

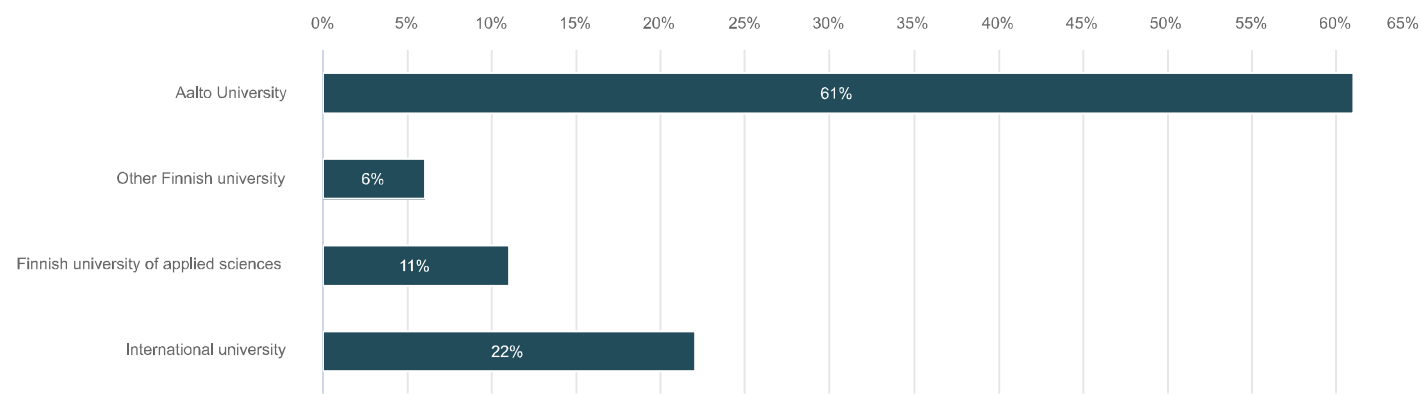
Perusraportti

WAT Survey 2021

Total number of respondents: 18

1. Your previous degree (before WAT Master’s Programme) is from:

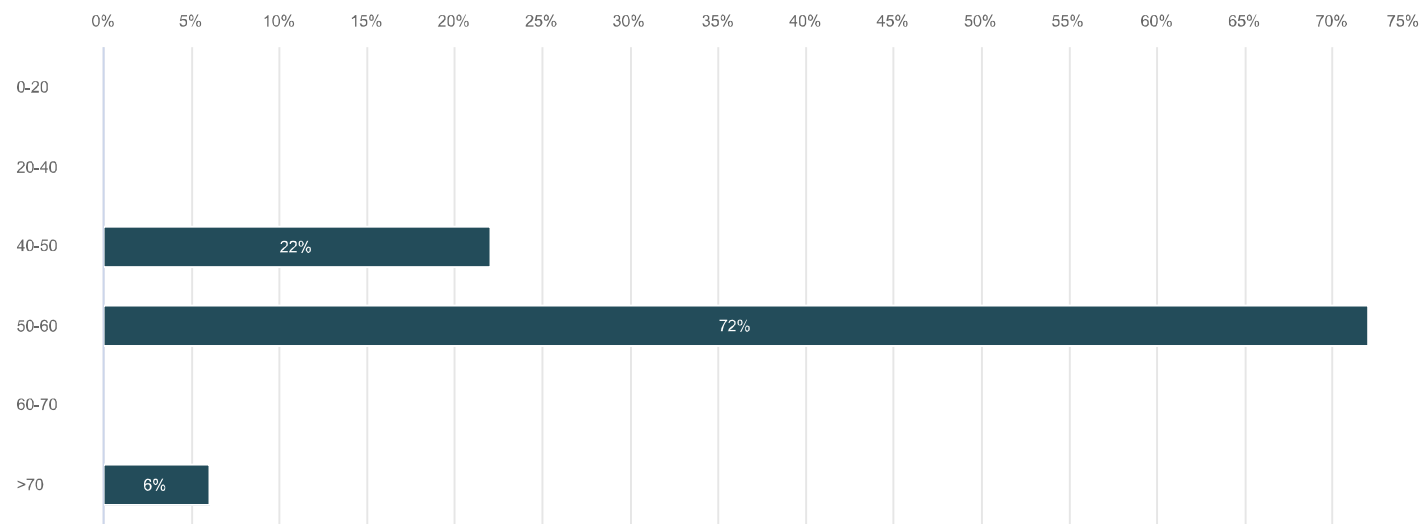
Number of respondents: 18



	n	Percent
Aalto University	11	61,1%
Other Finnish university	1	5,6%
Finnish university of applied sciences	2	11,1%
International university	4	22,2%

2. The approximate number of credits you have achieved during the first year in WAT Master's Programme:

Number of respondents: 18



	n	Percent
0-20	0	0,0%
20-40	0	0,0%
40-50	4	22,2%
50-60	13	72,2%
60-70	0	0,0%
>70	1	5,6%

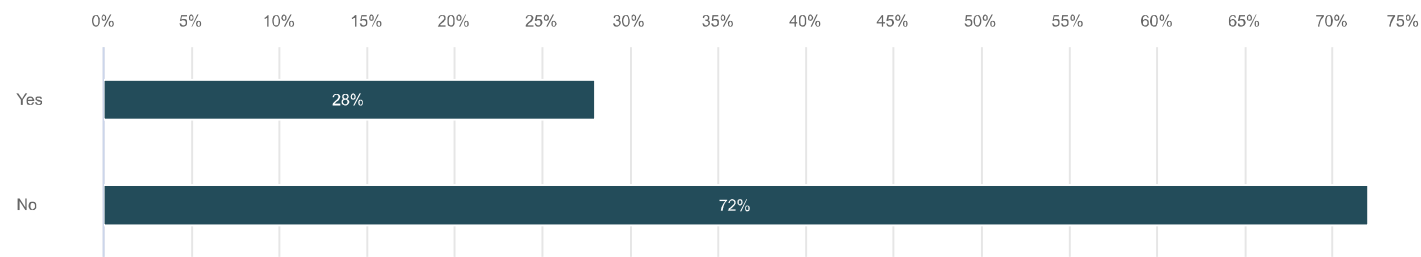
3. Please, elaborate shortly on the number of your credits: Why have you studied this amount of courses, and are you satisfied with it? Does the number of credits correspond the planned amount? Why/why not?

Number of respondents: 18

Responses
I am satisfied with the number of credits. It corresponds to my planned amount.
I took two courses per period since it was recommended and I think it worked out very well. So 10 credits per period + 15 credits from the WAT course.
I started the program with a goal to graduate in two years but already in the second period I learnt that I did not have the mental strength and motivation to do more than ten credits per period. Since, I have also done 5 credit periods. There's no dissatisfaction for not following the first plan. I would hate to study in a hurry while trying to beat deadlines. With an easier schedule I have a chance to learn and understand more.
I have taken a total of 55 credits of WAT major studies and 6 credits of elective studies. My scholarship requirements is that i have to take 60credit per year and to finish my Master's in two years, therefore, my study plan is in accordance to this requirement and so far it is being executed as planned.
I was planning first to do 55 credits, but I wanted to take a bit of a break before work this summer and that is the reason why I will only did 5 credits in the last period
I am satisfied with the amount of credits even though it does not correspond to the planned amount. I have not had time to study full time.
The goal was to do 60 cr of major courses during the first year so the second year would be more flexible what comes to elective course choices and timing. Fifth period is still going but now it seems that I will achieve the goal.
I planned to study about 60 credits per academic year. My chosen paths were water resources and water & wastewater. If I followed exactly these paths, I will study in total 60 credits for this year, however, I had an interest in participating in the SGT course (plus 10 credits) and the course water and people in a changing world was a supplement for me to prepare for the summer job (plus 5 credits). That's why I ended up to have 75 credits this year. I am satisfied with the amount of studies that I have so far.
Some of them were even easier than 5 credits and sometimes they needed more time than what I expected.
In fall semester I studied according to plan and I was happy about my progress. In spring I had to take less courses than recommended, but I never really believed that I will graduate in 2 years, so I am not too worried. Next year I should be able to finish all my studies excluding Master's' thesis which would then be left for the following autumn.
I am satisfied with the number of credits I have achieved, as it corresponds to the amount of credits I had planned for the year and it is in line with the number of credits we are supposed to get to graduate in two years. The reason I have studied this amount of courses is also related to my will to try to graduate in approximately two years, and at least so far the workload with this amount of courses has been usually quite okay, so there was no reason why I would not have followed this plan.
I have followed the recommendations and planned 60 credits for the first year.
It has been quite a big change to be able to choose my own courses. I think for the most part I am happy with the number of credits I have, even though they do not make the 60 credits (half-point). The number of credits planned corresponds quite well with the reality.
I have studied this amount of courses because I followed the planned schedule for the major courses. I did not study in the 5th period due to work, but I had already completed a couple courses last year so the total courses is according to plan.
I am satisfied with the amount. Any more would have been a lot of unnecessary work.
I am happy with the number of credits I am getting this semester. However, it was pretty intensive studying throughout the year, thus I could have done less as well because I am not planning to graduate in 2 years.
I completed 58 credits this year (55 major, 3 language). I originally planned 60 major credits, but I found the workload to be too intense (15 credits in one period) so I dropped one course. Due to this, I have decided to extend my studies by half a semester, so I can get all my taught courses done next year, and can dedicate the remaining time solely to my thesis.
Planned to do more but was restricted by time resources.

