

Notes added by Riikka Puumanen, 26.5.2019

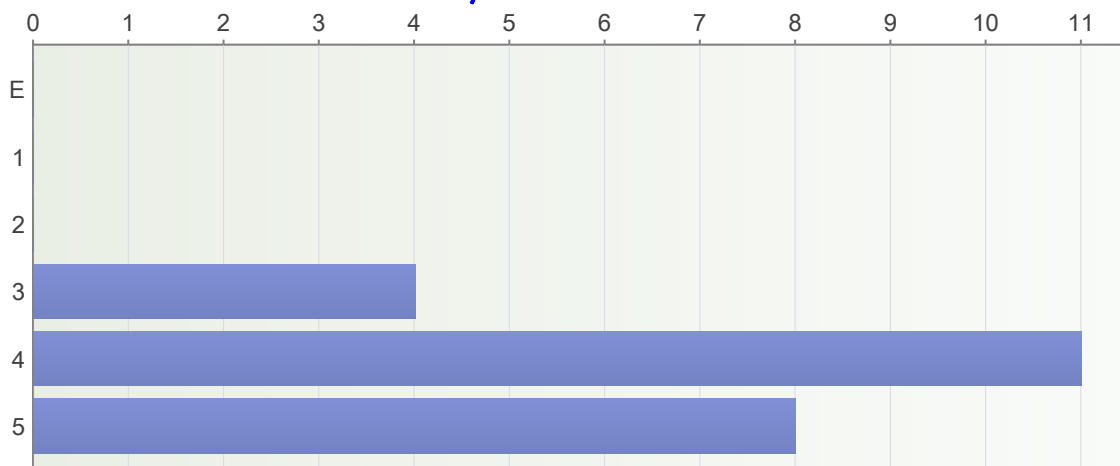
CHEM-E1140 Catalysis for biomass refining (2019-03-14 - 2019-05-10)

1. My overall assessment of the course E=Not applicable, 1=Fair, 2=Satisfactory, 3=Good, 4=Very good, 5=Excellent

Number of respondents: 23

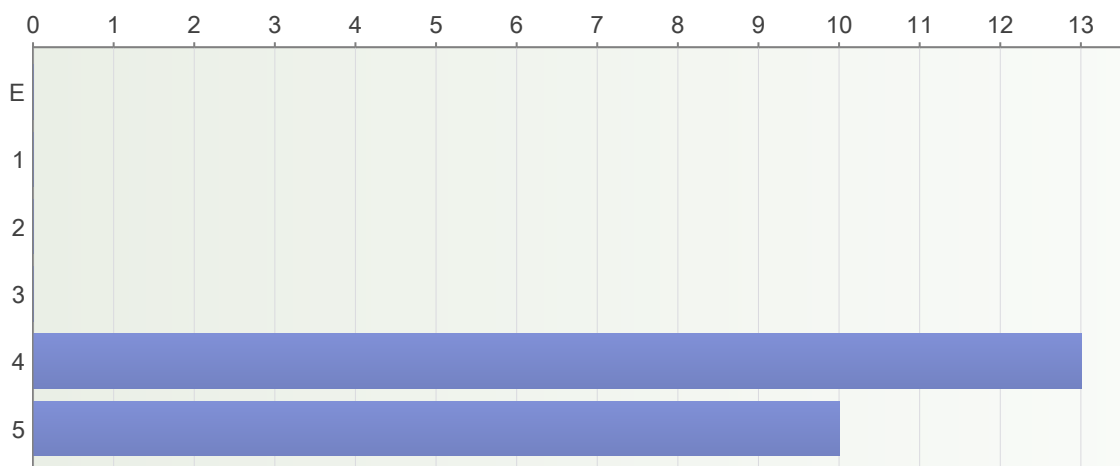
Warmest thanks to all who answered!
I see that the course is in a rather good shape now. The student comments help us to improve the course still. Maybe some good practices can be spread further.

average:
4.17



2. The teaching methods (lectures, labs, group work, online study, assignments etc.) supported my learning E=Not applicable, 1=Strongly disagree, 2=Disagree, 3=Neither agree nor disagree, 4=Agree, 5=Strongly agree

