

Rapport fra «Evaluation of TIK4021»

Innhentede svar pr. 23. august 2016 08:36

- Leverte svar: 7
- Påbegynte svar: 0
- Antall invitasjoner sendt: 0

Med fritekstsvar**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 | 1 | 4 | 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 % | 14,3 % | 57,1 % | 28,6 % | 0 % |

Lectures**Svar fordelt på antall**

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

Svar fordelt på prosent

| | 1 | 2 | 3 | 4 | 5 | 6 |
|--|--------|--------|--------|--------|--------|--------|
| How challenging were the lectures? * | 0 % | 14,3 % | 0 % | 85,7 % | 0 % | 0 % |
| How useful were the lectures in helping you understand the course themes and readings? * | 0 % | 0 % | 28,6 % | 42,9 % | 28,6 % | 0 % |
| Were the lectures interesting? * | 0 % | 0 % | 14,3 % | 71,4 % | 28,6 % | 0 % |
| "To what extent did you read the course literature before the lectures? * | 14,3 % | 28,6 % | 42,9 % | 14,3 % | 0 % | 0 % |
| Did you participate actively with comments and questions during the lectures? * | 0 % | 14,3 % | 28,6 % | 28,6 % | 14,3 % | 14,3 % |

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

Svar fordelt på prosent

| | 1 | 2 | 3 | 4 | 5 | 6 |
|--|--------|--------|--------|--------|--------|--------|
| Invent2 (module 1) * | 0 % | 0 % | 42,9 % | 28,6 % | 28,6 % | 0 % |
| Responsible research and innovation (module 4) * | 14,3 % | 14,3 % | 28,6 % | 42,9 % | 0 % | 0 % |
| - Innovation management in organisations (NAV, Telenor, Statkraft, Veidekke; module 4) * | 0 % | 0 % | 0 % | 0 % | 71,4 % | 28,6 % |

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

Svar fordelt på prosent

| | 1 | 2 | 3 | 4 | 5 | 6 |
|--|-----|--------|--------|--------|--------|--------|
| Module 1: Research, innovation and commercialization (Magnus) * | 0 % | 14,3 % | 14,3 % | 42,9 % | 28,6 % | 0 % |
| Module 2: Innovation and sustainability: energy, climate change and natural resources (Erling) * | 0 % | 28,6 % | 42,9 % | 14,3 % | 14,3 % | 0 % |
| Module 3: How and Why Innovation Differs: Economics of Innovation and Heterogeneous Performance (Fulvio) * | 0 % | 0 % | 14,3 % | 14,3 % | 28,6 % | 42,9 % |
| Module 4: Innovation in practice (Magnus) * | 0 % | 14,3 % | 28,6 % | 0 % | 28,6 % | 28,6 % |

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.
- ok
- More lecture to Fulvio, please!

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 | 3 | 0 | 1 | 0 | 0 |
| Module 2 (Erling, policy debate) * | 3 | 0 | 2 | 1 | 0 | 1 |
| Module 3 (Fulvio, examples from media) * | 2 | 1 | 2 | 3 | 0 | 0 |
| Module 4 (business case) * | 1 | 2 | 0 | 2 | 1 | 1 |

Svar fordelt på prosent

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---|--------|--------|--------|--------|--------|--------|
| Module 1 (Magnus, commercialization idea) * | 42,9 % | 42,9 % | 0 % | 14,3 % | 0 % | 0 % |
| Module 2 (Erling, policy debate) * | 42,9 % | 0 % | 28,6 % | 14,3 % | 0 % | 14,3 % |
| Module 3 (Fulvio, examples from media) * | 28,6 % | 14,3 % | 28,6 % | 42,9 % | 0 % | 0 % |
| Module 4 (business case) * | 14,3 % | 28,6 % | 0 % | 28,6 % | 14,3 % | 14,3 % |

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 interesting. It might also not have helped that we two people in our group who refused to do anything.
- Not good experience. Free loaders, no grading, not even have to show up makes it care-free.
- Group works dont work well. I think due to different expectations, ambitions and practical circumstances. We are usually in school for 1 lecture pr day so people have other commitments, jobs and so on and its hard to synchronize time. When we first met it was low ambitions and just a feeling of "Lets bulshit something and get it over with". Would be better to have a "task for the day" and work maybe in pairs or groups from morning to afternoon - scheduled beforehand. Start at 8 with a task, meet at 15 with presentations. Learned some from reading the telenor business case and from the individual task that fulvio had and a bit from the first on commercialization. Suggestions for "day tasks": Seminars - read an article and present & discuss it. Tasks (like the ones we had now) - get a

dilemma/task/case and present at end of day in pairs or small groups (that you pick for yourself maybe to make it work better?) Write a Wikipedia entry on a term from literature and publish something on it. Research outline: Start with a theory, theme or article and sketch up a research outline and present it at end of day. Read an article, write the abstract: Read an article with a blacked-out abstract and then write your own - compare with the original and discuss, Write an opposition for a master thesis from last year.