4. Have you worked during your studies?

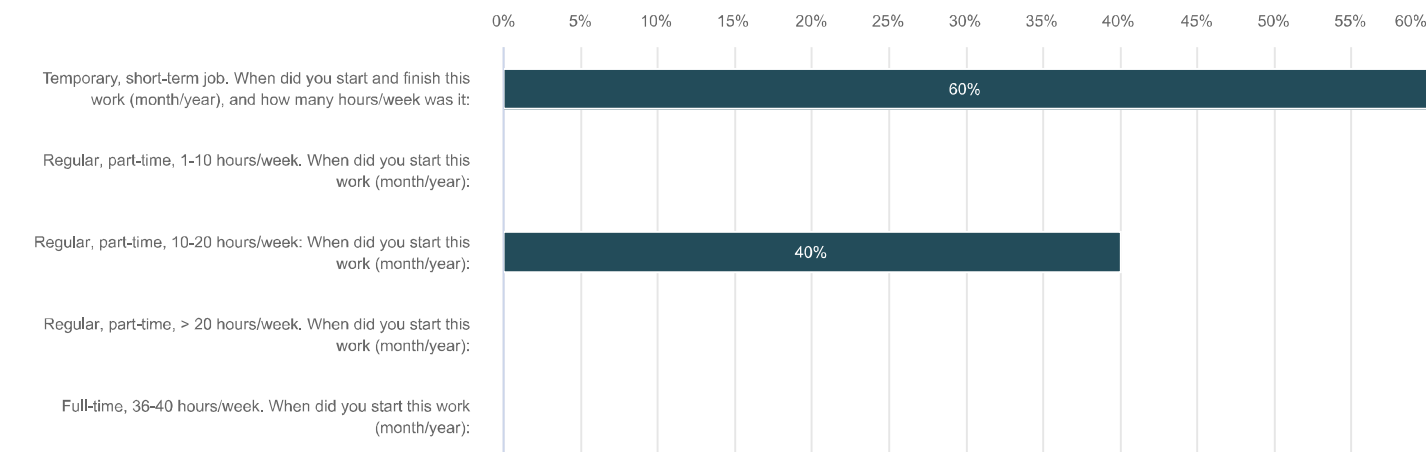
Number of respondents: 18



	n	Percent
Yes	5	27,8%
No	13	72,2%

5. Please, select the option that best describes your working, and specify in the text box:

Number of respondents: 5



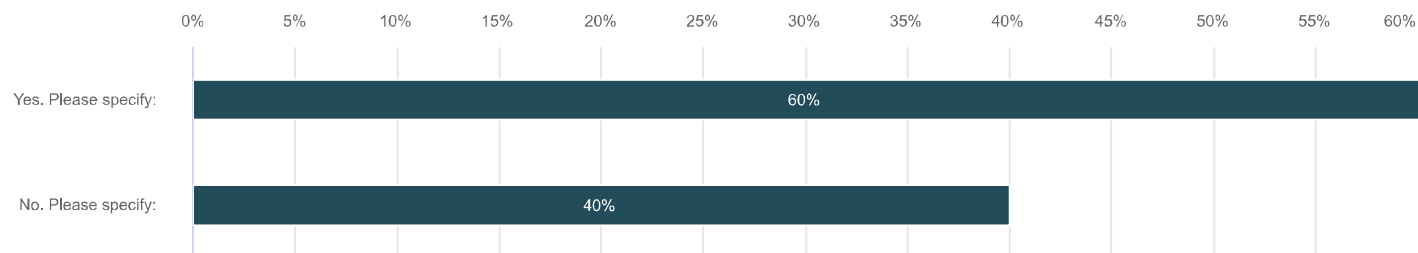
	n	Percent
Temporary, short-term job. When did you start and finish this work (month/year), and how many hours/week was it:	3	60,0%
Regular, part-time, 1-10 hours/week. When did you start this work (month/year):	0	0,0%
Regular, part-time, 10-20 hours/week: When did you start this work (month/year):	2	40,0%
Regular, part-time, > 20 hours/week. When did you start this work (month/year):	0	0,0%
Full-time, 36-40 hours/week. When did you start this work (month/year):	0	0,0%

Answers given into free text field

Option names	Text
Regular, part-time, 10-20 hours/week: When did you start this work (month/year):	March2021
Regular, part-time, 10-20 hours/week: When did you start this work (month/year):	04/2021
Temporary, short-term job. When did you start and finish this work (month/year), and how many hours/week was it:	April 2021* July 2021
Temporary, short-term job. When did you start and finish this work (month/year), and how many hours/week was it:	9/2020-12/2020 1-6 h per week (less during first period, a little more during the second)
Temporary, short-term job. When did you start and finish this work (month/year), and how many hours/week was it:	I have worked as course assistant on two courses and as research assistant in December and January (12h/week).

6. Is your work related to WAT field?

Number of respondents: 5



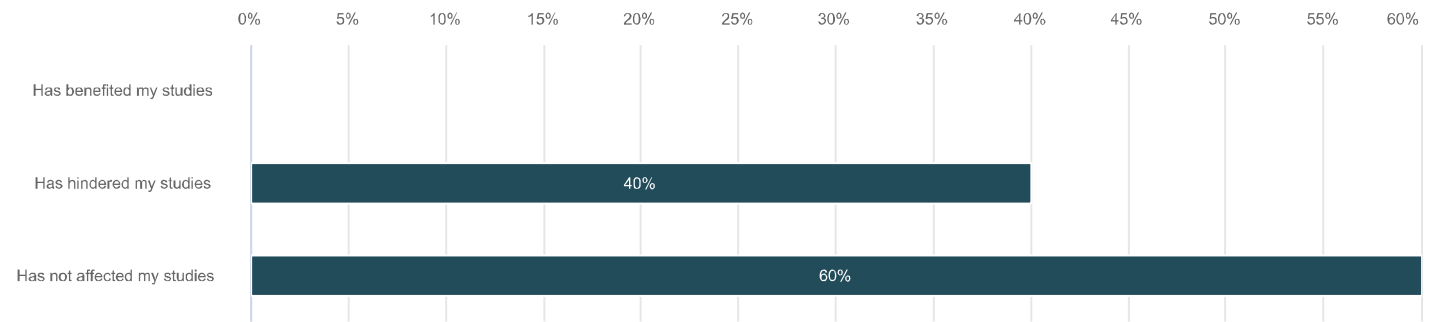
	n	Percent
Yes. Please specify:	3	60,0%
No. Please specify:	2	40,0%

Answers given into free text field

Option names	Text
Yes. Please specify:	Course assistant on a Bachelor level course in Water and Environmental Engineering
Yes. Please specify:	Research assistant at Aalto University (climate.now course) and teaching assistant at the school of engineering
Yes. Please specify:	Ramboll/water networks
No. Please specify:	1. Teach Chinese language in a hobby club of a school 2. Build and maintain a website, FB and instagram for a company that build nature education courses (maybe this does have some connection with WAT)
No. Please specify:	I am working as a food courier because our department doesn't have research positions.

7. Has your work affected your studies (benefited/hindered)? Please specify your answer(s) to the text box after your answer(s).

Number of respondents: 5 , selected answers: 5



	n	Percent
Has benefited my studies	0	0,0%
Has hindered my studies	2	40,0%
Has not affected my studies	3	60,0%

Answers given into free text field

Option names	Text
Has hindered my studies	I am supposed to work these days to make ends meet and don't have enought time to attend in classes and also do my homeworkd on time.
Has hindered my studies	Not enough energy for the studies
Has not affected my studies	multitask and time management
Has not affected my studies	Because I had done the same thing a year before, it didn't hinder my studies (I knew what to expect), but I also don't see any big benefits (other than that I like the job).

8. What are the most central pieces of knowledge you have learned during your first year of studies, and why do you consider those important?

