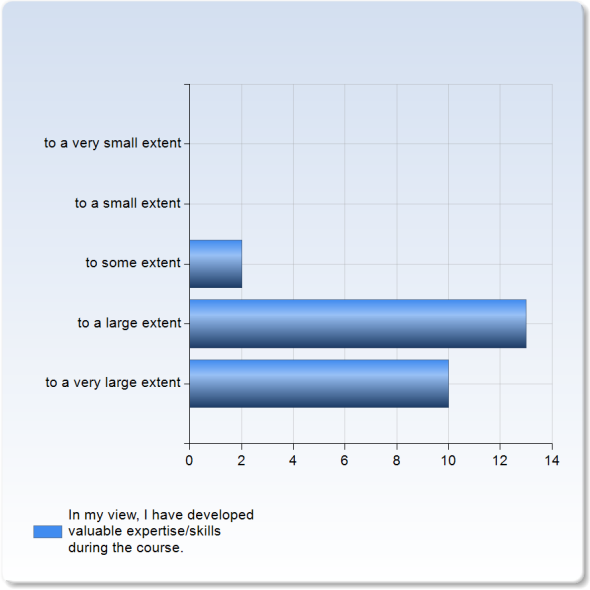
General course evaluation survey (5MT006-HT20)

Respondents: 29
Answer Count: 25
Answer Frequency: 86.21%

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

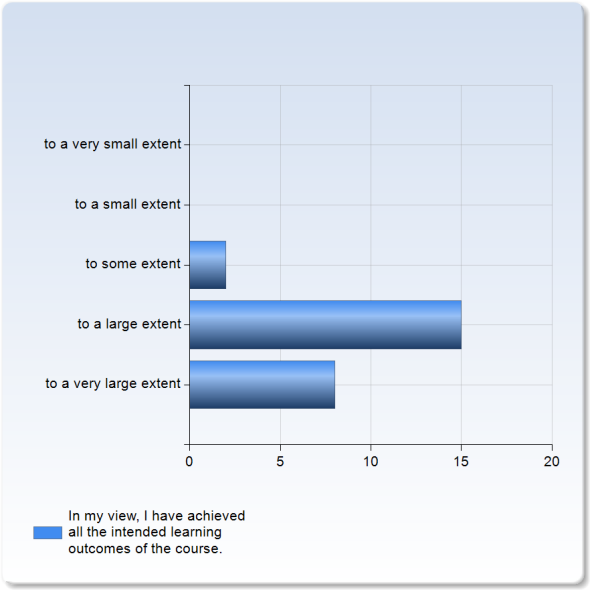
In my view, I have developed valuable expertise /skills during the course.	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	2 (8.0%)
to a large extent	13 (52.0%)
to a very large extent	10 (40.0%)
Total	25 (100.0%)



	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.	4.3	0.6	14.5 %	3.0	4.0	4.0	5.0	5.0

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

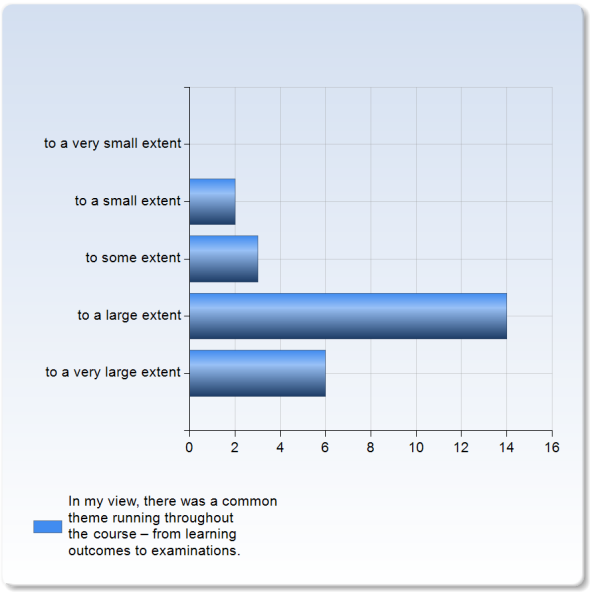
In my view, I have achieved all the intended learning outcomes of the course.	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	2 (8.0%)
to a large extent	15 (60.0%)
to a very large extent	8 (32.0%)
Total	25 (100.0%)



	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.	4.2	0.6	14.1 %	3.0	4.0	4.0	5.0	5.0

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

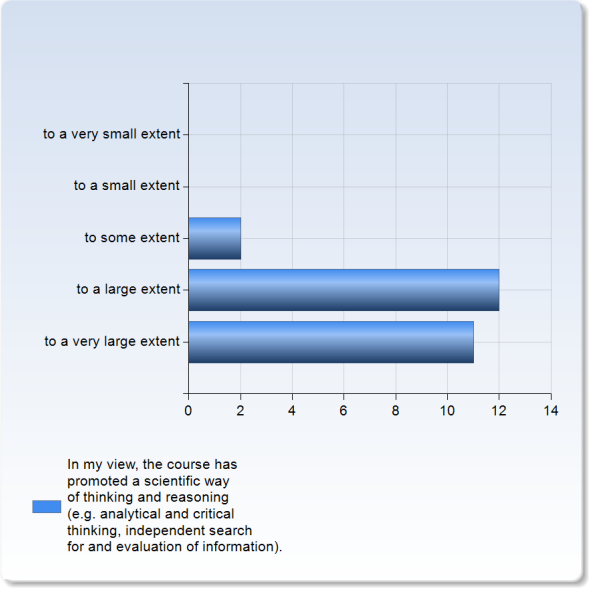
In my view, there was a common theme running throughout the course – from learning outcomes to examinations.	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	2 (8.0%)
to some extent	3 (12.0%)
to a large extent	14 (56.0%)
to a very large extent	6 (24.0%)
Total	25 (100.0%)



	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.	4.0	0.8	21.2 %	2.0	4.0	4.0	4.0	5.0

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).