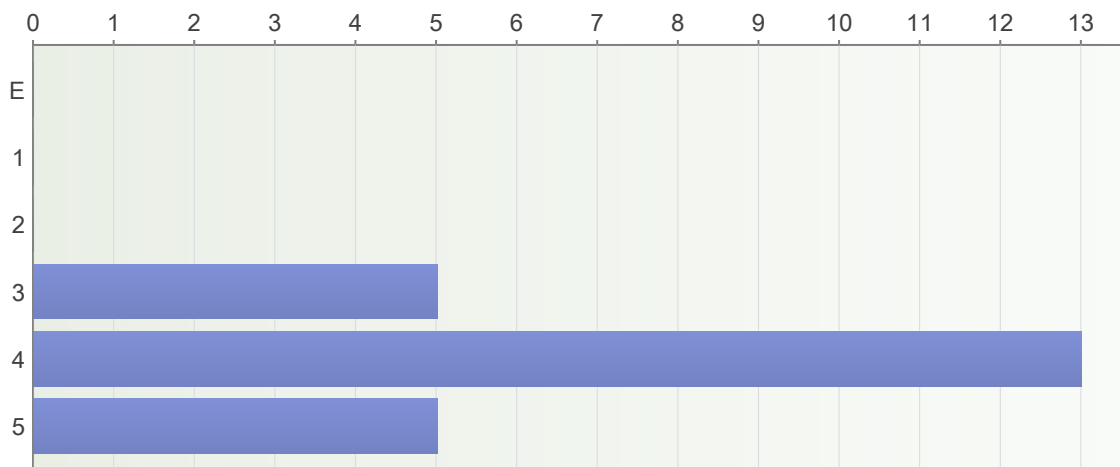
Number of respondents: 23



average:
4.43

3. I am pleased with my study effort on this course E=Not applicable, 1=Strongly disagree, 2=Disagree, 3=Neither agree nor disagree, 4=Agree, 5=Strongly agree

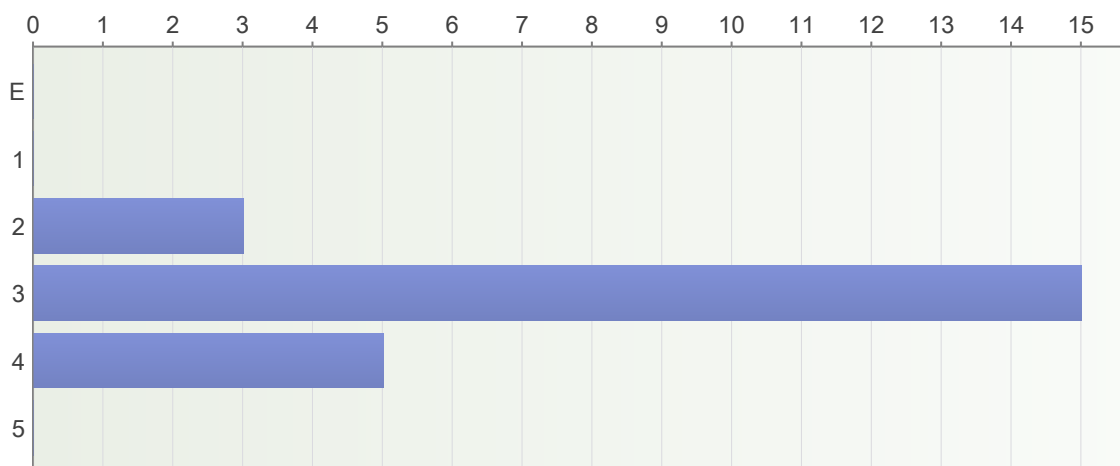
Number of respondents: 23



4.00

4. According to the guidelines, one credit (ECTS) requires 27 hours of student work. Compared with this, the completion of the course required E=Not applicable, 1=Considerably less time, 2=Slightly less time, 3=The right amount of time, 4=Slightly more time, 5=Considerably more time