Number of respondents: 18

Responses
Understanding of the treatment process of water and wastewater. (this is the most interesting study path for me)
1) Describe the most important physical, chemical and biological water, wastewater, sludge, solid waste and waste gas treatment processes 2) The actual process of water purification and wastewater treatment 3) I know how global water resources are distributed in relation to human population and how this has changed over time I think these three are the key ones because I wanted to learn about water/wastewater treatment and I have really gained a lot of knowledge of them and the third one I think is important because I can know understand how the world is changing
Sustainability and its assessment, human use of hydrological cycle, water governance basics, modeling inaccuracy, global and local water issues. These are just basic things of different water-related study areas which I assume must-haves in working life.
I would consider myself as quite out of date with the technologies, in the first year studies, the main thing that i have learnt is the use of different application/software to analyze data and build some models, which for me, is something new and I'm interested to acquire and add into my skill sets
I have learned a lot about the basic hydraulics and modelling of hydraulic issues. I have also learned a lot about water services and especially wastewater treatment. I have also learned about what kind of relevant issues and challenges there are in constructing and maintaining water services. This is important so I have a broad picture about relevant water issues and treatment possibilities for my future career.
I have learned about water resources, what it is and what kinds of problems are solved. It is important to understand the problems to be able to provide solutions, I have also realised how uncertain many solutions are and how important it is to collaborate and look at things from different viewpoints.
The most central pieces of knowledge learned during the first year are probably related to water and wastewater treatment methods and modelling and managing of water resources. In addition, I have learned what are the most important questions related to the sustainability in water management. As I took most of the courses about these topics, I considered them to be the most important. There would be also other important things but learn but with my course choices, these are probably the most important ones.
The most valuable things that I have learned so far during my study path was the modelling parts of the water resources courses, the lab sessions in the wastewater courses and how to use different software to solve different exercises. These are very important to me as they set a foundation for me to prepare for more advanced tasks in the future especially when I have a job. I have an interest in water resources path, and the knowledge acquired from those courses will also help me to write my thesis too. Lab and hands-on sessions are highly practical and helpful to revise the theory gained from lectures.
I think in first year I myself learnt how to collaborate in a team and this was even more important than what I have learnt.
I have learned a lot about sustainability science and the history of it, water purifying, water governance and global water issues. Also, a very good general knowledge of the field of WAT was given during the WAT course. These are important to me, because I would love to work with some kind of sustainability issues in the future. Also, the Water and Governance course inspired me to join an interesting Business School course "Climate Change Strategy and Negotiations" in which I participated in a model UNFCCC COP26 negotiations as a role player.
- More detailed understanding of sustainability, how complex the term is, how many meanings it has, and how it can be assessed. This is an important crosscutting theme in many things that are done, also in my future career. It is important to understand its meaning and to be able to find sustainable solutions. - Understanding of hydrological processes, water management and its complexity - Understanding of the complexity of (transboundary/global) water issues, and what they are related to Overall, these all provide me a deeper understanding of my field and the topics I have chosen to focus on.
My main pieces of knowledge I have learned from the study path (water and wastewater) I chose. The courses form a great combination, and by completing the courses I have learned about the basics of the treatment processes and networks of water supply and wastewater treatment.
I believe throughout this first year I have developed my knowledge of what sustainability is. It has been one of the main points I wanted to cover in my environmental studies because I now have more expertise and confidence that I can apply sustainable thinking in any domain. Also, water issues around the world and the complexity of engineering methods applied to solve them have been central to my development. I am glad I understand these issues better now because the whole field is a new career path I am considering.
Treatment processes, water networks, hydrology. I think they are important parts of the field of water and environmental engineering that I am interested in.
I have learned a lot about hydrological and hydraulic modelling, as well as sustainability and global water/environmental issues. They're important because they're relevant and line up with my interests, and why I chose to study in WAT in the first place.
Sustainability assessment methods are the most important piece of knowledge, as I wish to work in the field of sustainability in the future.
I have definitely broadened by knowledge of hydrology, and scientific methods to treating water and wastewater. Before starting this programme, I had only had a very brief overview of water chemistry and biology, so the biological and chemical treatment courses definitely helped to broaden this. I think this is important as providing clean water and sanitation for all is a key SDG for the UN. Leading on from this, knowing that water engineering needs to consider economic and social sustainability as well as environmental sustainability is another key takeaway from Year 1.
How water systems work and how they are managed, what kind of different stakeholders do water projects have. I expect this knowledge to be beneficial at work.

9. Is there some knowledge you expected/wanted to get but did not get? What is it, and why you did not get it during your studies?

Number of respondents: 18

Responses
I feel like I lack some basic theoretical knowledge on hydrology. I think the courses focused a lot on the practical side but slightly more emphasis on theory would have been useful.
I don't think there was anything specific I wanted to learn but I didn't. I'm still not quite sure what to take as elective studies.
Environmental stuff: contaminated soil, EIA process, toxins etc. and their travel in the soil. Those courses were cancelled.
No
I expected to learn more on in suit treatment of water bodies and more environmental protection from pollution. There weren't any courses about these subjects specifically.
I would maybe have wished to go into more into depth in all the courses that I have. It felt like we only touched the surface.
Yes, it would have been nice to for instance visit WWTP to actually see how large the tanks are to truly understand the scale of the processes and by that make better estimations and fully understand what is needed to manage WWTP. It is possible to read the volume of the tank from the references but the actual size is hard to understand without seeing. We could not visit any plant due to the pandemic. In addition, it would be very useful to learn basic vocabulary in Finnish as well. It is very awkward to talk in Finnish as often I do not know what would be the right word as I only know it in English. I am afraid of that day when for instance in the job interview the interviewer would underestimate my skills because I really cannot fluently speak about the field in Finnish.
I was impressed with the amount of knowledge that the teachers want to provide during the lectures in such a short amount of time for one study period (7 weeks). The knowledge seems quite advanced to me, therefore, sometimes I would like to look for a very basic information/knowledge regarding the topic. Maybe I also want to look for some information from an international scale (most of the case was concentrated on Finland).
I think I got all mandatory knowledge but because of covid I didn't do that much experiments.
I will still be taking WAT courses next year so I hope those courses will answer my remaining knowledge gaps. Some things I didn't learn were chemical water treatment (I had to stop the course midway) and urban water systems course contents.
I think that the courses have fulfilled my expectations regarding the knowledge.
The contents of the courses and my learning outcomes have corresponded to my expectations well.
Before starting my studies, I had this image of the Master's programme being more about climate change. But this is environmental engineering including engineering skills and methods which can be translated to any problem-solving endeavour. I did take some elective courses dealing with climate change, so that has not been an issue. In the end, I cannot say that I didn't get the knowledge I wanted, but I got something different that I didn't even know I needed.
I would have liked to learn about waste treatment also, or more environmental engineering. However, there are not that many environmental courses in the program. Although I am more interested in the water side, it would be nice to get some more insight into the environmental engineering as well.
I expected there to be more focus on the environmental aspect of water and **environmental** engineering. But alas, most courses are water-related.
no
Nothing that stands out in particular in terms of content.
Nothing crosses my mind atm.

10. What are 1) the key skills (practical tools and methods), and 2) the key identity skills (working life skills, values, attitude) you have learned during your first year of studies, and why you consider those important?

Number of respondents: 18

Responses
1) Skills for using SUMO, QGIS, Fluidit (software skills are important at work) Lab work (interesting & good for understanding where measurements come from and what error relate to them) 2) International group work (also important in working life)
1) Laboratory work, couple of modeling tools, RStudio and Adobe Illustrator (+ MS tools even more) 2) English has improved a lot, groupwork skills, project works and presentations I think that skills from practical tools can help in the future but with gained identity skills I have been able to develop myself during the first year.
Hydrological modeling, R spatial analysis, hydraulics flume, sustainability assessment methods(only superficially). Group work, asking help, remote work.
1. GIS, modelling, r-programming - which i think is very useful as it adds up to my skill sets and may be useful when i search for WAT related jobs 2. As for identity skills, so far from all the group works, I have been working really well with all the group mates and one thing i would like to improve is to be braver in the classroom to ask question and when presenting in public.
1) I learned computational tools like GIS tools, such as Qgis and Arcmap. I learned about modelling tools like SUMO and how to use excel as well. Besides these I also learned several hydraulic modeling tools. This gives a good background for work if I need to use similar programs or softwares. I got also better laboratory skills and experience of pilot work, which is important, especially for my summer job where they will be relevant. 2) I have learned a lot about team work and organizing project work, which is important because all future job opportunities these work skills are necessary. I have also learned better English and reading scientifically papers, which is important for future studies and research.
1) Python and several modelling tools 2) Learning from guest lecturers what they are doing in their work
1. I learned to use some many different software and practical tools during the first year of studies. Maybe just the basics, but it is good to know and remember even the name and idea behind some software or method as it can be useful for instance in a job interview. 2. I have become a better team worker and now I am able to do compromises and work with people who has a very different way to work compared to me.
The key skills (practical tools and methods): GIS, modelling, programming (R & Python), lab analysis, excel, computation, academic writing The key identity skills (working life skills, values, attitude): teamworking, proactive, problem solving, time management, positive attitude, not afraid of being wrong, communication These are highly important to me as they are valuable in almost every situation in my life, especially for my chosen career path as an environmental engineer.
Teamwork. Taking the responsibility- time management
One skill I have found very interesting is working in the lab, also including microscoping (none of which I had experience before). I have also learnt governance analysis, a lot about EIA process and different tools used to assess it, as well as some geoinformation data skills.
1) - hydrological modelling (e.g. with Excel, HEC-RAS etc.) - taking hydraulic measurements and using them - Some basic R programming skills All these also give me a more concrete view of the field, because with these skills I am also actually able to do some modelling / measurements myself, and not just know about them in theory 2) - group work skills, especially in international groups: I think it is very likely to be working in international environments also in the future, and there group work skills and previous experience of working in international teams can be very useful - communication skills: these are an important part of for example group work skills - project management skills: these skills are very useful when doing a project
1) I have learned the basics of a variety of different tools and methods, such as R, Sumo and Fluidit. I have also learned a lot in the laboratory. 2) The most valuable identity skill for me is group working skills, as they are overall so beneficial. I have also enjoyed noticing that my drive for problem-solving has increased, while working on the course assignments.
One of the most important skills I have developed this year is modelling. I am now more confident that I can work with different kinds of software which is really a step forward. I have also greatly developed my team-working skills. I have spent a lot of time working in teams, but now I have come to understand it and enjoy it. There is a very nice sense of achievement in knowing that everyone works for the same goal and we can accomplish it together. I maybe have to mention that after working in some multidisciplinary teams, I am now more patient and tolerant.
1) GIS, modelling tools and methods, laboratory work 2) teamwork skills, problem solving, project work, critical thinking. I think these are important skills in working life in this field.
1) Many different computational tools, like Excel, R, GIS and various hydrological models. It's important to know a variety of software tools, as learning new ones will be easier, and the chances of encountering some of the mentioned ones during my career is high. 2) Time management, teamwork skills. Both very important skills in working life.
1) several modelling programs, and programming skills 2) Team working
1) Modelling via coding programmes (RStudio, Python) and Microsoft Excel. Although I had some experience using Excel, I managed to carry out a lot more in-depth analysis with it this year. I have in particular enjoyed RStudio and QGIS, because these can be easily used to create visual results (graphs, maps), and I feel like they enhance written work. This is something I did not get to explore at my previous university. 2) There was a big focus on group work for all my courses this year - I cannot recall any courses where some form of group project or presentation was not required. This has definitely helped to develop my presentation skills, something that I considered on the weaker side before starting the programme. The continuous assessment in all the courses has improved my time management and planning, however this took some getting used to at first, because at my previous university assessment was primarily at the end of each semester.
Project work skills and how to work use different tools remotely. Useful in life whatever you do.