- The group work did not work very well. It was not obligatory, therefore it lost some draw with some of the students. On the other hand, it was so different that the amount of work required could take a student by surprise. More clarity, and clear guidelines please.

Course readings

Svar fordelt på antall

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

Svar fordelt på prosent

| | 1 | 2 | 3 | 4 | 5 | 6 |
|--------------------------------------|-----|-----|--------|--------|--------|-----|
| How challenging were the readings? * | 0 % | 0 % | 0 % | 28,6 % | 71,4 % | 0 % |
| How interesting were the readings? * | 0 % | 0 % | 28,6 % | 71,4 % | 14,3 % | 0 % |

Comments on the course readings

- Some OK, but a lot.
- I had a lot of focus on my (esst) master, so did not read everything. Maybe less reading and more follow-up on the ones we should read?
- Perhaps a bit too much variation. In a spec, a more clear line should have been available if so wished.

Information, messages from the course coordinator, etc..

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

| Svar | Antall | Prosent |
|------|--------|---------|
| 1 | 0 | 0 % |
| 2 | 0 | 0 % |
| 3 | 0 | 0 % |
| 4 | 3 | 42,9 % |
| 5 | 1 | 14,3 % |
| 6 | 3 | 42,9 % |

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 | 5 | 3 |
| If you could get everything in one place, which channel would you prefer? * | 0 | 1 | 4 | 3 |

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? * | 14,3 % | 14,3 % | 71,4 % | 42,9 % |
| If you could get everything in one place, which channel would you prefer? * | 0 % | 14,3 % | 57,1 % | 42,9 % |

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 | 2 | 1 | 2 | 1 | 1 |
| Did the course literature provide ideas or perspectives relevant for your master thesis? * | 1 | 0 | 2 | 1 | 2 | 1 |
| Did you perceive that the climate in the course's student group was good? * | 1 | 2 | 2 | 1 | 0 | 1 |
| Were the lecturers available for additional questions? * | 0 | 0 | 1 | 1 | 5 | 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 | 1 | 2 | 3 | 2 |

Svar fordelt på prosent

| | 1 | 2 | 3 | 4 | 5 | 6 |
|--|---|---|---|---|---|---|
| | | | | | | |

| | | | | | | |
|--|--------|--------|--------|--------|--------|--------|
| Did you discuss the literature with the other students in the course? * | 0 % | 28,6 % | 14,3 % | 28,6 % | 14,3 % | 14,3 % |
| Did the course literature provide ideas or perspectives relevant for your master thesis? * | 14,3 % | 0 % | 28,6 % | 14,3 % | 28,6 % | 14,3 % |
| Did you perceive that the climate in the course's student group was good? * | 14,3 % | 28,6 % | 28,6 % | 14,3 % | 0 % | 14,3 % |
| Were the lecturers available for additional questions? * | 0 % | 0 % | 14,3 % | 14,3 % | 71,4 % | 14,3 % |
| 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 % | 14,3 % | 28,6 % | 42,9 % | 28,6 % |

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?
- Grades on todays groupworks would be very bad. They need to change if we have grades. Use the scedule to ensure more time at school to be able to do quality tasks/groupworks/seminars. This can help students go through the course readings without just sitting at home (not) reading on their own.

Thanks!