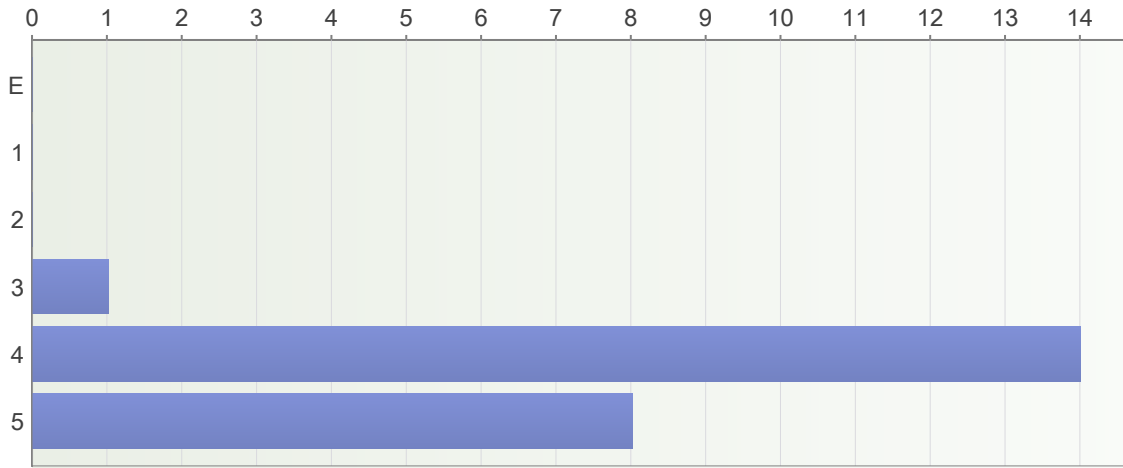
Number of respondents: 23



3.09

5. The course content and objectives corresponded to those of the course description. E=Not applicable, 1=Strongly disagree, 2=Disagree, 3=Neither agree nor disagree, 4=Agree, 5=Strongly agree

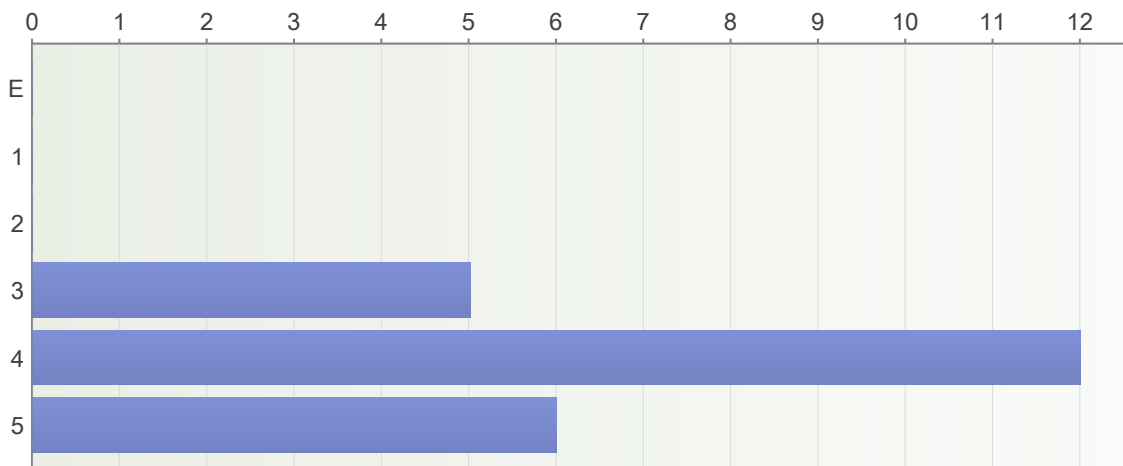
Number of respondents: 23



4.30

6. How was your study motivation affected by the course? E=Not applicable, 1=It suffered notably, 2=It suffered slightly, 3=It was not affected by the course, 4=It improved slightly, 5=It improved notably