11. Are there some 1) skills and/or 2) identity skills you expected/wanted to learn but did not? What they are, and why you did not learn those during your studies?

Number of respondents: 18

Responses
I would have liked a complete course on QGIS usage included in WAT studies. However, I can also take minor courses on that topic later.
Nothing that I can think of. But if there would be I'm sure I could take some courses to gain practical skills at least.
Might have been my own fault but I don't feel very confident regarding sustainability assessment methods. Covid-19 obviously prevented us from seeing each other to learn project and group work better but at least we learnt remote work.
no
1) I would have wanted to learn more coding and other programming skills to understand better how different modeling softwares work. Also matlab instead of only excel could have been good skill to learn. 2) I would want to learn more about writing scientific papers and reports. As this is also needed for the master thesis I didn't learn these skills because they weren't a priority in the courses I took
-
1. Learn more about certain software and methods. It was great that a variety of different software were used but in the other hand, without high motivation to work with the software independently, it is hard to become an advanced user. In addition, there are no advanced courses as all major courses are free of prerequisites. 2. Learn to keep good presentations in the classroom.
Maybe some skills regarding how to get a job would be great to provide to the students. Some information relating to the job market of this field would be valuable. Skills for better communication in this remote condition would also be interesting.
No
Maybe some more modelling and solid GIS experience. But again, I believe that by taking the rest of my WAT courses next year, I will learn more and strengthen some identity skills like group work and critical thinking.
I think that the courses fulfilled my expectations regarding the skills and identity skills
1) I was expecting more programming, like R, in the courses, but I've had only one course where it was used. 2) I was expecting to learn more critical thinking. The identity skills are difficult to assess so maybe I learned that also more than I think.
Again, this is a case that I didn't know I needed certain skills but I am glad I developed them anyway (particularly modelling).
1) legislation and economy would be good to learn more about, but I personally don't find it very interesting so I haven't studied those very much.
No, I have learned what I expected.
1) I would prefer if there were less different modelling tools, because sometimes it feels really unnecessary to do one assignment using some random program. 2) I think due to distance learning it was sometimes difficult to develop the identity skills.
1) Perhaps one course where mathematics is practiced (although this could have been included in Environmental Hydraulics, which I am not taking until Year 2 so may be down to personal choice). I noticed I studied more mathematical engineering concepts in my bachelors, however this might be as my degree was Civil Engineering, so more mathematically focused. 2) Nothing in particular.
Maybe just figuring out more what interests me the most. With so many interesting courses I thought I would have time to dig deeper to the topics but there simply wasn't time to do more than just what was required.

12. WAT programme has special structure, with only 15 credits of common courses i.e. the WAT Course. Such a structure has three main aims:1) to provide you with a comprehensive set of knowledge and skills in just one period (WAT Course), thus facilitating choosing your individual study path,2) to help you to learn to know your fellow students and to work as a group (during WAT Course), and3) to allow you to start individual study paths already in the 2nd period (i.e. selecting those advanced studies that interest you most).On the other hand, such a structure means that studying during 1st period i.e. WAT Course is very intensive.Given these aims, how do you feel the WAT Course concept worked? How would you change it?

Number of respondents: 18

Responses
I liked the course because it introduced all the different study paths well. We also had a lot of interaction (as much as online is possible), which made getting to know others easier.
Because I had quite clear vision what I wanted to study from the WAT courses, I think that the first course didn't change my vision. However, I think that it was nice to go through all of the study paths. Because of the global situation I think that the getting to know each other didn't work. I got to know the people I was in a group with but other groups are still a mystery to me, so maybe next year there could be more mixing with the groups like in the middle of the period for example.
For me it was great. I had to quit my job to be able to attend every day, but that was something I had already been planning to do. For someone else it's not an alternative and for them the course must be brutal. I think it was a great intro to the themes and gave me an idea what to go for after the course.
As mentioned in my previous feedbacks, I really like how WAT Course is designed and I would also appreciate it if possible, WAT could include one session for industrial training, where WAT could already connect/ build networks with certain industries/ government agencies, and WAT students could have some training and exposure to Finnish work life.
I really liked the concept it was easy to start and choose the courses and I would not want to change anything.
It was a good introduction course, It would have been very hard to know what courses to choose otherwise.
It was a good start, especially for those who came outside of Aalto. WAT Course really helped me to figure out what I was interested the most, and therefore courses were easier to select. The course was not that intensive, as it was said well beforehand not to take anything else to the first period.
The WAT course was a great start for us. The first period turned out to be the least intensive period for me as we only have one schedule for the course and the information provided was not that heavy like in further courses. I love how we started a theme and closed it within a week to prevent the accumulation of tasks. It seemed intensive from the beginning but it did help me to prepare for a higher amount of work load in further periods. The course also let us to meet almost all the teachers in the programme and helped me to know which paths that I like.
It worked well it least for me.
I liked it! It was very intensive and I am happy that it is not how all periods are, but in my opinion it was organized well and it was nice to have a solid start and to get to know both students and teachers already in the beginning. I also think it gave a good overview of all subjects even though there were lots of both theory and methods as well as identity skills.
Aim 1 was achieved well. The course helped me to understand the study paths better and to realize where my main interests are. Aim 2 was not achieved that well due to online working: I only got to know my own peer group and not that much the other students. I guess, that in classroom teaching this would not have been a problem. But if the online teaching continues, something should be done to this as well: for example, more group work and discussions done in mixed groups, not just peer groups. Aim 3: It was nice to be able to start the individual study path already in the second period. The 1st period was not that intensive after all when comparing to the following periods, especially in comparison to having 3 separate 5 credit courses but also in comparison with having 2 courses. As everyone had the same schedule and no other courses it was easy to do all the group work together, there were no overlapping deadlines etc., and the course was organized so that usually we did not have to work that much outside the hours from 9 to 16 (apart from the waste water + GIS week, which was quite heavy).
WAT course is great. I liked the theme changin weekly and getting and introduction to the different themes every week. It was also good to work in the same group, as I learned a lot about group working and how to develop it during the course. The first period with WAT course is indeed intensive, but now even 2 courses / 10 credits might be the same amount of work or even more, so I don't think WAT course is "too much". It was good that the deadlines for all of the assignments was usually during the same week, so there was no extra from the previous weeks left when a new week and theme started. It's also really good that we then get to start our own study paths already in the 2nd period. Overall, WAT course is a really good start and well-structured.
Given the fact that we are free to choose our courses, I believe the WAT Course is essential. I was able to see the structure of my future studies, as well as the content we would be expected to produce before I actually made a study plan and took any individual courses. Also, especially in this online environment, it was nice to get to know my coursemates before we took individual paths. It was however a stressful beginning, full of responsibility right from the start, so I would maybe try to make it more clear for the students that this is for them to get accustomed with their future studies.
I think this was a good concept, as it gives you the necessary knowledge to continue your own path in the program consicely in one period. It is also good to have a course with all new students so you get to know each other.
1) This worked very well, the course provided a good start to every aspect of WAT and helped with choosing later courses. 2) Due to everything being online this was more difficult. It's difficult to connect with fellow students when you can't ever see them in person (except that one time there was a lab). This will chance as certain circumstances end. 3) This worked well too. I would have had no idea what to pick next if it weren't for the WAT course. Overall, the intensiveness of the studies is a fair drawback to what the course provides.
I worked well, and I do not think that studying during the 1. period was too intensive.
I actually do not think the first WAT course was too intensive - I struggled more taking three different 5 credit courses in one go compared to the 15 WAT introduction course credits. 1) This worked well, I think the detail was just right. 2) I think this worked as well as it could given the pandemic. Perhaps next year it would be nice to organise some kind of catch up day (or suggest this to the guild) so that we can meet each other in person. 3) This was a very good thing about the course, it really helped me choose my courses. There is nothing in particular I would change drastically about the course. Maybe it would be nice to mix up the groups halfway through, as we did not get to meet each other, so this would be a way to get to know more people throughout the course.
I think it worked well and the first period was very interesting. It would have been nice to get to know other people too and not just those who were in the same group since there was no possibility to talk to anyone else remotely. The first period felt even somewhat easier because there was a clear schedule for everyday and breaks from the lectures which also melt less time just studying alone (compared to other periods). But after the first period it wasn't really clearer to me which path interested me the most and I just took the courses the fitted my schedule.