Nettskjema v32.1

Nettskjema bruker informasjonskapsler. [Les om hvorfor vi bruker informasjonskapsler og hvordan du kan reservere deg.](#)

Rapport fra «Evaluation of TIK4040»

Innhentede svar pr. 23. august 2016 08:36

- Leverte svar: 5
- Påbegynte svar: 0
- Antall invitasjoner sendt: 0

Med fritekstsvar**Evaluation of TIK4040 - Reseach and design**

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 course as a whole? * | 0 | 0 | 1 | 3 | 1 | 0 |

Svar fordelt på prosent

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---|-----|-----|------|------|------|-----|
| How satisfied are you with the course as a whole? * | 0 % | 0 % | 20 % | 60 % | 20 % | 0 % |

Lectures**How useful were the lectures?****Svar fordelt på antall**

| | 1 | 2 | 3 | 4 | 5 | 6 | Did not participate |
|---|---|---|---|---|---|---|---------------------|
| 1: Introduction: The master thesis (Fulvio & Lene) * | 0 | 0 | 1 | 2 | 1 | 0 | 1 |
| 2. Methods in STS amd innovation (Taran & Fulvio) * | 0 | 0 | 3 | 1 | 0 | 0 | 1 |
| 3. Mini-presentations of TIK research (various TIK researchers) * | 0 | 0 | 1 | 0 | 2 | 2 | 0 |

Svar fordelt på prosent

| | 1 | 2 | 3 | 4 | 5 | 6 | Did not participate |
|---|-----|-----|------|------|------|------|---------------------|
| 1: Introduction: The master thesis (Fulvio & Lene) * | 0 % | 0 % | 20 % | 40 % | 20 % | 0 % | 20 % |
| 2. Methods in STS amd innovation (Taran & Fulvio) * | 0 % | 0 % | 60 % | 20 % | 0 % | 0 % | 20 % |
| 3. Mini-presentations of TIK research (various TIK researchers) * | 0 % | 0 % | 20 % | 0 % | 40 % | 40 % | 0 % |

Comments about the lectures

What was good, and what could have been better? Were there any themes you would have liked to learn more about?

- Mini-presentations could have come before, in regards to ESST-students

Group seminars**Svar fordelt på antall**

| | 1 | 2 | 3 | 4 | 5 | 6 | Did not participate |
|---|---|---|---|---|---|---|---------------------|
| Was there a fitting amount of seminars? * | 1 | 0 | 1 | 2 | 0 | 1 | 0 |
| How useful were the seminars? * | 1 | 0 | 1 | 1 | 1 | 1 | 0 |

Svar fordelt på prosent

| | 1 | 2 | 3 | 4 | 5 | 6 | Did not participate |
|---|------|-----|------|------|------|------|---------------------|
| Was there a fitting amount of seminars? * | 20 % | 0 % | 20 % | 40 % | 0 % | 20 % | 0 % |
| How useful were the seminars? * | 20 % | 0 % | 20 % | 20 % | 20 % | 20 % | 0 % |

Other comments about the group seminars?

What was the best part, and what could have been done differently?

- Tuukka did an excellent job! The students are in very different places in the process, usefulness of the seminars will vary accordingly. For my own sake I got a lot out of it, but perhaps not so much in terms of comments from the other students
- I felt like I was always behind and did not get so much out of them as I could have

Readings

Did you read the recommended MA theses, and were they useful? *

- yes
- No
- I read, they where ok, I've read others too.
- I did not
- Yes

Information**Svar fordelt på antall**

| | Fronter | Mine Studier | The TIK4040 semester page | Email |
|---|---------|--------------|---------------------------|-------|
| Which information channel do you check the most often? * | 1 | 0 | 2 | 3 |
| If you could get all your information in one place, which channel would you prefer? * | 1 | 1 | 0 | 3 |

Svar fordelt på prosent

| | Fronter | Mine Studier | The TIK4040 semester page | Email |
|---|---------|--------------|---------------------------|-------|
| Which information channel do you check the most often? * | 20 % | 0 % | 40 % | 60 % |
| If you could get all your information in one place, which channel would you prefer? * | 20 % | 20 % | 0 % | 60 % |

Other comments?

Thanks!

Nettskjema v32.1

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Rapport fra «Evaluering TIK4011»

Innhentede svar pr. 23. august 2016 08:36

- Leverte svar: 4
- Påbegynte svar: 0
- Antall invitasjoner sendt: 0

Med fritekstsvar**Evaluering av TIK4011**

Evaluering på skala fra 1=i liten grad, og 6=i stor grad.

Emnet som helhet**Svar fordelt på antall**

| | 1 | 2 | 3 | 4 | 5 | 6 |
|--|---|---|---|---|---|---|
| Hvor fornøyd er du med TIK4011 som helhet? * | 0 | 2 | 1 | 1 | 0 | 0 |

Svar fordelt på prosent

| | 1 | 2 | 3 | 4 | 5 | 6 |
|--|-----|------|------|------|-----|-----|
| Hvor fornøyd er du med TIK4011 som helhet? * | 0 % | 50 % | 25 % | 25 % | 0 % | 0 % |

Har du kommentarer til emnet som helhet?