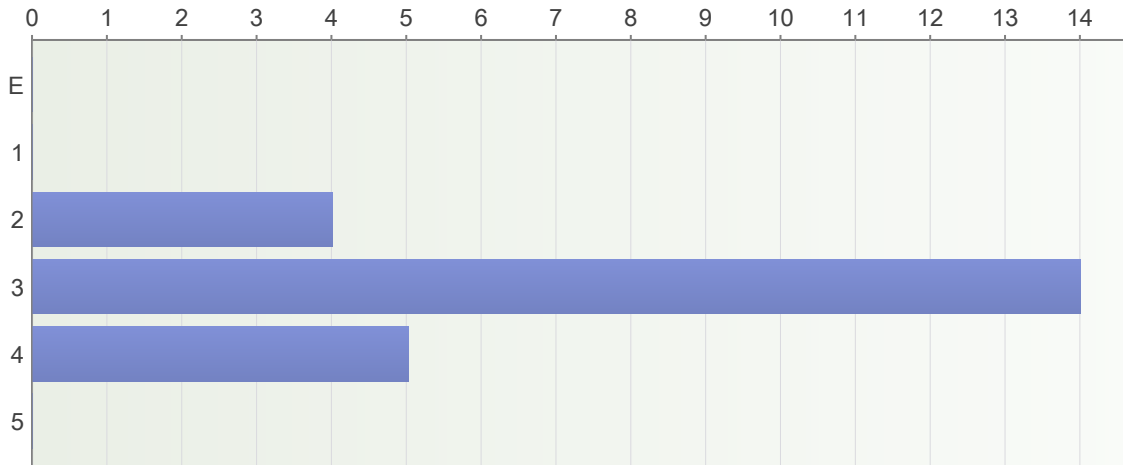
Number of respondents: 23



4.04

7. Compared with other courses of similar level that I have completed at the school, the course was E=Not applicable, 1=Considerably easier, 2=Slightly easier, 3=Equally challenging, 4=Slightly more challenging, 5=Considerably more challenging

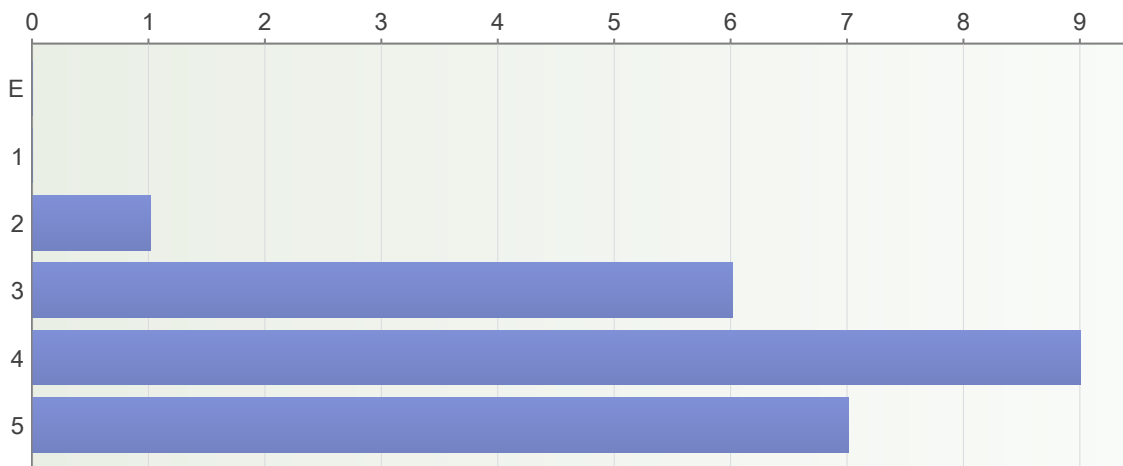
Number of respondents: 23



3.04

8. The course enhanced my general skills (such as teamwork skills, writing skills, problem-solving skills and a systematic working approach). E=Not applicable, 1=Strongly disagree, 2=Disagree, 3=Neither agree nor disagree, 4=Agree, 5=Strongly agree

Number of respondents: 23



3.96

9. General comments and suggestions (on such matters as course material, teaching methods, course arrangements, ways of completing the course/examinations and unnecessary overlaps with other course contents, or other matters).

