**Rapport fra «Evaluation of TIK4021»**

**Innhentede svar pr. 6. juni 2016 12:21**

* Leverte svar: **5**

**Evaluation of TIK4021 - Innovation and Global Challenges**

Scale: 1= Very little, 6= Very much.

**The course in general**

**Svar fordelt på antall**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 |
| How satisfied are you with the learning outcomes of this course? \* | 0 | 0 | 0 | 3 | 2 | 0 |

**Svar fordelt på prosent**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 |
| How satisfied are you with the learning outcomes of this course? \* | 0.0 % | 0.0 % | 0.0 % | 60.0 % | 40.0 % | 0.0 % |

**Lectures**

**Svar fordelt på antall**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 |
| How challenging were the lectures? \* | 0 | 0 | 0 | 5 | 0 | 0 |
| How useful were the lectures in helping you understand the course themes and readings? \* | 0 | 0 | 2 | 1 | 2 | 0 |
| Were the lectures interesting? \* | 0 | 0 | 0 | 3 | 2 | 0 |
| "To what extent did you read the course literature before the lectures? \* | 1 | 1 | 2 | 1 | 0 | 0 |
| Did you participate actively with comments and questions during the lectures? \* | 0 | 1 | 2 | 2 | 0 | 0 |

**Svar fordelt på prosent**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 |
| How challenging were the lectures? \* | 0.0 % | 0.0 % | 0.0 % | 100.0 % | 0.0 % | 0.0 % |
| How useful were the lectures in helping you understand the course themes and readings? \* | 0.0 % | 0.0 % | 40.0 % | 20.0 % | 40.0 % | 0.0 % |
| Were the lectures interesting? \* | 0.0 % | 0.0 % | 0.0 % | 60.0 % | 40.0 % | 0.0 % |
| "To what extent did you read the course literature before the lectures? \* | 20.0 % | 20.0 % | 40.0 % | 20.0 % | 0.0 % | 0.0 % |
| Did you participate actively with comments and questions during the lectures? \* | 0.0 % | 20.0 % | 40.0 % | 40.0 % | 0.0 % | 0.0 % |

How useful were the guest lectures for understanding different aspects of innovation?

**Svar fordelt på antall**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 |
| Invent2 (module 1) \* | 0 | 0 | 2 | 2 | 1 | 0 |
| Responsible research and innovation (module 4) \* | 1 | 0 | 2 | 2 | 0 | 0 |
| - Innovation management in organisations (NAV, Telenor, Statkraft, Veidekke; module 4) \* | 0 | 0 | 0 | 0 | 3 | 2 |

**Svar fordelt på prosent**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 |
| Invent2 (module 1) \* | 0.0 % | 0.0 % | 40.0 % | 40.0 % | 20.0 % | 0.0 % |
| Responsible research and innovation (module 4) \* | 20.0 % | 0.0 % | 40.0 % | 40.0 % | 0.0 % | 0.0 % |
| - Innovation management in organisations (NAV, Telenor, Statkraft, Veidekke; module 4) \* | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 60.0 % | 40.0 % |

**How well did the different modules work?**

**Svar fordelt på antall**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 |
| Module 1: Research, innovation and commercialization (Magnus) \* | 0 | 1 | 0 | 2 | 2 | 0 |
| Module 2: Innovation and sustainability: energy, climate change and natural resources (Erling) \* | 0 | 2 | 1 | 1 | 1 | 0 |
| Module 3: How and Why Innovation Differs: Economics of Innovation and Heterogeneous Performance (Fulvio) \* | 0 | 0 | 0 | 1 | 2 | 2 |
| Module 4: Innovation in practice (Magnus) \* | 0 | 1 | 1 | 0 | 1 | 2 |

**Svar fordelt på prosent**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 |
| Module 1: Research, innovation and commercialization (Magnus) \* | 0.0 % | 20.0 % | 0.0 % | 40.0 % | 40.0 % | 0.0 % |
| Module 2: Innovation and sustainability: energy, climate change and natural resources (Erling) \* | 0.0 % | 40.0 % | 20.0 % | 20.0 % | 20.0 % | 0.0 % |
| Module 3: How and Why Innovation Differs: Economics of Innovation and Heterogeneous Performance (Fulvio) \* | 0.0 % | 0.0 % | 0.0 % | 20.0 % | 40.0 % | 40.0 % |
| Module 4: Innovation in practice (Magnus) \* | 0.0 % | 20.0 % | 20.0 % | 0.0 % | 20.0 % | 40.0 % |

Comments on the lectures \*

* Overall good.
* The topics and readings in module 4 are very interesting, the lectures however seemed a bit uninspired. The one where the students summed up the readings did not work. Would like some more context to the literature. The guest lecture where good.
* Demand more lecture form Fulvio. They were great.
* Mostly satisfied with the lectures. However, I felt that some of the lectures (especially) module 2 was pretty narrow, but that might be because my field of interest is not environmental studies.
* Too academic. Business-case was the best, Telenor. Innovation Management was good too. Too much mumbo jumbo in first two modules.

**Group work**

How useful was the group work for understanding different aspects of innovation?