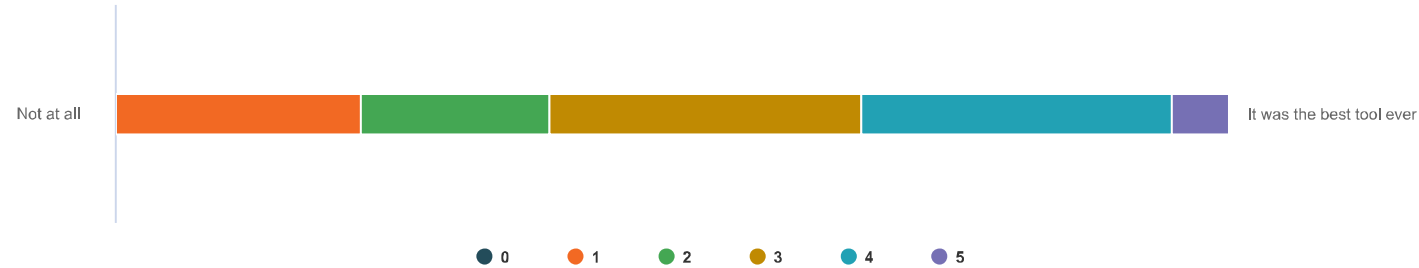
13. Our WAT portfolio and mentoring process includes the following main parts/phases:1) Writing the portfolio2) Getting feedback on your portfolio3) Meetings with your group and your mentorHow do you feel this process works as a whole? How would you improve the portfolio process so that it has more relevance for your learning and career planning?

Number of respondents: 18

Responses
I feel like doing the portfolio is good for reflecting and stopping to think about future. I like that the structure of the portfolio is quite free and everyone can do a portfolio they feel the most relevant
I think that this is nice concept but I'm still not sure how it has helped me in my studies and career planning. Also I think I haven't gained much from the meetings because I probably didn't know what to ask. I think that since I came outside Aalto to master's program I don't have similar knowledge about how the school works and what courses we could take for elective studies and how to search them by content. I understand that we are adults now, but some kind of quick introduction to the world of Aalto would be nice to have for those who come outside. (Not sure id this was relevant for this question :D)
Writing a portfolio is a repulsive idea for me but I understand how it is a good method. During covid-19 I feel like I would have liked more mentor group meetings but maybe it's just the lack of meeting people in its entirety.
It's good and I would say it makes the whole WAT course more complete to have this portfolio and mentoring session as the course does not just focus on WAT field related knowledge but also the students' career development
To be honest I forgot about the portfolio and I have a hard time remembering to fill it up maybe some reminder after every period would be necessary or give more structure from the beginning. I would also have wanted a mentor which had more with my advance studies to do, because now I didn't get as much out of the meeting with the mentor. SO maybe choosing the mentors based on the study path you want to have
It is nice to discuss the portfolio but hard to write it.
All parts have their place. Sometimes it feels useless to write the actual portfolio, if writing is not good way for you to think. However, the result will hopefully be useful in the future. The feedback was very good and detailed, also group and mentor meetings have been useful.
This process was a great idea on how to reflect what I have learned and gained throughout the whole process. I would like to have more meetings with the mentor and the group so that we can understand each other more than just 2 short meetings for the whole year. In addition to the portfolio, maybe CV should also be included in this process as I think it would be more useful and practical. Some tips on how to write a cover letter (express our motivation) also can be considered.
Acceptable
Portfolio has been a very useful tool for me even though I was a little sceptical about it. Getting feedback from it was nice and useful and gave me new thoughts and ideas. However, I didn't necessarily benefit so much from the mentor and mentor group meetings (outside of course related group work) because they often felt forced. I believe that in previous years they have been organized in a restaurant etc. which sounds much more relaxed and nice than a Zoom meeting.
At first, it was difficult to start working with the portfolio and I did not have that much motivation. However, after starting, I realized that it actually is quite fun to write it and it helps me to organize and understand what I have learned so far. However, I still find it a bit difficult to tell about and put into words my career plans and things I would need to learn, but for reflecting my learning from the courses the portfolio works well (at least if I had time to write it after each course...). Maybe this is something the portfolio process could focus on more: helping in career planning process, as currently I think that the mentor meetings for example have focused on the studies. Getting feedback and meeting with my peers and mentor was also quite useful as it is so easy to underestimate my own expertise, so it was good to have feedback where this was also pointed out. It was useful to get feedback also about how to improve the portfolio.
I hope the portfolio process would be more interactive (i.e., even more discussions etc.), as now I don't feel very motivated to do it, because the main focus is always on the courses. Some additional material, articles and videos, might be nice and supportive as well. The mentor and group meetings so far have been great!
The portfolio is an interesting concept, which I feel will prove useful in the future. I have enjoyed the process. Even though I know it would be time-consuming, I would introduce more sessions around the year to deal with the portfolio because they are far apart and it is easy to forget to develop it (unless it's the night before the deadline).
It is nice to have the mentor and mentor group. It might be nice to have a mentor in the field of the study path you are most interested in, but it can be difficult to know which study path you choose when the mentor groups are assigned. On the other hand it is also nice to have a group with different study paths represented.
The process works fine as is. There could be more incentives to motivating students to doing the portfolio and communicating why it's relevant.
I especially enjoyed the meetings with the mentor
All of these things worked fine. I think I got good feedback about my portfolio. Maybe a peer review of the portfolio could also be good, to get perspectives from other students. The discussion we had was probably not enough, as we did not have time to prepare any feedback.
Honestly I keep forgetting that this process exists and I still somewhat confused what to do with the portfolio. Some of the guiding questions feel quite hard and abstract. I think I would benefit from more concrete questions and steps that are clearly linked to some practical goals.

14. How well did the portfolio process facilitate you to think about your learning and to select suitable courses?

Number of respondents: 18



	0	1	2	3	4	5		Total	Average	Median
Not at all	0	4	3	5	5	1	It was the best tool ever	18	2,8	3,0
	0,0%	22,2%	16,7%	27,8%	27,8%	5,5%				
Total	0	4	3	5	5	1		18	2,8	3,0

15. The objective of the portfolio group was to provide you a peer support but also to gain understanding on the diverse expertise you have due to your different backgrounds. Do you think this objective was met? Why/why not?

Number of respondents: 18

Responses
The objective was met ok. Of course, online meetings make interaction a bit more tricky.
Maybe the objective was met but I just didn't gain much of it. Because the corona situation I think that everything has been very independent and peer support hasn't been working that well. However, I have no idea how it could work better in online situations.
Our group happened to be quite homogenic regarding our course choices and backgrounds. I still have no idea what people do on the track that I have not attended.
Yes, I would think so in a non-covid situation. But with the online situation, the peer support does not fully work as it we don't interact other than study related matter.
This objective I think was met and this was the part of the portfolio process I most enjoyed. It was also very nice to talk to some classmates about our studies as I didn't know anyone from the beginning and the corona situation made it difficult to get to know new people.
I don't think that the objective was met the discussion in the peer support meeting was a very monitored and the meeting was very short, it might have worked better if it wouldn't have been online.
Not really, maybe there were not too many group meetings.
I think this was a great idea to understand the diverse expertise from people from different backgrounds. However, again I think we might need more meetings as we now are in a remote condition (lack of motivation for further discussion) and we don't have a chance to talk directly in class.
yes
The objective was met a little bit. There were some useful and interesting conversations with the group especially during the WAT course but I believe those discussions would probably have also happened without this specific process. But then again, I believe that in normal conditions this would be very useful.
Not really, there has only been one short peer group discussion about the portfolio process, and I think it did not help me to gain understanding of the diverse expertise we have. For peer support, the meeting worked better.
Yes, absolutely, the idea behind the forming of the groups is excellent. It was really great to work with people from different backgrounds.
It was somehow met. Again, I believe that more meetings would have put us more in contact that we could learn from each other's background and choices. But this has also been a year of online meetings so it hasn't been exactly easy to talk.
I think the idea is good. It was good in the first WAT course when getting to know your group, but we haven't had so much contact afterwards. It might be different if the studies are not remote. Anyway, I think the portfolio group is nice to have.
It worked well, as the group did map their expertise in the very first week, and thus gained a good picture of the group like that.
sure
Yes, except we all had similar backgrounds, being similar ages and studying similar subjects. But we shared experiences from our previous studies and helped each other regardless.
I think we have noticed the diverse expertise more through the courses. We had a short chat with the mentor group that mainly went through topics that we already knew about each other. So I think the objective was met but not necessarily thanks to the portfolio group.