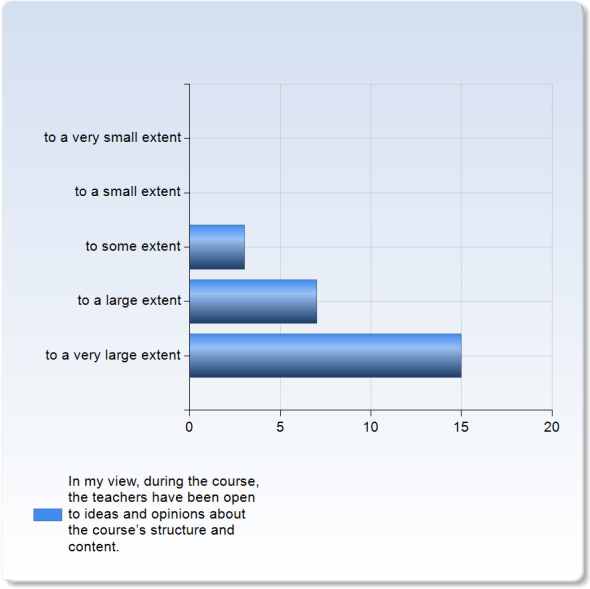
In my view, the course has promoted a scientific way of thinking and reasoning (e.g. analytical and critical thinking, independent search for and evaluation of information).	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	2 (8.0%)
to a large extent	12 (48.0%)
to a very large extent	11 (44.0%)
Total	25 (100.0%)



	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).	4.4	0.6	14.6 %	3.0	4.0	4.0	5.0	5.0

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

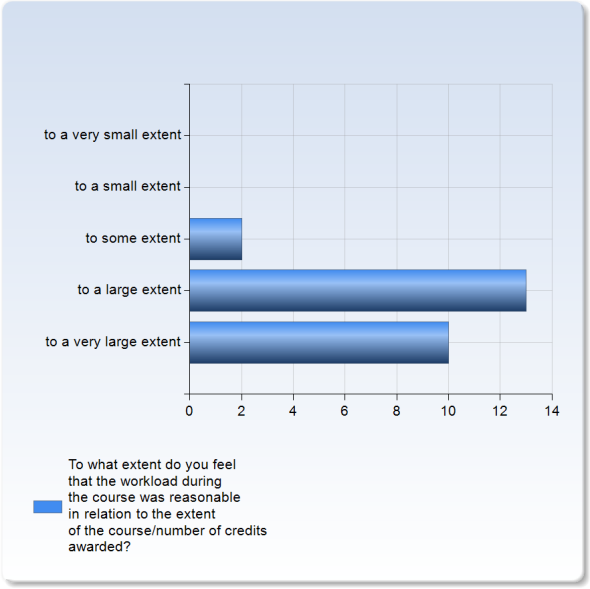
In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	3 (12.0%)
to a large extent	7 (28.0%)
to a very large extent	15 (60.0%)
Total	25 (100.0%)



	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.	4.5	0.7	15.9 %	3.0	4.0	5.0	5.0	5.0

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	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	2 (8.0%)
to a large extent	13 (52.0%)
to a very large extent	10 (40.0%)
Total	25 (100.0%)



	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?	4.3	0.6	14.5 %	3.0	4.0	4.0	5.0	5.0

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

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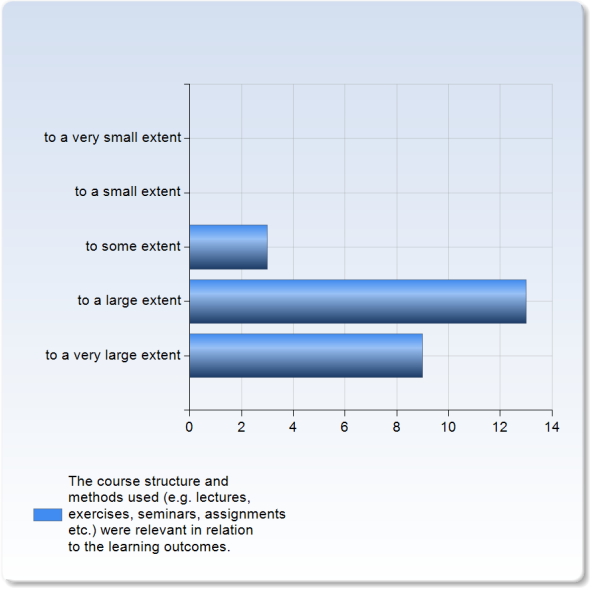
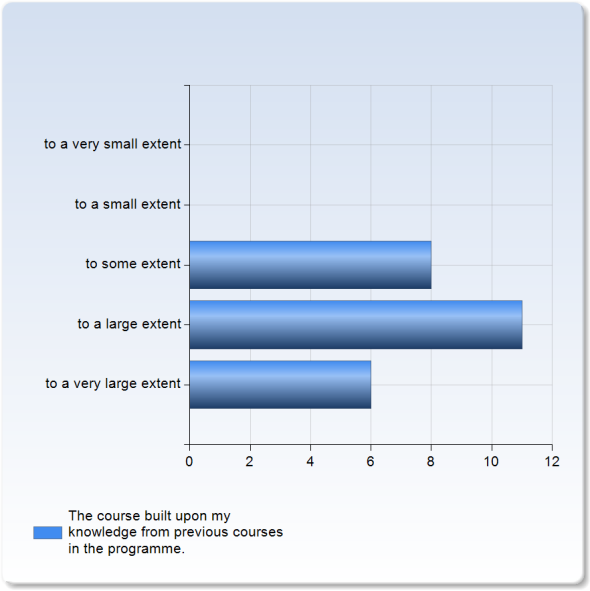
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	3 (12.0%)
to a large extent	13 (52.0%)
to a very large extent	9 (36.0%)
Total	25 (100.0%)



	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.	4.2	0.7	15.6 %	3.0	4.0	4.0	5.0	5.0

The course built upon my knowledge from previous courses in the programme.

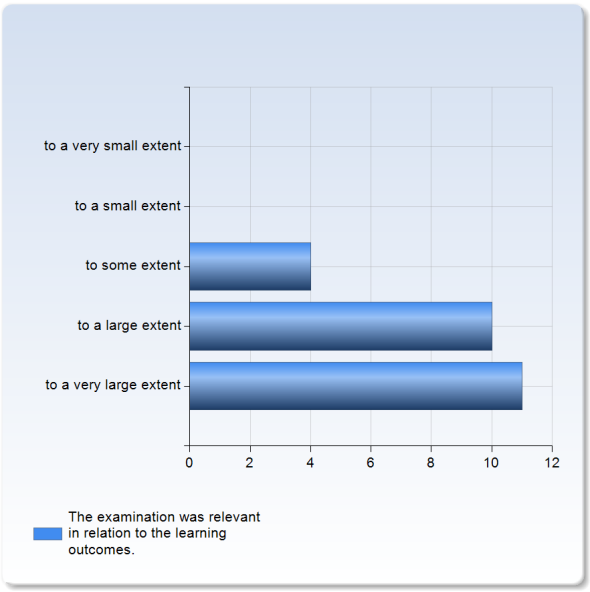
The course built upon my knowledge from previous courses in the programme.	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	8 (32.0%)
to a large extent	11 (44.0%)
to a very large extent	6 (24.0%)
Total	25 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The course built upon my knowledge from previous courses in the programme.	3.9	0.8	19.4 %	3.0	3.0	4.0	4.0	5.0

The examination was relevant in relation to the learning outcomes.