**Svar fordelt på antall**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 |
| Module 1 (Magnus, commercialization idea) \* | 3 | 1 | 0 | 1 | 0 | 0 |
| Module 2 (Erling, policy debate) \* | 2 | 0 | 2 | 0 | 0 | 1 |
| Module 3 (Fulvio, examples from media) \* | 1 | 1 | 1 | 2 | 0 | 0 |
| Module 4 (business case) \* | 1 | 1 | 0 | 1 | 1 | 1 |

**Svar fordelt på prosent**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 |
| Module 1 (Magnus, commercialization idea) \* | 60.0 % | 20.0 % | 0.0 % | 20.0 % | 0.0 % | 0.0 % |
| Module 2 (Erling, policy debate) \* | 40.0 % | 0.0 % | 40.0 % | 0.0 % | 0.0 % | 20.0 % |
| Module 3 (Fulvio, examples from media) \* | 20.0 % | 20.0 % | 20.0 % | 40.0 % | 0.0 % | 0.0 % |
| Module 4 (business case) \* | 20.0 % | 20.0 % | 0.0 % | 20.0 % | 20.0 % | 20.0 % |

Comments on the group work

* Needs to be organized in a different way, maybe longer tasks. Also another way of selecting the groups would be good, and perhaps changing them along. There are perhaps other ways of testing the students knowledge than group work/presentations that nobody enjoys or finds particularly useful.
* Slightly flawed system. Many weaknesses.
* I felt that much of the group really did not have any purpose. Sometimes it felt like we did it just so TIK could report to the management that we had some groupwork during the year. However, the case was pretty good and interesing. It might also not have helped that we two people in our group who refused to do anything.
* Not good experience. Freeloaders, no grading, not even have to show up makes it care-free.

**Course readings**

**Svar fordelt på antall**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 |
| How challenging were the readings? \* | 0 | 0 | 0 | 1 | 4 | 0 |
| How interesting were the readings? \* | 0 | 0 | 1 | 3 | 1 | 0 |

**Svar fordelt på prosent**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 |
| How challenging were the readings? \* | 0.0 % | 0.0 % | 0.0 % | 20.0 % | 80.0 % | 0.0 % |
| How interesting were the readings? \* | 0.0 % | 0.0 % | 20.0 % | 60.0 % | 20.0 % | 0.0 % |

Comments on the course readings

* Some OK, but a lot.

**Information, messages from the course coordinator, etc..**

**Did you get the information you needed about schedule, readings, etc.? \***

| **Svar** | **Antall** | **Prosent** |  |
| --- | --- | --- | --- |
| 1 | 0 | **0.0 %** |  |
| 2 | 0 | **0.0 %** |  |
| 3 | 0 | **0.0 %** |  |
| 4 | 1 | **20.0 %** |  |
| 5 | 1 | **20.0 %** |  |
| 6 | 3 | **60.0 %** |  |

**Svar fordelt på antall**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Fronter | Mine Studier | The TIK4021 semester page | Email |
| Which information channel did you check the most often for info on TIK4021? \* | 1 | 1 | 3 | 1 |
| If you could get everything in one place, which channel would you prefer? \* | 0 | 1 | 3 | 1 |

**Svar fordelt på prosent**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Fronter | Mine Studier | The TIK4021 semester page | Email |
| Which information channel did you check the most often for info on TIK4021? \* | 20.0 % | 20.0 % | 60.0 % | 20.0 % |
| If you could get everything in one place, which channel would you prefer? \* | 0.0 % | 20.0 % | 60.0 % | 20.0 % |

Was there any important information you did NOT receive?

**Other aspects of the course**

**Svar fordelt på antall**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 |
| Did you discuss the literature with the other students in the course? \* | 0 | 1 | 0 | 2 | 1 | 1 |
| Did the course literature provide ideas or perspectives relevant for your master thesis? \* | 1 | 0 | 0 | 1 | 2 | 1 |
| Did you perceive that the climate in the course's student group was good? \* | 1 | 1 | 1 | 1 | 0 | 1 |
| Were the lecturers available for additional questions? \* | 0 | 0 | 1 | 0 | 3 | 1 |
| If the course was graded (A-F) with the group work counting for half of the grade, would you have changed your approach to the course? \* | 0 | 0 | 0 | 2 | 2 | 2 |

**Svar fordelt på prosent**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 |
| Did you discuss the literature with the other students in the course? \* | 0.0 % | 20.0 % | 0.0 % | 40.0 % | 20.0 % | 20.0 % |
| Did the course literature provide ideas or perspectives relevant for your master thesis? \* | 20.0 % | 0.0 % | 0.0 % | 20.0 % | 40.0 % | 20.0 % |
| Did you perceive that the climate in the course's student group was good? \* | 20.0 % | 20.0 % | 20.0 % | 20.0 % | 0.0 % | 20.0 % |
| Were the lecturers available for additional questions? \* | 0.0 % | 0.0 % | 20.0 % | 0.0 % | 60.0 % | 20.0 % |
| If the course was graded (A-F) with the group work counting for half of the grade, would you have changed your approach to the course? \* | 0.0 % | 0.0 % | 0.0 % | 40.0 % | 40.0 % | 40.0 % |

Comments on other aspects

* Don't change the course so that the group work Counts for half the grade.
* If grades are to be introduced on the bases of group work this needs to be improved in terms of organization, time allotment, group selection etc.
* You might already have gotten some comments on the exam, but I feel that you should change it for the next semester. To be honest I was hoping we would get to choose a case and link it to the readings/lectures, so that we could use the exam as part of our thesis. However, I do understand that you need to test us on the readings, but 6 short tasks were too much. Next year maybe you could let the students choose 3 out of 6 short tasks and then one longer?