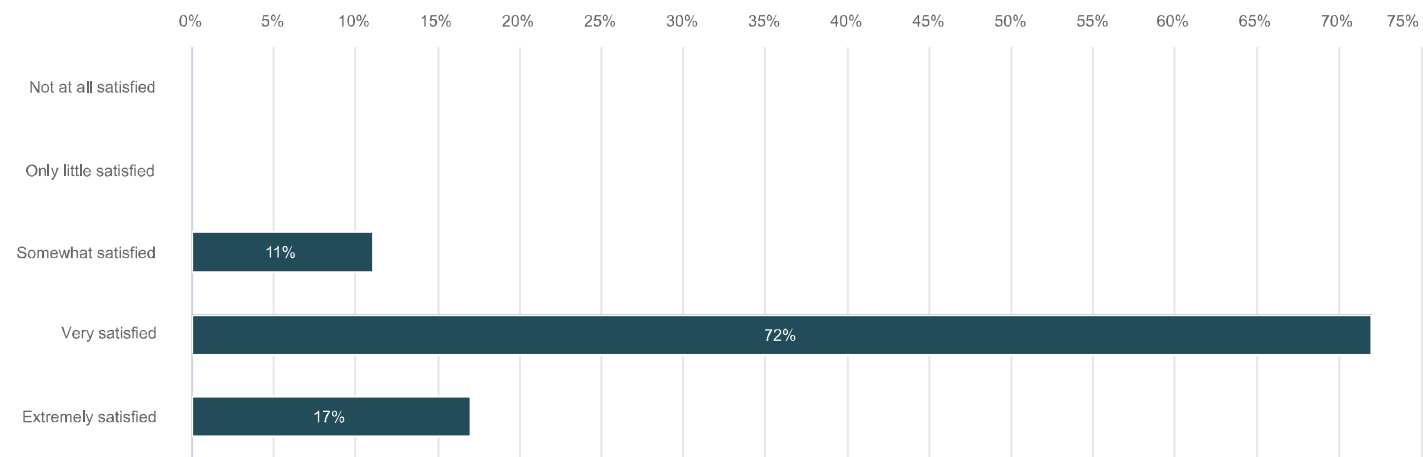
16. Do you feel you are starting to establish your own professional profile in water and environmental engineering field? Why / why not

Number of respondents: 18

Responses
Yes, I feel that the selected study paths have started to shape my professional profile. However, master's thesis is still a big part of shaping it.
Not yet. I did got a summer job which is in my own study field so propably after the summer I could answer yes to this question.
Just a little. But I'm less than half way through the program. I think all these courses are quite shallow and anything I'll do for work in the future, I will have to learn almost from scratch.
Not yet as i would say it's hard to penetrate into Finnish water and environmental engineering filed due to language barrier.
Yes, I think so, because I know which path to focus on and how to reach that goal.
A little bit, but I still don't feel that I know so much.
Yes, I am certainly more confident than in the beginning of the year.
I will take part in a job this summer at school. I understand that the margin of this field is quite small, comparing to other fields. As an international student, I feel a bit harder to get a job in this field, especially in Finland (the jobs are quite limited). I have sent several applications for positions in Finland. However, I understand that studying will act as firm foundation for me to prepare for any challenges in the future. If I got a good background, then taking a step into my own professional profile in water and environmental engineering will totally be possible.
Yes
I am a little uncertain, because I haven't gotten a summer job at all which has made me insecure about me as a professional. But in terms of my studies, I think I have a good idea about what I want to study and what I am interested in.
Yes, I think I am starting to have an idea of my professional profile in the field, as I am starting to realize what are my strengths and weaknesses, and what are my knowledge and skills related to the field at the moment. However, I am still a bit unsure about my expertise, it feels like there is some much to learn and employers expect many things from us.
I believe it is gradually starting to form, when I learn more about the field and develop my own specific interests.
I believe I am. At least, I feel more confident in my expertise and knowledge. It is not nearly enough, but it is a start. I have now explored some of the career paths I would like to take, and I have a better idea of what to expect.
I feel like I have learned a lot about the field in the past year. However, I still feel there is a lot more to learn and it would be nice to have a longer time than 2 years in the masters program. I feel like I did not learn so much of the field in the bachelor's program (energy and environmental technology), so most of my knowledge on the subject comes from the one year of studies in the master's program. Overall I think the first year of WAT studies has made me feel like I am starting to establish my own professional profile in the field.
Yes. I have a picture of my specialization already, and will fill some more niches once the next year begins.
Yes I do! Thanks for an interesting year.
Sort of, as I have an internship from 2018 (so I already have some experience). I'd consider doing my thesis within industry to further enhance this, however.
A little bit but not quite because there I haven't been able to learn about what interests me on my own and mainly just done what have been asked. But I think I've gained knowledge so that it's easier to start figuring out my professional profile more precisely.

17. How satisfied you are with the WAT Master's Programme as a whole?

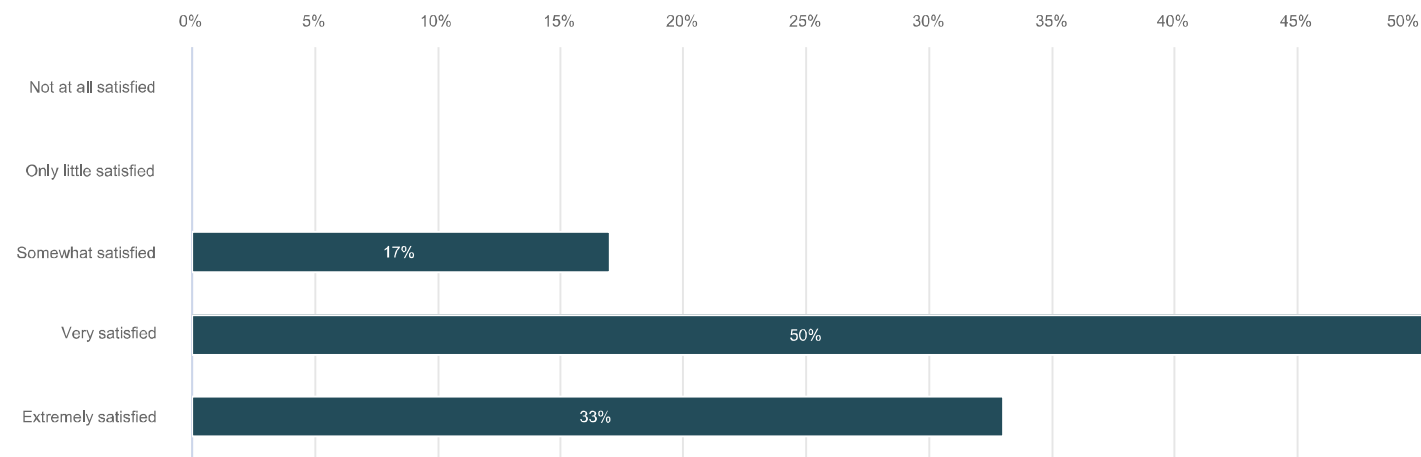
Number of respondents: 18



	n	Percent
Not at all satisfied	0	0,0%
Only little satisfied	0	0,0%
Somewhat satisfied	2	11,1%
Very satisfied	13	72,2%
Extremely satisfied	3	16,7%

18. How satisfied you are with the teachers and teaching methods as a whole?

Number of respondents: 18



	n	Percent
Not at all satisfied	0	0,0%
Only little satisfied	0	0,0%
Somewhat satisfied	3	16,7%
Very satisfied	9	50,0%
Extremely satisfied	6	33,3%

19. Please, elaborate on your previous responses shortly:

Number of respondents: 14

Responses
Because nothing is ever perfect I answered so. But overall I have very much enjoyed studying in WAT program and all of the teachers I have had have been very nice and inspirational.
I came to this whole university to study environmental engineering. This is the programme that adverts to teach it. Still, there are no courses about it.
I like that the teachers are generally quite positive and approachable. Whatever questions that the students ask, it's always answered with a "good question!but....." kind of answer. Which is quite encouraging.
I like the project approach in most of the WAT course as this are very near real life work projects and I like that the grades comes from several sources leading to a fair grade based on many aspects and not only one exam.
I think that the program is very clear, there are three different lines which are easy to follow. However there could maybe be more courses per study line.
Very good teaching in all courses! It felt like the lecturers really had time for us and our questions. However, there was so much group work so it was somewhat hard to get the best grade from certain course.
I enjoy the variety in the teaching methods that the teachers provide and how supportive the staff are in every situation. The only negative thing might be the workload is a bit high, but kinda worth it as I learned a lot from all of the assignments.
About 17: It is nice to be able to choose the courses freely and create my own combination of them based on my interests. However, in two study paths out of three (water resources and water and wastewater management) the courses seem to be quite linked and forming a whole whereas in the third one, they feel more like separate courses, which makes it quite odd to call it a path. However, mixing and combining the paths creates good combinations and thus the water and development path well complements the other two. About question 18: The teachers are experts of their fields, they have put effort to organizing the courses and they have been very eager to provide help and support for course assignments etc., which shows that they really want us to learn and understand. The courses have been very interesting and well organized, and I have learned a lot.
I'm very satisfied with WAT. The courses are interesting and well-structured with different kinds of learning methods to support our learning. All the teachers and course assistants have been great and devoted to teach and guide us students.
I think the program is well planned and the courses are relevant. I also like that the amount of students is not so large, so you get to know your class mates and teachers better. The teaching staff is also good at teaching and supportive of the students. The teaching methods are varying, it is nice to have both lectures, group work and also lab work.
Q17. The programme is varied, but I would have liked to see more environmental studies, since now it's mostly water-related. Q18. Clearly some people, still, after one whole year, don't know how to utilize online teaching tools properly. That's a minority though. Some courses did not have lecture recordings at all (which should be a no-brainer).
The content of each study track is very different. Having very strong interest towards only one track made it difficult to choose courses that would support the track that I was most interested of. Sometimes it feels a bit overwhelming to study so many different modelling programs, even I feel quite confident with computing.
I really enjoyed the subject content of all my courses - there wasn't one I really disliked. My only criticism would be that I ended up slightly fatigued from online learning, but I'm not sure there's anything that could have been done to mitigate this. I enjoyed going to the laboratory for a couple of courses, and I partially changed my study plan to take these courses as it was refreshing and beneficial to be there in person.
Very helpful teachers and support is always available, many different teaching methods have been applied which has made the learning process more interesting, wide range of topics covered although some excersises have been quite laborous or even confusingk