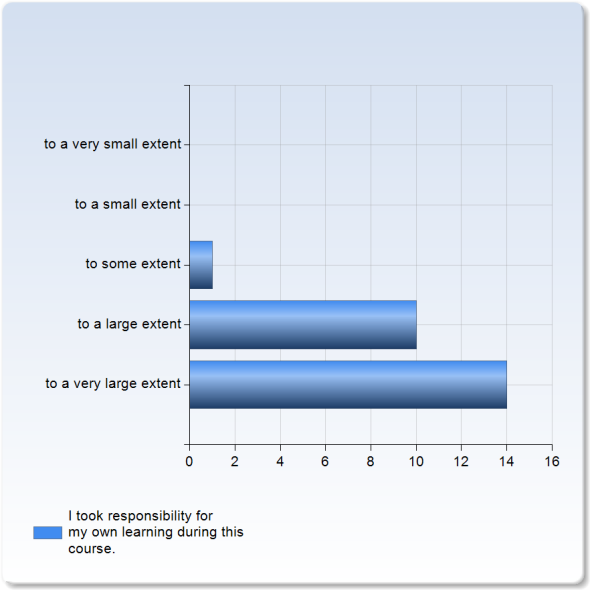
The examination was relevant in relation to the learning outcomes.	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	4 (16.0%)
to a large extent	10 (40.0%)
to a very large extent	11 (44.0%)
Total	25 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The examination was relevant in relation to the learning outcomes.	4.3	0.7	17.2 %	3.0	4.0	4.0	5.0	5.0

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	1 (4.0%)
to a large extent	10 (40.0%)
to a very large extent	14 (56.0%)
Total	25 (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.	4.5	0.6	13.0 %	3.0	4.0	5.0	5.0	5.0

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

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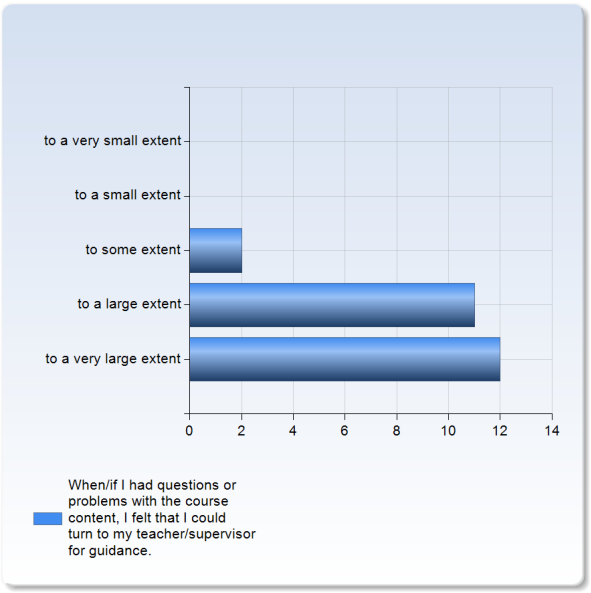
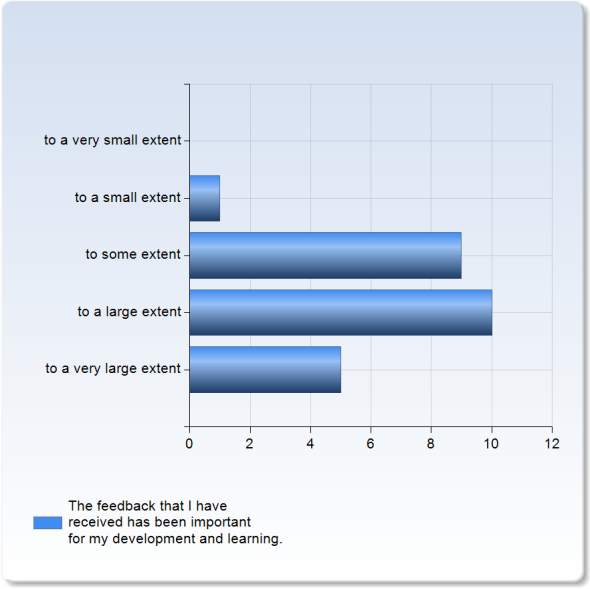
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	2 (8.0%)
to a large extent	11 (44.0%)
to a very large extent	12 (48.0%)
Total	25 (100.0%)



	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.	4.4	0.6	14.7 %	3.0	4.0	4.0	5.0	5.0

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	0 (0.0%)
to a small extent	1 (4.0%)
to some extent	9 (36.0%)
to a large extent	10 (40.0%)
to a very large extent	5 (20.0%)
Total	25 (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.	3.8	0.8	22.1 %	2.0	3.0	4.0	4.0	5.0

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.

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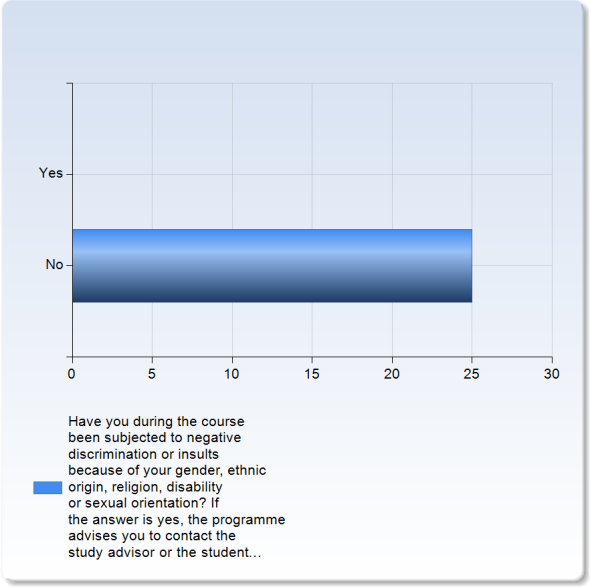
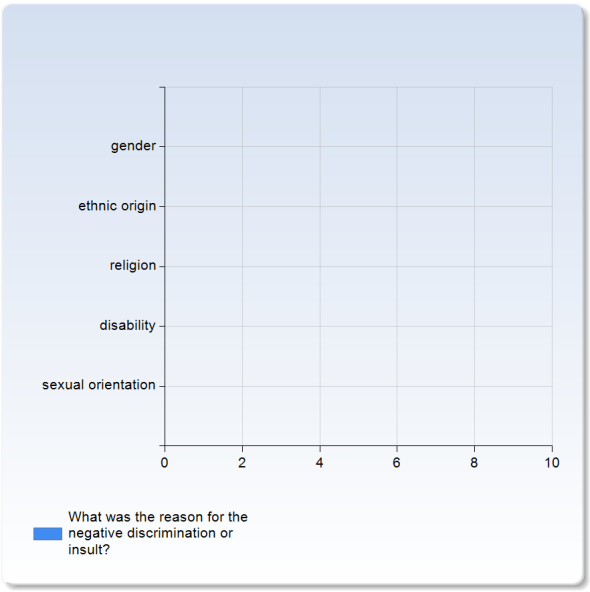
Yes	0 (0.0%)
No	25 (100.0%)
Total	25 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	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%)



	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	-∞

What were the strengths of this course?

