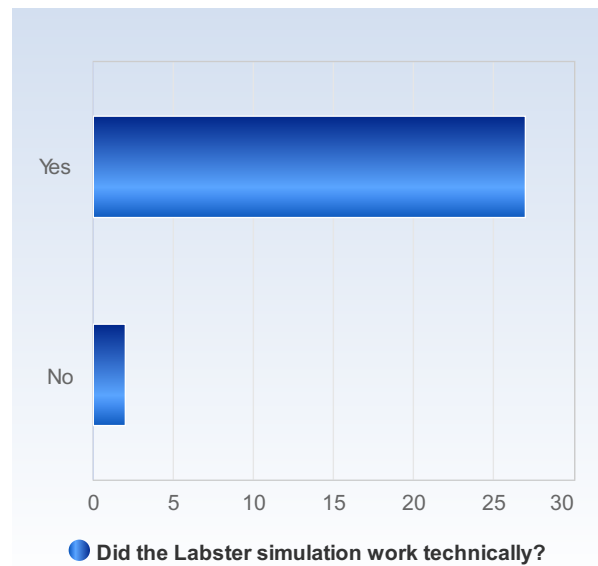
Would Labster simulation work better...	Number of responses
Before the lecture (to orientate to the subject)	17 (58.6%)
After the lecture (to rehearse the subject)	12 (41.4%)
Total	29 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Would Labster simulation work better...	1.4	0.5	35.5 %	1.0	1.0	1.0	2.0	2.0

38. Did the Labster simulation work technically?

Did the Labster simulation work technically?	Number of responses
Yes	27 (93.1%)
No	2 (6.9%)
Total	29 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Did the Labster simulation work technically?	1.1	0.3	24.1 %	1.0	1.0	1.0	1.0	2.0



39. Would you like to have more

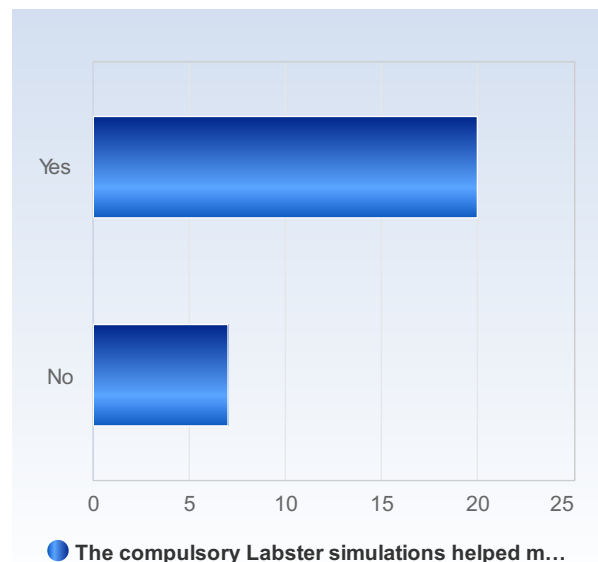
Would you like to have more	Number of responses
Theory quizzes	6 (22.2%)
Practical lab work	10 (37.0%)
Animations	9 (33.3%)
Everything was well balanced	13 (48.1%)
Total	38 (140.7%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Would you like to have more	2.8	1.1	39.9 %	1.0	2.0	3.0	4.0	4.0

41. The compulsory Labster simulations helped me to attain the intended learning outcomes of this course.

The compulsory Labster simulations helped me to attain the intended learning outcomes of this course.	Number of responses
Yes	20 (74.1%)
No	7 (25.9%)
Total	27 (100.0%)

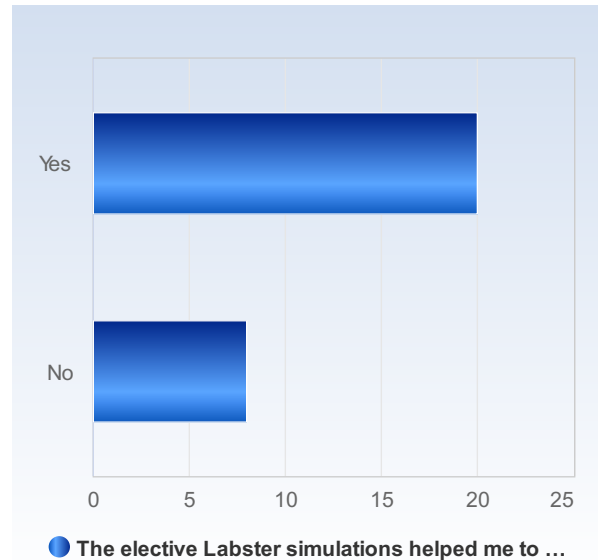


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The compulsory Labster simulations helped me to attain the intended learning outcomes of this course.	1.3	0.4	35.5 %	1.0	1.0	1.0	1.5	2.0



42. The elective Labster simulations helped me to attain the intended learning outcomes of this course.

The elective Labster simulations helped me to attain the intended learning outcomes of this course.	Number of responses
Yes	20 (71.4%)
No	8 (28.6%)
Total	28 (100.0%)