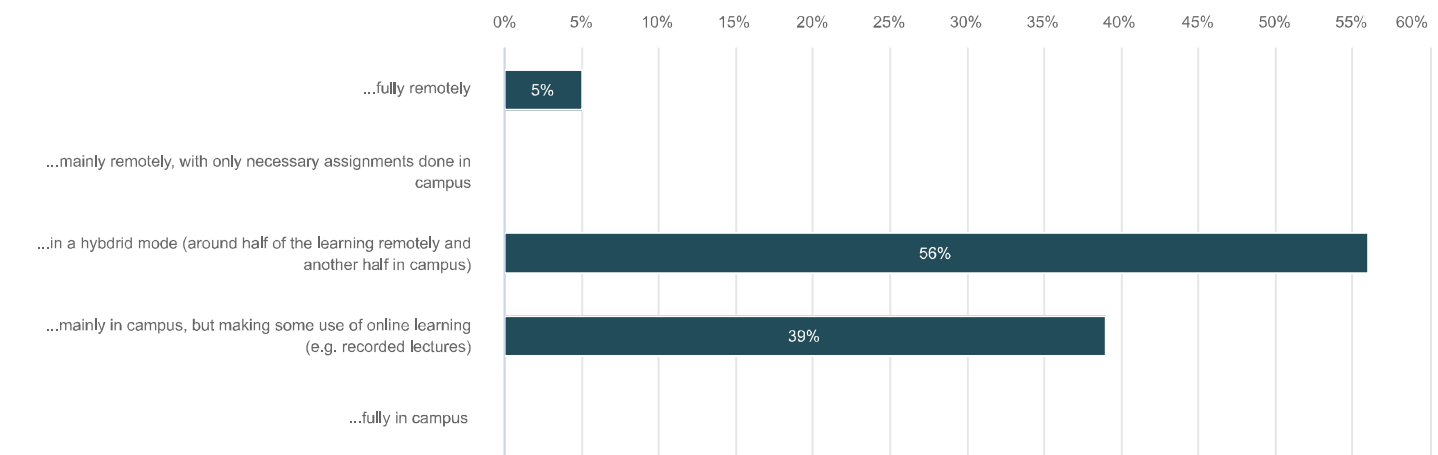
20. Online teaching & learning due to the COVID-19 pandemic: How did you experience studying remotely online in WAT programme? What worked well and what should have been done differently?

Number of respondents: 18

Responses
I like studying independently so it worked well for me. For example recorded lectures suited me a lot better than physical ones. I find concentration difficult on physical lectures. Best would be some kind of mix between online teaching and live group work to have some kind of social interaction.
The social interaction hasn't been there because getting to know each other really needs some face to face interaction. But I think that overall everything has been working okay with the lectures and having them recorded has been helpful. However, the exercise sessions in online situation have been a bit odd, meaning that in normal classroom teacher could walk around and see what we are doing and correcting or clarifying something if he/she notices that we/I have misunderstood something.
I think it's gone well. Teachers could finally understand that showing videos in zoom is never working well. Just post the link to the chat.
When conducting the lecture, i prefer using zoom than Teams as Teams is rather slow and needs more computer power. All the breakout rooms session and using miro is good.
It was difficult as I would have wanted to get to know more people from the field I study. Also group work have been tricky to organize or to get into contact with all the group members. The lecture however have been okay but it is sometimes har to concentrate on a 3,5 hour lecture at home. The exercise sessions have also been hard especially when doing some modelling and wanting to ask for help or showing the progress. Asking for help have also been harder online.
In general I think that the teaching has worked well online the professors have been very supportive. Exercises take however much more time, when doing them all alone without being able to reflect with the other students the same way as in a classroom.
It has felt very overwhelming. The lecturer cannot see when the group is too tired to listen and focus on the topic. Maybe the lectures could have been shorter and some of the time reserved for the lecture would then be used to do the exercises in groups? Recordings of the online lectures should be mandatory as it is so easy to do.
The experience was quite nice as I didn't have to spend more time travelling to the campus. I felt a bit more confident to talk and express my thoughts online than if we have lectures offline. I appreciate the way that teachers put many different online tools and teaching methods to encourage the students' discussion and keep us motivated throughout the courses. The breakout room works very well to me as I have a chance to ask the teacher privately. However, since everything was online, I would expect more technical support from the university. I would like to have more chances to use the campus facilities, as now everything was highly independent on my own device and sometimes it does not work very well. Some field trips that were organized online can be arranged offline again when the situation becomes normal.
It was better than I expected.
In my opinion it is often very difficult to be productive in my own apartment and I miss having the opportunity to study with others. Lectures work well as remote events but any exercises or group work (other than short breakout room assignments) are so much easier in person. I think that mostly WAT courses have been well organized even when in a remote setting. I especially appreciate that lab work was possible to do in the lab.
Primarily, everything worked very well. Of course it is more difficult to get to know my peers when working remotely and discussions are not as natural as in real life, but there is not much to be done to make this any easier.
Even though mostly everything is remotely, there has been a lot of effort to make it work and as interactive as possible, which has been very positive to notice. All the teachers and course assistants have been great and devoted to teach and guide us students. In the courses with laboratory work, there has also been a lot of effort to organize it as safely as possible. Based on experiences from students from other programmes, I feel like WAT programme has very successfully organized the online teaching. If something should be changed, I would propose taking extra care that there are enough breaks (sometimes there is not enough time for them or they are very short). Also the need for support sessions seems to be higher in the online studying, so more of those would be often warmly welcomed.
Besides creating some difficulties with meeting my coursemates, I really enjoyed online learning. I realised that I am able to pay attention more than in class because I was in my own environment. I did not have any distractions, tiredness from travelling and so on. I was glad that a lot of guest lecturers were able to attend our meetings which maybe would have not suited their schedules were it not for the online environment.
It did work quite well, because the teachers were good at using the online tools and were enthusiastic. Of course it would be nicer to study at the campus, but under these circumstances I think the online teaching was very well done.
Everyone is tired of online teaching at this point. It's worked fine, but most people would prefer it being on campus. Most teachers handled the tools well, but some are less familiar with them, and could use some tutoring. Also, some courses utilize too many online platforms for no reason (Like both Teams and Zoom during the same course).
Worked surprisingly well.
I enjoyed the year regardless of online teaching. The lecturers in particular were always available to help when I was stuck, which I really appreciated. Allowing labs to still take place was also great. It was also good that lectures were readily available and recorded. Perhaps the assessment method of group presentations became slightly tiring as the year progressed, as these featured in nearly all of my courses. I'm not sure if this would have been the case anyway without the pandemic.
Overall experience has been good if you think about the circumstances. It was nice that we had a lot of project work so the studies felt quite social and it was easy to get to know more people, although I have sensed people tiring up to short breakout room discussions and now most people put less effort to them than in the beginning of the year. It's also harder to ask for help even though there are possibilities in Zoom/through email and because most people have worked alone on the assignments they have felt quite laborous. So maybe I would have hoped for more examples on what the outcome should be or some steps and tips on where to find more info. It depends on the excersise ofcourse what could have been the easiest. And just a small thing but it's good to remember that some students have quite small laptop screens. In teams it's possible to zoom in but ironically in Zoom it isn't (or at least I don't know how to). So sometimes lectures and they recording are harder to follow simply because it's hard to read...

21. Thinking about your experience with online learning and future studying, please select the option that you fits your view best for the following statement: "If I had the choice, I would study..."

Number of respondents: 18



	n	Percent
...fully remotely	1	5,5%
...mainly remotely, with only necessary assignments done in campus	0	0,0%
...in a hybrid mode (around half of the learning remotely and another half in campus)	10	55,6%
...mainly in campus, but making some use of online learning (e.g. recorded lectures)	7	38,9%
...fully in campus	0	0,0%

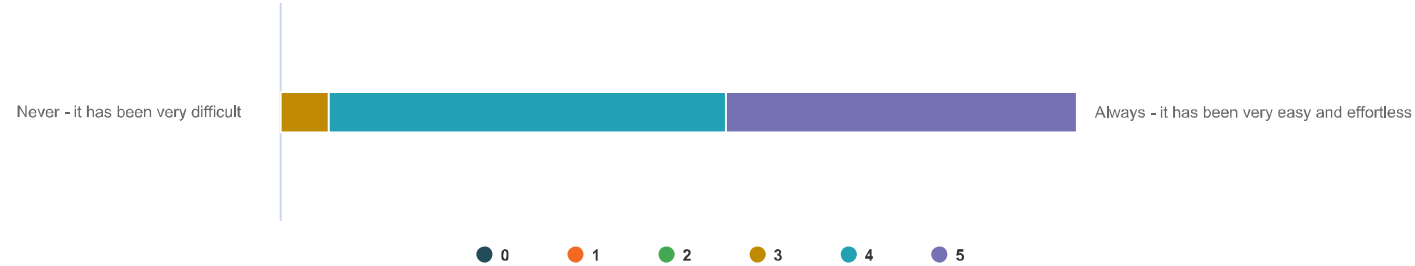
22. What elements of online teaching should be maintained in WAT courses also in the future?