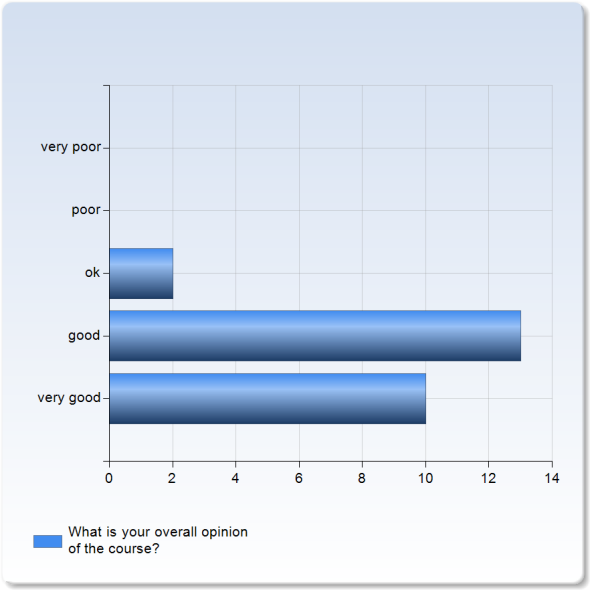
What were the strengths of this course?
Very kind, empathetic, attentive and responsive course leader
Makes the student contact different research areas with world leaders in their fields of research
It shows what is going on in reaserch and what you could possibly do later on.
The project work even if it has to be organised a bit better (but this year was even more difficult due to the COVID emergency)
The invited speakers with different backgrounds
Te fact that we had lectures fromm different profesors each of them been experts of the lecture presenting
To me, the biggest strength was the project work - I learnt a lot through designing this lab project, mostly because my group was very committed and had positive and insightful discussions, while our mentor was also spectacular and very involved in our project.
The course is setting very broad overview of the major human diseases and the modern techniques used to study and treat them. I believe we gained very important knowledge about the diseases. I also like the course structure that is divided in lectures, journal clubs and especially the final project. The project work was really interesting and enabled me to develop other skills that are very useful in life science research environment (like time management, group work, searching literature...).
A met lot of great researchers working in different fields, so the knowledge is very relevant, that we obtained.
There are a lot of different topics that we talked during this course. In this way you are able to learn different methods and techniques that can be used in the future working in the laboratory.
It's extension. we covered many research areas that are being done in our surroundings.
Multiple lectures from different researcher enriched the course. however, the group project is, in my opinion,
The course was very rich in knowledge and almost all of the guest lectures were really interesting. Also the division in substructures was good, as it helped develop different parts of our knowledge.
we have a project to do which can help us apply our knowledge to the real
Giving knowledge about a wide range of cutting edge topics in various fields. The final project was probably what gave me the most though. All the required planning made me search and study many new things.
- Guest lectures, Journal clubs, project work
Diverse fields that were shown to us and a very broad spectrum of topics
Interesting topics
Lots front knowledge
I loved the variety of lecturers. it made me feel that i was really learning the scope of research here and it was great to see so many different methods and approaches.
The diversity of the topics covered in the course.

Do you have any suggestions as to how to improve this course? (Give as constructive suggestions as possible!)

Do you have any suggestions as to how to improve this course? (Give as constructive suggestions as possible!)
More information should be given to lecturers so that they can design their presentation accordingly. We listened to similar topics even with the similar research questions or they thought that we were undergrad or they didn't know which courses we have taken already (our roughly background) so talked about very basic things.
teaching assissant to speed up the feedback of our assignments more clear communication about the project work, but I think this was because of COVID not easy
Increase lab work
Although the course leader was very involved in the execution of the course, and I believe she had all the best intentions to make the course run as smoothly as possible, she was not able to deliver that fully because of the time constraints and too much workload on her side (in my opinion). Since the course itself is very comprehensive, I think it would be a good idea to involve some teacher assistants that could help her organize the whole course. In that way, the students will get better instructions and a more coherent feedback on their work.
Due to the online form of teaching it was easy to lose focus and motivation, so maybe if there were more quizzes, or small assignments, which needs creative thinking it would help. I really liked the Halloween quiz for example and the CRISPR design, because during that assignment I truly understood how CRISPR alignment works.
More communication and clear information. Due to COVID, since everything was online, sometimes students didn't really understand what to do for specific assignments. Or the information about assignments come in a very late time.
a bit more organization. It has been a messy course, with sudden lectures, not quite precise timetables,...
Well, I feel that there could be more information about the assignments and lectures in advance. I understand that the ongoing pandemic does not help to plan activities such as the lab work or the visits to diverse SciForLife infrastructure but I think the complete information came the day before the assignment or the lecture itself and that interfered with my management of time. regarding the exam, I observed that the exercise explanation and what the professor expected was slightly different. therefore, it would be great if more clarification could be added for further occasions. Last but not least, from the perspective of the student this course could be sort of difficult to approach. Although there are some general hot topics as CVD or cancer, each lecture and so, the lecturer is a completely different thing from the previous one. For that reason, I think that providing the students with some kind of a list of key concepts and how much we should deep into them could be a great idea as in general, all the lectures give a brief overview of the topic to subsequently deep into details that might be challenging to follow sometimes. E.g. Cancer: hallmarks and general concepts from all of them, EMT and specifically the role of autophagy. This could help us to focus on the important concepts of the course and don't invest too much time in details that even though they might look essential for us, they are complementary information for a topic.
Maybe the biggest improvement (and it may have been due to corona, so take with a grain of salt) would be regarding organization and canvas management, as I think it could have been clearer.
i hope we have more chance to do the project. i mean if we make some mistakes which fail our experiment, we dont have enough time to correct them
Exploring a wide range of topics is always interesting but maybe the thing needs to be balanced a little bit, there are topics that might be skipped in favour of giving more knowledge in others. Another thing that I strongly disliked, and I'm perfectly aware that this is not the fault of the course director or of whoever was involved in organizing in any way, was the lab where we did our final project. The instruments were all really old and in the cell culture room it was very hard to maintain good sterility. The general condition of the lab was significantly worse than the ones of the labs where I did my bachelor (In a country where universities receive a lot less funding than here in Sweden). Having to work in a lab where there is no properly functioning cooled centrifuge feels quite out of place in Karolinska, where everything is shiny and polished. Maybe instead of putting fancy sofas everywhere, some money could be spent in centrifuges, HEPA filters for the incubators 10 ul pipettes and so on.
Shift the Statistics Workshop to the APLS module. Smaller groups for the project work. Learning objectives to each lecture.
Louisa needs an assistant like TA becuase the workload is too much!
Sometime we had three to four lectures during a day ,it’s vey exhausting for zoom
Louisa is great! she works so hard, and is really attentive to the students. i think she should have an assistant.
I enjoyed guest lecturers from universities from abroad.