- Jeg hadde foretrukket om faget ikke var delt inn i temaer, og at teori, rammeverk og faghistorie fikk større plass, som i TIK4001.
- Emnets moduler hadde svært varierende læringsutbytte

Forelesningene**Svar fordelt på antall**

| | 1 | 2 | 3 | 4 | 5 | 6 |
|--|---|---|---|---|---|---|
| Hvor utfordrende var forelesningene? * | 0 | 1 | 0 | 2 | 1 | 0 |
| Hvor nyttige var forelesningene for å forstå pensum? * | 0 | 2 | 0 | 0 | 2 | 0 |
| Hvor engasjerende var forelesningene? * | 0 | 2 | 1 | 1 | 0 | 0 |

Svar fordelt på prosent

| | 1 | 2 | 3 | 4 | 5 | 6 |
|--|-----|------|------|------|------|-----|
| Hvor utfordrende var forelesningene? * | 0 % | 25 % | 0 % | 50 % | 25 % | 0 % |
| Hvor nyttige var forelesningene for å forstå pensum? * | 0 % | 50 % | 0 % | 0 % | 50 % | 0 % |
| Hvor engasjerende var forelesningene? * | 0 % | 50 % | 25 % | 25 % | 0 % | 0 % |

Modulene**Svar fordelt på antall**

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Hvor godt fungerte modul 1: The Climate Society * | 0 | 0 | 2 | 2 | 0 | 0 |
| Hvor godt fungerte modul 2: The Good Economy * | 1 | 0 | 1 | 0 | 2 | 0 |
| Hvor godt fungerte modul 3: Social Media, Digital STS, Market Research and the Public Opinion * | 0 | 1 | 1 | 1 | 1 | 0 |

Svar fordelt på prosent

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---|------|------|------|------|------|-----|
| Hvor godt fungerte modul 1: The Climate Society * | 0 % | 0 % | 50 % | 50 % | 0 % | 0 % |
| Hvor godt fungerte modul 2: The Good Economy * | 25 % | 0 % | 25 % | 0 % | 50 % | 0 % |
| Hvor godt fungerte modul 3: Social Media, Digital STS, Market Research and the Public Opinion * | 0 % | 25 % | 25 % | 25 % | 25 % | 0 % |

Hva kunne gjort forelesningene bedre?

- Jeg savnet mer tydelighet rundt STS-perspektivet i forelesningene - jeg opplevde at det "druknet" litt i de store overordnede temaene. Tema fra forelesning til forelesning opplever jeg som mer engasjerende, og ivaretar bedre bredden i faget.
- Mer forarbeid til forelesningene, større fokus på klargjøre kjernekonseptene, og gruppearbeid.

Pensum

Svar fordelt på antall

| | 1 | 2 | 3 | 4 | 5 | 6 |
|--|---|---|---|---|---|---|
| Hvor utfordrende var pensum? * | 0 | 1 | 0 | 0 | 3 | 0 |
| I hvilken grad var det sammenheng mellom pensum og forelesningene? * | 0 | 1 | 1 | 2 | 0 | 0 |
| Var pensum spennende? * | 0 | 1 | 2 | 1 | 0 | 0 |

Svar fordelt på prosent

| | 1 | 2 | 3 | 4 | 5 | 6 |
|--|-----|------|------|------|------|-----|
| Hvor utfordrende var pensum? * | 0 % | 25 % | 0 % | 0 % | 75 % | 0 % |
| I hvilken grad var det sammenheng mellom pensum og forelesningene? * | 0 % | 25 % | 25 % | 50 % | 0 % | 0 % |
| Var pensum spennende? * | 0 % | 25 % | 50 % | 25 % | 0 % | 0 % |

Har du andre kommentarer til pensum?

- Jeg opplever at pensum i for stor grad forsøker omfange for mange felt, og det oppleves trivielt sammensatt. Dessuten ble en del forkunnskaper tatt for gitt, selv om vi hadde en sts-modul i høst. Jeg har selv en samfunnsfaglig bakgrunn, og har vært borte i mange av fagdisiplinene fra før, men jeg vet TIK-senteret har tatt inn studenter fra f.eks. Markedshøyskolen; hvordan skal de henge med på Foucault, Rose, Porter og Lemke?