Number of respondents: 18

Responses
Recordings of lectures. support sessions on teams.
Recorded lectures have been very helpfull so those are good.
Morning lectures :D Maybe all lectures, although I understand it's not nice for the lecturers. And especially recordings. I think course information has been easier to find now that these remote environments are the only environment. Maybe teachers have put an extra effort to it.
Teams for announcements and communications with teachers and peers is useful.
Recorded lectures
Some of the lectures could be online, I have easier to focus at home.
Recorded or streamed lectures, nothing else.
Recorded lectures Breakout rooms (private discussion with teachers) Online exams
Teamwork, access to virtual computers
Recording lectures and tutorials etc. Also having the possibility to sometimes study remotely would be nice.
Lectures could be recorded so that it is easy to watch them later if needed; or depending on the type of the lecture maybe even streaming the lectures so that you can participate even if you cannot make it to the campus. Flexibility and capability to organize some teaching sessions / group meetings etc. online or in a hybrid mode if needed. Course teams channels for asking questions etc. could be useful even when the main teaching would happen on the campus (at least for me this works better than the mycourses discussion forum sometimes used in some courses)
I really like that the lecture recordings are so often available. The possibility to use different elements of online teaching is good and should be utilized also in the future, I like the idea of the hybrid mode studying.
Definitely the recorded lectures. They have been one of the most useful tools I had this year.
In some courses online support sessions for exercises were quite good because it is easy to share your screen when doing for example modelling exercises or have some excel problems. In courses with mainly computational exercises it could be useful also in the future.
LECTURE RECORDINGS!!!! Please.
Recorded lectures and teams channels of courses
Maybe exercise workshops for coding.
Hard to say because I'm not quite sure what tools and practises were used already before. But there are at least many online tools that make learning together easier so the ability to ask questions in Teams and to share tips for the whole group even outside lecture would be a nice feature to have. And also that the informing related to the course would come to teams (or another suitable platform) instead of email where people can see each other's comments

23. During the whole academic year, have you been able to receive help and support from WAT staff members?

Number of respondents: 18



	0	1	2	3	4	5		Total	Average	Median
Never - it has been very difficult	0	0	0	1	9	8	Always - it has been very easy and effortless	18	4,4	4,0
	0,0%	0,0%	0,0%	5,6%	50,0%	44,4%				
Total	0	0	0	1	9	8		18	4,4	4,0

24. What do you think should be changed in the WAT Master's Programme? Why?

Number of respondents: 18

Responses
The courses require a lot of work. 2 course per period feels like the maximum at least for me. thus, I think it requires a lot of effort and sacrifices from free time to get 60 credits per year and do well in the courses.
Maybe some mandatory check-ups in the middel of the course could help to avoid dropping out and having no clue on what is supposed to be done in the course. This could also help in all of the schools since dropping out has been quite heavy due to corona.
Get a professor of environmental engineering or stop adverting this programme as a place to learn environmental engineering.
(This question is quite similar to the previous question, which i feel that i have to keep on answering the same question again and again.)
More focus on the environmental side as this is still a part of the program name
A larger choice of courses.
Courses with prerequisites should be included.
Maybe the amount of workload should decrease a bit during the course as the study period was so short with such a high amount of information to be digested. I would love to see some sessions on different opportunities for students during studies or after graduating (e.g. job application or PhD application). Some lectures are a bit too long (more than 3 hours), therefore, I think some kinds of common activities during the break can be done together (only when we are studying online, this would be fun and help me to refresh my mind). Provide more opportunities for students to use campus facilities if possible would also be very valuable to me.
Everything is fine
Nothing really.
Regarding the 3 study paths, it is a bit odd that in both Water and waste water and Water resources path the courses seem to mainly form a coherent whole but Water and development path seems more discontinuous and the courses are more separate; this is something worth mentioning more clearly, as I think that mixing these courses with the courses from other paths forms a better entirety than thinking these courses as a "path", but this might not be clear at first when thinking about which courses to choose. Or maybe the three "paths" could be even called something else than paths as the term "path" sounds like it would be something you should strictly follow which is not the case here.
Quite often I worry about the work load, but I guess it is the same in every program, as the courses and periods overall are so intensive.
I think the environmental study path should be developed more. Now, I have to take some courses which I am not particularly interested in just because of the 30 credit requirement. The major studies have a definite accent on the water than on the environment, and I wish it were a bit different.
Only thing I come up with is to have also some more courses from the environmental engineering side.
More environmental studies. It would be interesting and provide more variety.
Consider connecting themes (not identity skills) between the study tracks.
Nothing drastic.
There are quite many questionnaires and other possibilities to give feedpack after every course (I think there was three after the first one) and I feel like this is taking quite a lot of time and there is often nothing new to say. So I would prefer less feedpack forms and shorter questionnaires

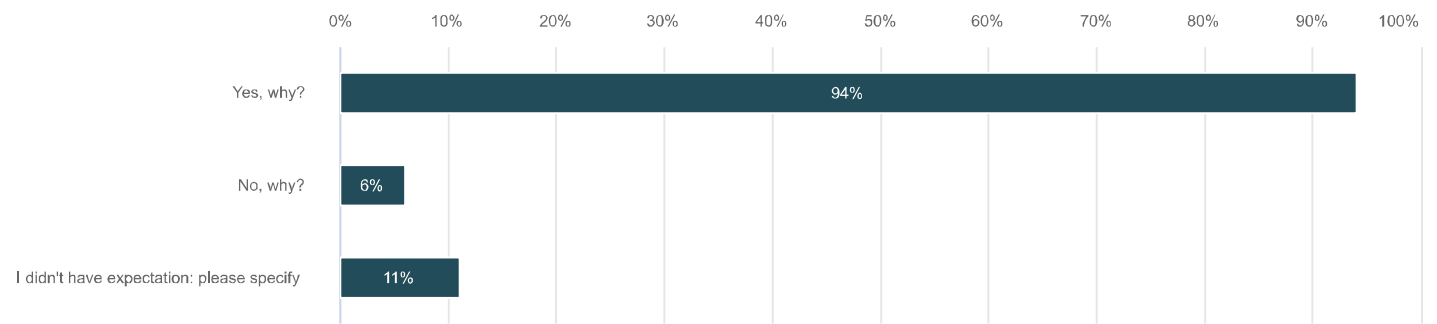
25. What are the things we should maintain in the programme, and why? In other words, what is already working well in the programme?

Number of respondents: 18

Responses
The first-period common course works well.
It's nice that the first course introduces the whole program and especially those who probably don't know yet what they want to study I think WAT course introduces everything quite well.
The tracks are quite clear. Freedom to choose the courses.
So far it's good.
The way the courses are structured and the easy communication
I think the program in general is very good.
There are not too many students in the courses so teachers really have time for us all.
The diversity in the teaching methods. The way that all the assignments are connected to gain the learning outcomes. The software included in different courses. How supportive the staff are
The program is well structured . There should be more elective courses in various subjects.
WAT course, lot of group work and interactive teaching.
Interactive lectures, a lot of group work, not so many exams. Communication and group work skills are important in working life as well, and exams do not represent real life that well (it is not about remembering details by heart but understanding bigger pictures and being able to apply your knowledge into practice).
WAT course is good - even though it is intensive, it allows us to start our own study paths soon. The study paths are also presented well and the courses form a good combination. There are always several learning methods in the courses, which is really good.
I think some of the great things about this programme are its freedom and realistic projects. I appreciate we can develop our own study path and I like that our assignments are complex and they try to develop a multitude of skills (not just our memorising skills, as is the case often with exams).
The structure of the courses is very good (15cr WAT course, organization of courses into different study paths and that the courses are planned so they don't overlap each other.) All the courses I have completed have also been very interesting and felt relevant.
The WAT course. It makes the program very open-ended and gives students freedom of choice.
Mostly very good level of teaching!
Flexibility to choose different courses is great. I like how there is lots of group work. I think the amount of lectures is also just right.
Division to different paths inside the program from which it's free to choose from and I did like the first course although it was intense.

26. Has the master’s programme met your expectations (you can choose several options)?

Number of respondents: 18 , selected answers: 20



	n	Percent
Yes, why?	17	94,4%
No, why?	1	5,6%
I didn't have expectation: please specify	2	11,1%

Answers given into free text field

Option names	Text
No, why?	Lack of environmental engineering
I didn't have expectation: please specify	I am positively surprised how much I have learned during a year.
Yes, why?	I got to know the courses already after I recieved information of study place and what I expected from them have been met.
Yes, why?	Mostly yes
Yes, why?	It was as I hoped more concrete than my bachelor studies and really interesting courses overall
Yes, why?	I have felt that what I have learned is useful.
Yes, why?	Yes, the programme is challenging enough and interactive.
Yes, why?	Overall, I was satisfied with the programme in the first year. I am still looking forward to having a chance to study in the campus offline to understand more about Aalto and the programme as well.
Yes, why?	I had heard a lot of good things from other students and they were mostly true.
Yes, why?	The courses have been very interesting and the topics have been similar as I expected.
Yes, why?	I expected innovative methods and state-of-the-art research, which I guess I have found in this Master's programme.
Yes, why?	I have leared a lot about water engineering, which is why I came here. The program was also well structured and the teaching atmosphere is good as there are not too many students on the courses, which gives more possibilities for discussion.
Yes, why?	I expected it to be a good experience, and it definitely was. I learned a lot throughout the year.
Yes, why?	Broad set of knowledge and practical skills

27. Any other comments or greetings?

Number of respondents: 8

Responses
Enjoy the summer!
Thank you for this year :)
Thank you for the first year in master's! It has been difficult but your effort has made it a great experience and I have learned a lot.
Really great work you have done in organizing the WAT programme. Big thank you, it has been a pleasure to study here. :)
I only want to say thank you for a surprising and pleasant first year.
Have a nice summer!
Nope, thanks!
Thanks to the teachers and course assistants for a delightful first WAT year!