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	0 (0.0%)
ok	2 (8.0%)
good	13 (52.0%)
very good	10 (40.0%)
Total	25 (100.0%)

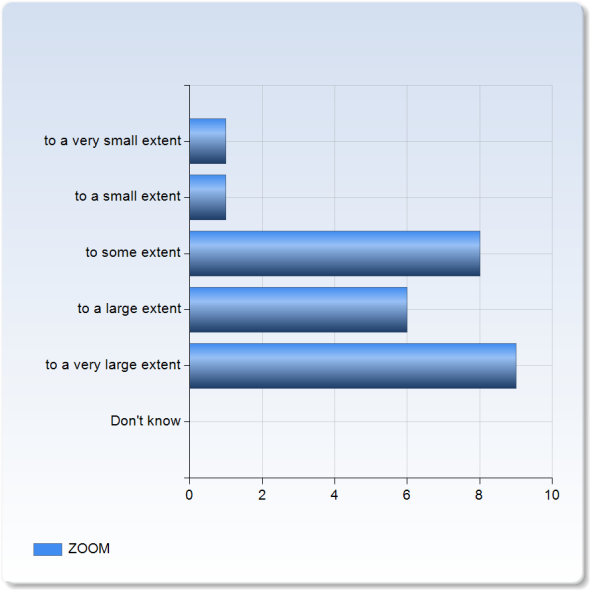


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
What is your overall opinion of the course?	4.3	0.6	14.5 %	3.0	4.0	4.0	5.0	5.0

The online tools has been helpful for my learning remotely.

ZOOM

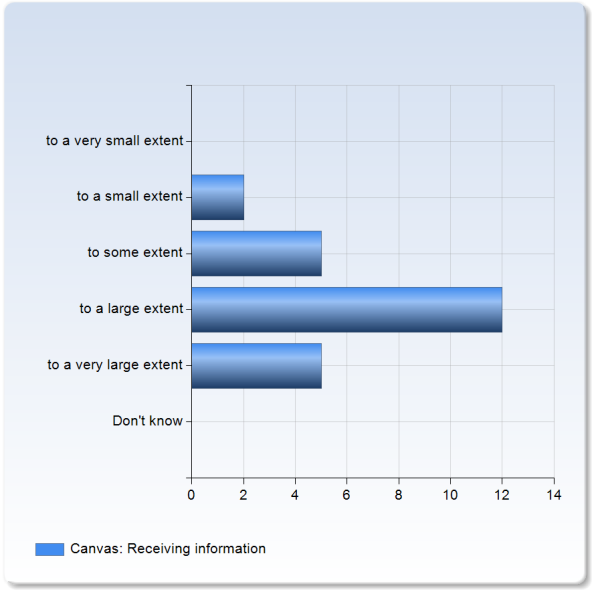
ZOOM	Number of Responses
to a very small extent	1 (4.0%)
to a small extent	1 (4.0%)
to some extent	8 (32.0%)
to a large extent	6 (24.0%)
to a very large extent	9 (36.0%)
Don't know	0 (0.0%)
Total	25 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
ZOOM	3.8	1.1	28.8 %	1.0	3.0	4.0	5.0	5.0

Canvas: Receiving information

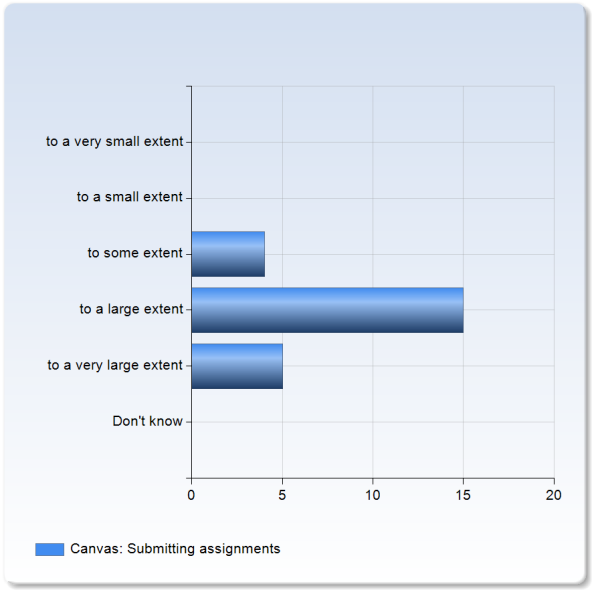
Canvas: Receiving information	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	2 (8.3%)
to some extent	5 (20.8%)
to a large extent	12 (50.0%)
to a very large extent	5 (20.8%)
Don't know	0 (0.0%)
Total	24 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Canvas: Receiving information	3.8	0.9	22.6 %	2.0	3.0	4.0	4.0	5.0

Canvas: Submitting assignments

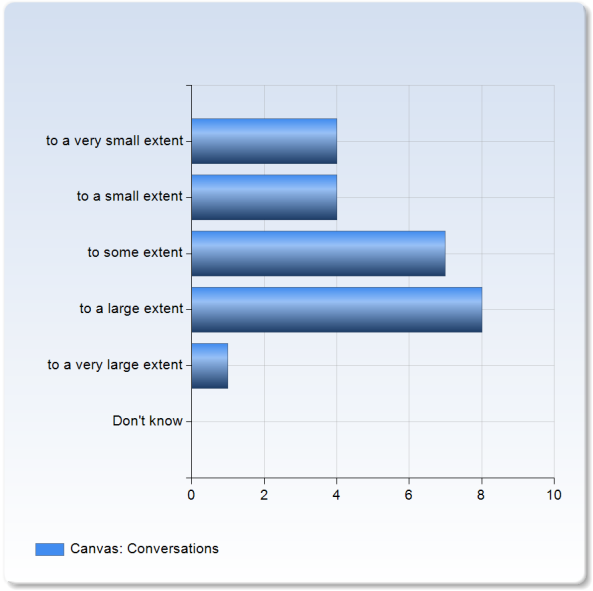
Canvas: Submitting assignments	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	4 (16.7%)
to a large extent	15 (62.5%)
to a very large extent	5 (20.8%)
Don't know	0 (0.0%)
Total	24 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Canvas: Submitting assignments	4.0	0.6	15.4 %	3.0	4.0	4.0	4.0	5.0

Canvas: Conversations

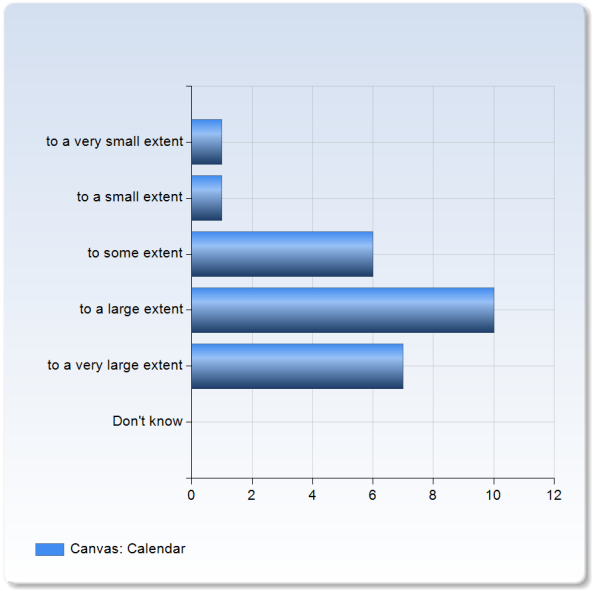
Canvas: Conversations	Number of Responses
to a very small extent	4 (16.7%)
to a small extent	4 (16.7%)
to some extent	7 (29.2%)
to a large extent	8 (33.3%)
to a very large extent	1 (4.2%)
Don't know	0 (0.0%)
Total	24 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Canvas: Conversations	2.9	1.2	40.3 %	1.0	2.0	3.0	4.0	5.0