Studentaktivitet

Fikk du muligheten til å delta aktivt i emnet? *

Hva synes du om mengden diskusjoner, presentasjoner o.l.? Var det noe som var spesielt bra, eller noe du savnet?

- Det var lav terskel for deltagelse og diskusjon, som opplevdes veldig positivt. I en så liten gruppe fungerte ikke alltid opplegget for gruppediskusjon så bra, og jeg savnet noen "tradisjonelle" forelesninger en gang i blant.
- Jeg syntes modul 1 og 2 hadde en fin blanding av elevaktivitet og presentasjoner, men i modul 3 ble det for ofte lagt opp til at elevene skulle lære hverandre pensum. Dette fungerte svært dårlig.
- til tider for mye.
- Svært gode muligheter for deltagelse.

Hvor bra fungerte ekskursjoner og workshops?

Svar fordelt på antall

| | 1 | 2 | 3 | 4 | 5 | 6 | Deltok ikke |
|---|---|---|---|---|---|---|-------------|
| Ekskursjon til CICERO og Miljødirektoratet (Erlend) * | 0 | 0 | 0 | 2 | 1 | 0 | 1 |
| Workshop: Climate science in political and bureaucratic practice (Erlend & Hilde) * | 0 | 0 | 0 | 2 | 2 | 0 | 0 |
| Workshop: Valuing nature (Kristin & Hilde) * | 0 | 1 | 1 | 2 | 1 | 0 | 0 |
| Workshop: The making of the modern chicken (Susanne) * | 0 | 1 | 0 | 1 | 1 | 0 | 1 |
| Ekskursjon til NILU - Norsk institutt for luftforskning (Susanne) * | 0 | 0 | 0 | 1 | 2 | 0 | 1 |

Svar fordelt på prosent

| | 1 | 2 | 3 | 4 | 5 | 6 | Deltok ikke |
|---|-----|------|------|------|------|-----|-------------|
| Ekskursjon til CICERO og Miljødirektoratet (Erlend) * | 0 % | 0 % | 0 % | 50 % | 25 % | 0 % | 25 % |
| Workshop: Climate science in political and bureaucratic practice (Erlend & Hilde) * | 0 % | 0 % | 0 % | 50 % | 50 % | 0 % | 0 % |
| Workshop: Valuing nature (Kristin & Hilde) * | 0 % | 25 % | 25 % | 50 % | 25 % | 0 % | 0 % |
| Workshop: The making of the modern chicken (Susanne) * | 0 % | 25 % | 0 % | 25 % | 25 % | 0 % | 25 % |
| Ekskursjon til NILU - Norsk institutt for luftforskning (Susanne) * | 0 % | 0 % | 0 % | 25 % | 50 % | 0 % | 25 % |

Informasjon og fronter

Svar fordelt på antall

| | Fronter | Mine Studier | Semestersiden for TIK4011 | Epost |
|--|---------|--------------|---------------------------|-------|
| Hvilken informasjonskanal sjekker du oftest for info om TIK4011? * | 0 | 1 | 2 | 1 |
| Hvis du kunne få all informasjon ett sted, hvilken kanal ville du valgt? * | 0 | 1 | 1 | 2 |

Svar fordelt på prosent

| | Frontier | Mine Studier | Semestersiden for TIK4011 | Epost |
|--|----------|--------------|---------------------------|-------|
| Hvilken informasjonskanal sjekker du oftest for info om TIK4011? * | 0 % | 25 % | 50 % | 25 % |
| Hvis du kunne få all informasjon ett sted, hvilken kanal ville du valgt? * | 0 % | 25 % | 25 % | 50 % |

Andre kommentarer?

- Siden det er vanlig at elevmassen i sts-spesialiseringen er liten, og sts-faget ganske bredt, tror jeg læringsutbyttet kunne blitt betraktelig bedre hvis elvenes faglige interesser ble inkludert i utforming. Denne dialogen kunne blitt igangsatt i tik4001. Det burde også være av interesse for de fagansvarlige at på kvelden før eksamensinnlevering satt 6 av 8 sts-elever på lesesalen til stengt tid, mens siste innovasjon-elev dro allerede på ettermiddagen.

Takk for bidraget!

Nettskjema v32.1

Nettskjema bruker informasjonskapsler. [Les om hvorfor vi bruker informasjonskapsler og hvordan du kan reservere deg.](#)