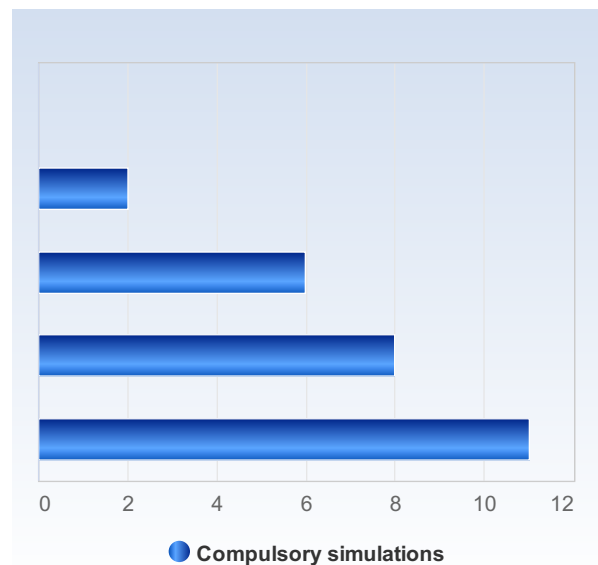


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The elective Labster simulations helped me to attain the intended learning outcomes of this course.	1.3	0.5	35.8 %	1.0	1.0	1.0	2.0	2.0

43. The Labster simulations were relevant for the intended learning outcomes of this course.

Compulsory simulations

Compulsory simulations	Number of responses
	0 (0.0%)
	2 (7.4%)
	6 (22.2%)
	8 (29.6%)
	11 (40.7%)
Total	27 (100.0%)

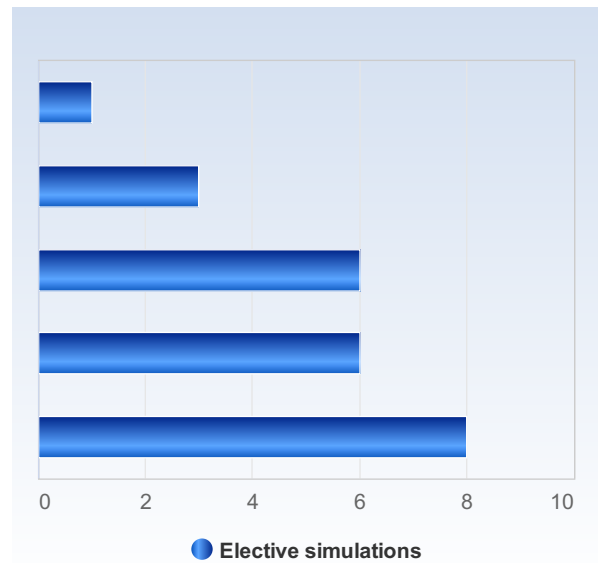


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Compulsory simulations	4.0	1.0	24.3 %	2.0	3.0	4.0	5.0	5.0



Elective simulations

Elective simulations	Number of responses
	1 (4.2%)
	3 (12.5%)
	6 (25.0%)
	6 (25.0%)
	8 (33.3%)
Total	24 (100.0%)

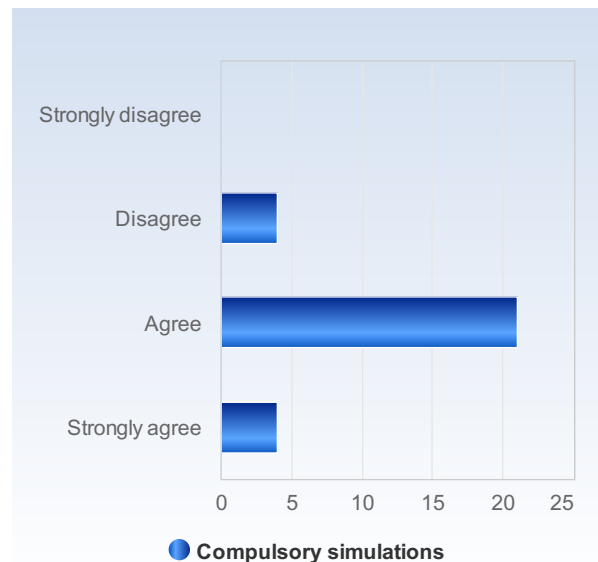


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Elective simulations	3.7	1.2	32.3 %	1.0	3.0	4.0	5.0	5.0

44. The number of Labster simulations was optimal for...

Compulsory simulations

Compulsory simulations	Number of responses
Strongly disagree	0 (0.0%)
Disagree	4 (13.8%)
Agree	21 (72.4%)
Strongly agree	4 (13.8%)
Total	29 (100.0%)

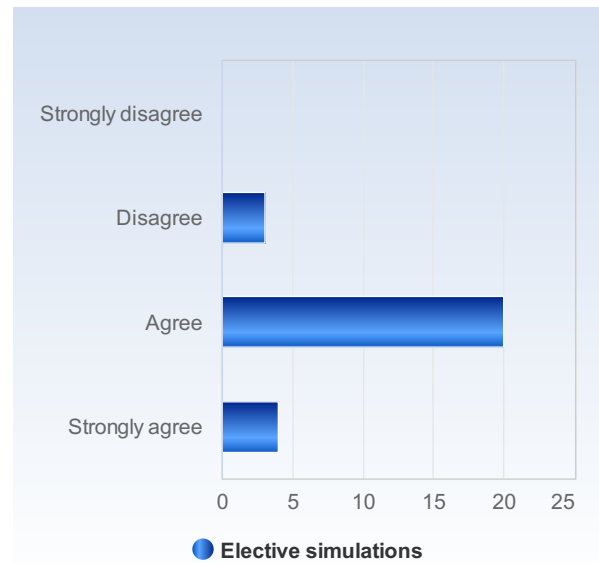


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Compulsory simulations	3.0	0.5	17.8 %	2.0	3.0	3.0	3.0	4.0



Elective simulations

Elective simulations	Number of responses
Strongly disagree	0 (0.0%)
Disagree	3 (11.1%)
Agree	20 (74.1%)
Strongly agree	4 (14.8%)
Total	27 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Elective simulations	3.0	0.5	17.0 %	2.0	3.0	3.0	3.0	4.0