Canvas: Calendar

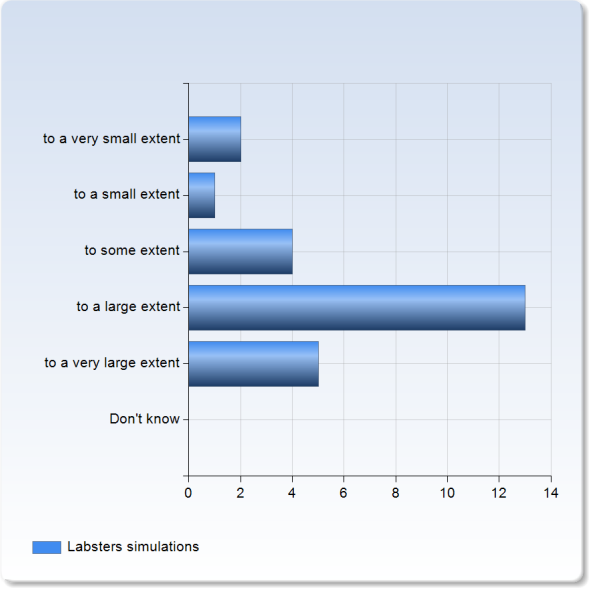
Canvas: Calendar	Number of Responses
to a very small extent	1 (4.0%)
to a small extent	1 (4.0%)
to some extent	6 (24.0%)
to a large extent	10 (40.0%)
to a very large extent	7 (28.0%)
Don't know	0 (0.0%)
Total	25 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Canvas: Calendar	3.8	1.0	26.8 %	1.0	3.0	4.0	5.0	5.0

Labsters simulations

Labsters simulations	Number of Responses
to a very small extent	2 (8.0%)
to a small extent	1 (4.0%)
to some extent	4 (16.0%)
to a large extent	13 (52.0%)
to a very large extent	5 (20.0%)
Don't know	0 (0.0%)
Total	25 (100.0%)

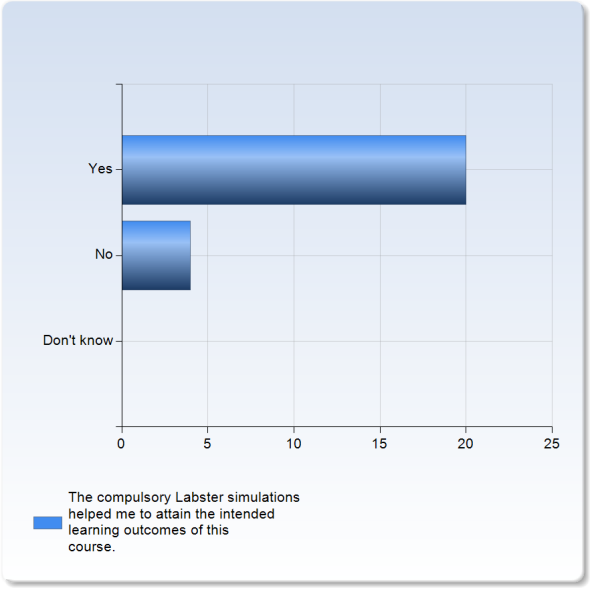


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Labsters simulations	3.7	1.1	29.6 %	1.0	3.0	4.0	4.0	5.0

Comment
We could not have done the course without the online tools, but they were not used in the most efficient manner. A lot of times the pages were not properly updated and we were fast to miss some crucial information. In the future, I would suggest not to make so many last-minute changes on the spot but try to think ahead and stick to the original schedule as much as possible (there can be such thing as too much flexibility).
I'm personally not a fan of labsters simulations. I find them unnecessarily cumbersome and poorly made. Furthermore I don't think they are useful to learn how to follow a procedure. In my opinion labsters are boring and frustrating.
The calendar and times assignments were do was very confusing, somtimes the information was in a pdf or in an announcement
once i figured out how to navigate the platforms they were all very useful and provided a good structure for studying and planning.
A more concentrated calendar needed. All updates in one place.

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 (83.3%)
No	4 (16.7%)
Don't know	0 (0.0%)
Total	24 (100.0%)

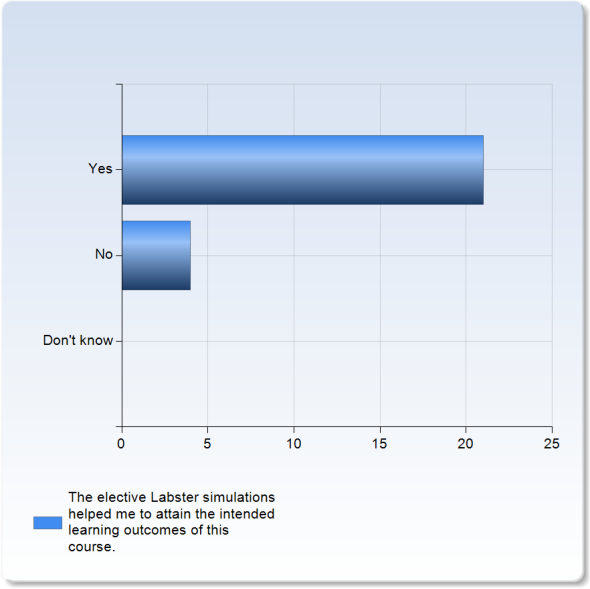


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The **compulsory** Labster simulations helped me to attain the intended learning outcomes of this course.	1.2	0.4	32.6 %	1.0	1.0	1.0	1.0	2.0

Comment
Albeit useful, labster should not be a replacement for the real lab work experience
Labsters will never replace real-life lab experiences but they worked well enough for general ideas of the concepts behind the experimental procedures.
Sometimes Labster demonstrates methods and theoretical part nicely so I can actually learn a lot, however after doing a lot of labster, all the pipeting and clicking gets on your nerves and becomes less productive. I think it can be useful to use it for some topics if there is a followup test /quiz so like in the beginning of the course (but then you spend more time on the labster to memorize the content
they help to understand plenty of methods that are important for the development of a researcher! I would even implement it adding more labster focused on methodology. In my particular case, those helped me to understand several methods.
I enjoyed the labster simulations but also here i would have liked a clearer way of showing in canvas which ones were compulsory.
They do not replace real live labs and do not really benefit towards my knowledge
they are not fun, but i was glad to be able to review lab techniques i was not familiar with and see the workflow for larger projects.
Depends on the Labster simulation, some were good, some were not as good

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	21 (84.0%)
No	4 (16.0%)
Don't know	0 (0.0%)
Total	25 (100.0%)



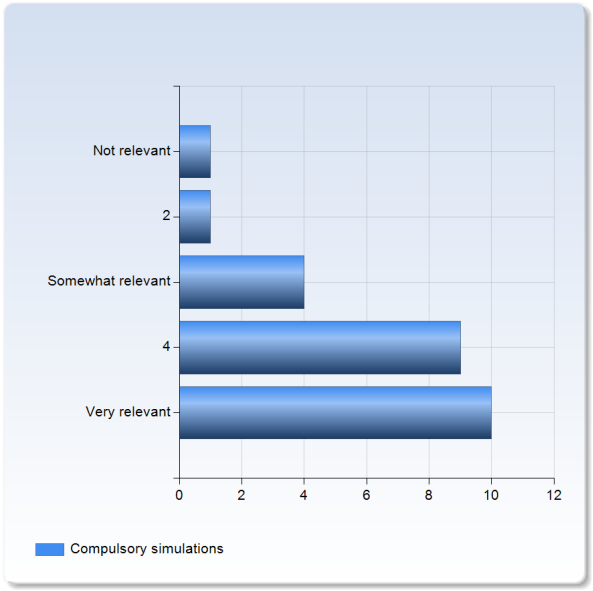
	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The **elective** Labster simulations helped me to attain the intended learning outcomes of this course.	1.2	0.4	32.3 %	1.0	1.0	1.0	1.0	2.0

Comment
I really like the elective Labsters because there you can learn more about your field of interest
Depends on the Labster simulation, some were good, some were not as good

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

Compulsory simulations

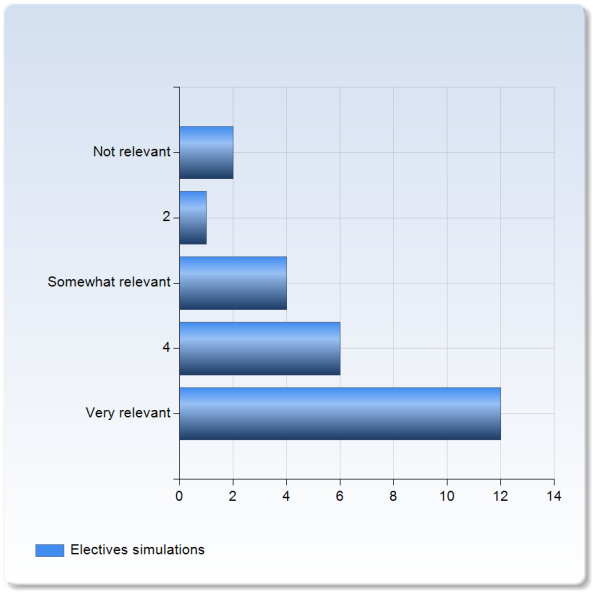
Compulsory simulations	Number of Responses
Not relevant	1 (4.0%)
2	1 (4.0%)
Somewhat relevant	4 (16.0%)
4	9 (36.0%)
Very relevant	10 (40.0%)
Total	25 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Compulsory simulations	4.0	1.1	26.2 %	1.0	4.0	4.0	5.0	5.0

Electives simulations

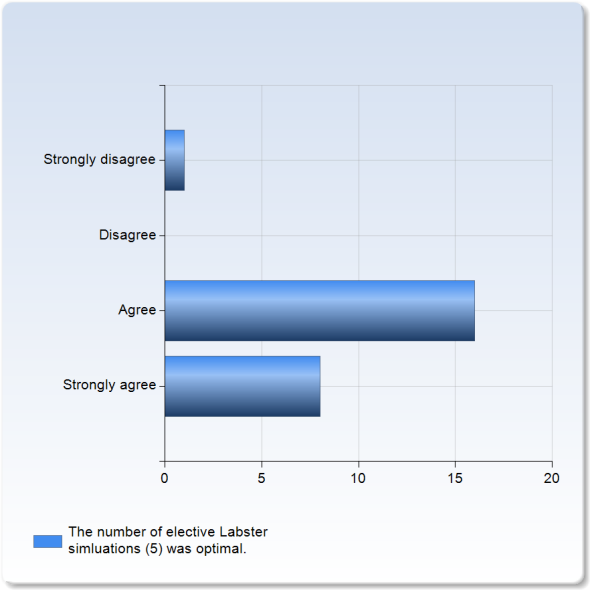
Electives simulations	Number of Responses
Not relevant	2 (8.0%)
2	1 (4.0%)
Somewhat relevant	4 (16.0%)
4	6 (24.0%)
Very relevant	12 (48.0%)
Total	25 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Electives simulations	4.0	1.3	31.5 %	1.0	3.0	4.0	5.0	5.0

The number of elective Labster simluations (5) was optimal.

The number of elective Labster simluations (5) was optimal.	Number of Responses
Strongly disagree	1 (4.0%)
Disagree	0 (0.0%)
Agree	16 (64.0%)
Strongly agree	8 (32.0%)
Total	25 (100.0%)

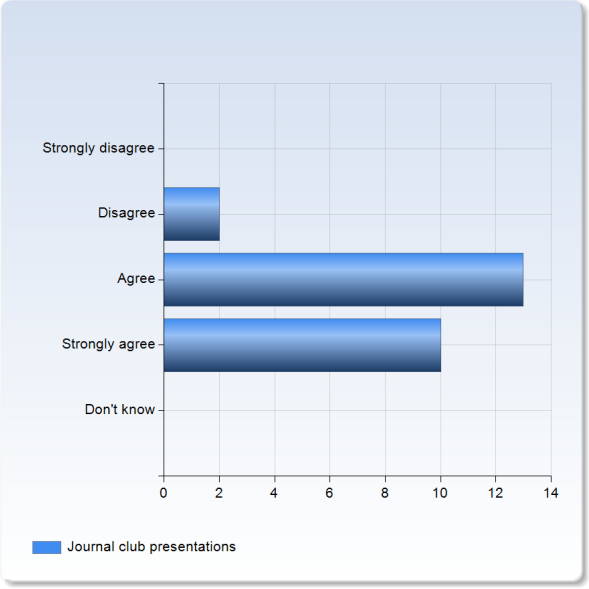


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The number of elective Labster simluations (5) was optimal.	3.2	0.7	20.5 %	1.0	3.0	3.0	4.0	4.0

I am satisfied with the arrangements of the assessments online.

Journal club presentations

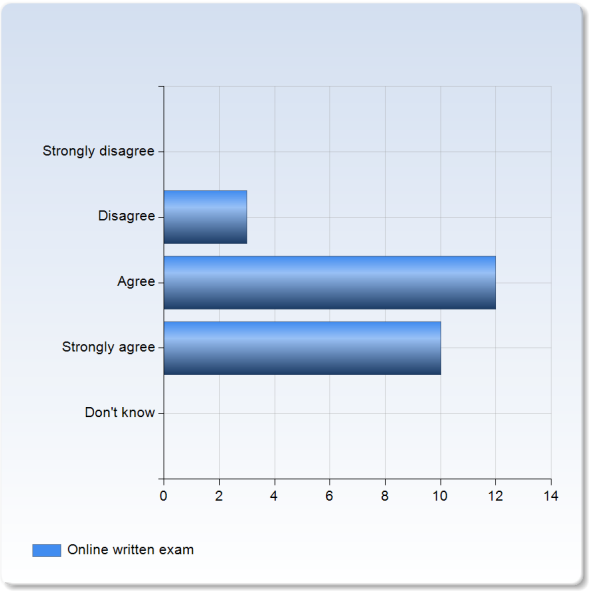
Journal club presentations	Number of Responses
Strongly disagree	0 (0.0%)
Disagree	2 (8.0%)
Agree	13 (52.0%)
Strongly agree	10 (40.0%)
Don't know	0 (0.0%)
Total	25 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Journal club presentations	3.3	0.6	18.9 %	2.0	3.0	3.0	4.0	4.0

Online written exam

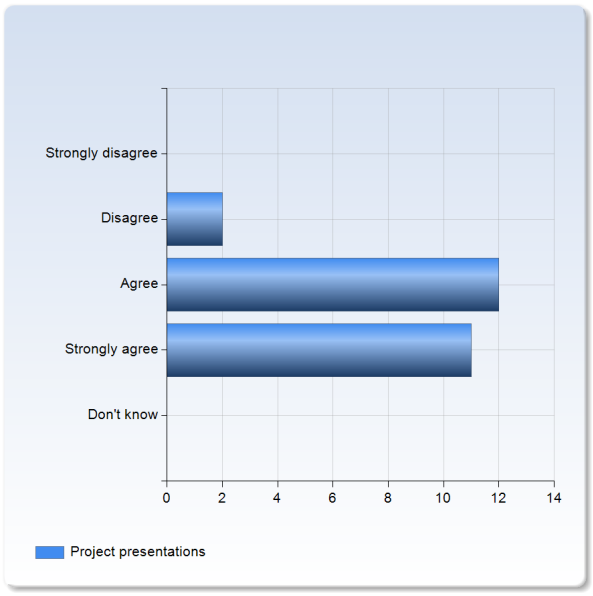
Online written exam	Number of Responses
Strongly disagree	0 (0.0%)
Disagree	3 (12.0%)
Agree	12 (48.0%)
Strongly agree	10 (40.0%)
Don't know	0 (0.0%)
Total	25 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Online written exam	3.3	0.7	20.7 %	2.0	3.0	3.0	4.0	4.0

Project presentations

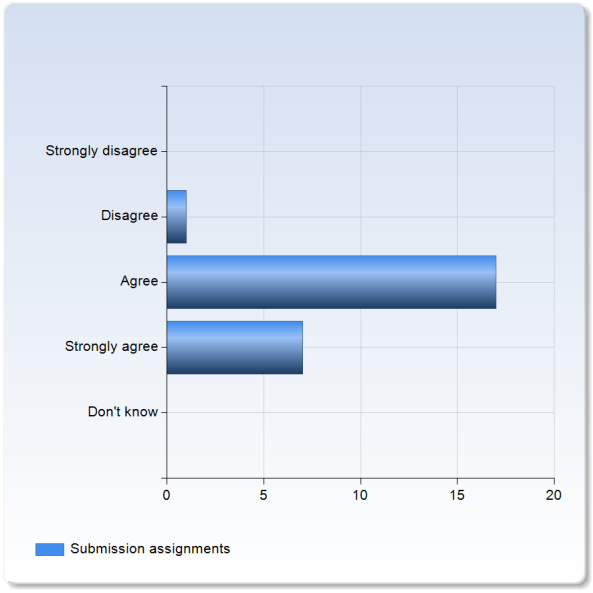
Project presentations	Number of Responses
Strongly disagree	0 (0.0%)
Disagree	2 (8.0%)
Agree	12 (48.0%)
Strongly agree	11 (44.0%)
Don't know	0 (0.0%)
Total	25 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Project presentations	3.4	0.6	19.0 %	2.0	3.0	3.0	4.0	4.0

Submission assignments

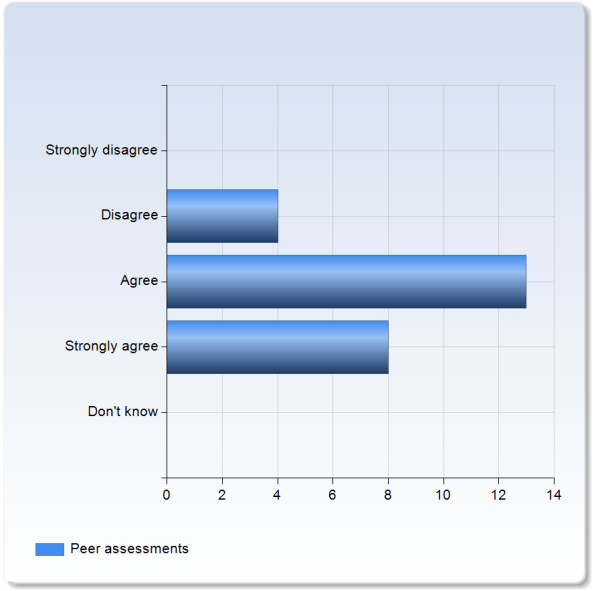
Submission assignments	Number of Responses
Strongly disagree	0 (0.0%)
Disagree	1 (4.0%)
Agree	17 (68.0%)
Strongly agree	7 (28.0%)
Don't know	0 (0.0%)
Total	25 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Submission assignments	3.2	0.5	16.1 %	2.0	3.0	3.0	4.0	4.0

Peer assessments

Peer assessments	Number of Responses
Strongly disagree	0 (0.0%)
Disagree	4 (16.0%)
Agree	13 (52.0%)
Strongly agree	8 (32.0%)
Don't know	0 (0.0%)
Total	25 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Peer assessments	3.2	0.7	21.8 %	2.0	3.0	3.0	4.0	4.0

Comment
I almost never recieved any feedback from my course members about some of the assignments. Maybe next time: communicate the peer assessment better and make it as an extra assignment to grade the others
When we had peer review on some of the assignments and there was a disagreement between the two students it would be optimal to get a third opinion from the teacher to decide
Multiple Choice Section was a bit random (some of the calculation questions were hard to answer given the short amount of time).
I would have liked the opportunity to go over my exam and understand what i did wrong. unfortunately due to scheduling i was working in the lab during the review session.
Submission assignments were very educative and helped to understand the topic, but more feedback from the teacher is needed, peer-assessment was not enough. Project presentation would have been more fun and inspiring in person