Number of respondents: 16

- The quizzes and team work were very nice!
- It was good that we had to make the individual article task and then there was a group work too. It was also good that there were quizzes in MC and they replaced the exam.
- In this course, the varied way of learning are interesting and useful.
- The course material (presentation slide and some notes from other courses) is very good. Furthermore, I truly appreciated the videos in Panopto which allowed me to listen to the lectures even if I had to skip some of those because of overlapping.
- Methods are great, however the course is organized in such time that students have so much other stuff to do.
- The course was interesting and the teaching was ok. Some visiting lecturers were better than others. It was often assumed that all the students had studied a lot of chemistry even though this is not the case.
- Course was arranged very well. Panopto lectures were great, especially cause I had to skip lot of lectures because the work.
- The course was really well organized!!! I was really happy to get feedback from quizzes and tasks. All the teachers don't give feedback at all. Lectures were mainly interesting and clear speakers.
- The content of the course was really interesting and in my opinion it didn't have unnecessary overlaps with other courses.
- I really liked the course and the fact that there wasn't much unnecessary overlaps with previous courses. The catalysis course supported this one nicely.
- Group work was really nice and useful!
- The course was started on right time in 4th-5th period in which they are few number of courses to choose. So, I believe this is the good time. The format of quizzes to replace the exams was good. Course material could be detailed better in terms of good textbook. Teaching method is good but could have added with videos in the lecture slides to understand the students in more better way. The main advantages of the course is having no exam and conducted on appropriate time period. 😊
- No slides beforehand, but this has gotten better during the lecture
- Quizzes were great.
- The quiz was really helped to spent a little more time on my thesis and other course which was overlapping this course.
- Alternative method of examination was refreshing. Group work slots were very nice!

10. General feedback on the overall organization of the course (scheduling, instructions in the L0 slide set, etc.)

Number of respondents: 17

- Seriously one of the two best organized courses in biomass refining, the other one being catalysis
- Instruction slides were easy to find
- Scheduling was good. There was enough time to make all excercises.
- Good organization
- The course is well organized. Thanks to the accurate instructions of the Professor we had an easy guideline in order to complete the tasks within all the deadlines.
- Great! → agreed. Especially Individual article summary.
- The assignments were confusing when you had to submit the assignments to so many places.

MyCourses updates/emails were sent very frequently. Some of the information was unnecessary. Students already get many emails so the amount of emails should be limited in my opinion.

↳ thanks for this note it is a very relevant one. To be thought of, how to improve. (Too little info can also be a problem.)

- Some instructions were a bit unclear, for example individual article summary you had to copy paste things in many places and it wasn't really useful. Also used google docs could be more clear and peer evaluation should be anonymous.
- All instructions were quite clearly available.
- The contents of the course were really clearly said in the beginning of the course and it was nice that we could see how much points we get from different assignments. The scheduling was also clear in the beginning of the course. *↳ is this not self-evident that students get this info...?*
- This course was extremely well organized compared to other courses at CHEM. The scheduling was appropriate, and there was just enough time to complete all of the quizzes and assignments in time. The LO slides were very useful, and contained all of the necessary information. It would be nice to know something more about the grade limits (e.g. how many points is needed for a 5), but I realize that they are strongly related to the general performances on the quizzes and groupworks, and therefore impossible to give out earlier. Everything were perfectly organized and informed! *(correct: we just tell the limit to pass)*
- Overall organization of the course is good and satisfying because I have learnt clearly on the biomass to bio-oil processing aspects, pulp optimisation and heterogenous catalysts effects etc., and on many more aspects in this course. Scheduling was one the advantage in this course because by the time this course had begun most of the courses were ended. This makes not to overlap with other courses easily. Instructions were many and clear and also sometimes it is confusing of because of many submission places which was new.
- everything good
- The course was much better arranged than most other courses at the same level. The deadline collection could have been published immediately but that's about it.
- The organization of this course was really great. The professors and teachers have made huge effort to organize this course.
- The course was organized not well as some parts was not clear till the end. Instructions should be more clearly organized well before the course starts. *↳ true, too: clearly, some things could have been made still better. We aim to improve still for next year.*

↳ students have very different situations!

11. General feedback on the organization of MyCourses pages (such as: did you find easily the info and materials you were looking for? suggestions for improvement? how do the CHEM-E1140 MyCourses pages compare with other courses at Aalto [CHEM]?)

Number of respondents: 18

- It kind of messed things up that some stuff had to be returned to google docs yet there were no easily found links to the docs in mycourses
- Better than most of the courses
- MC page was clear and everything was found easily. This MC page was clearer compared to other CHEM courses.
- I easily found the informations since each exercise has its one page.
- As mentioned in the previous answer, I easily found all the information the I needed. Moreover, the MyCourse pages of CHEM-E1140 are in no way inferior compared with other courses at Aalto [CHEM].
- The mycourses (and mailbox) was in my opinion a little too full. That made difficult to find the most important information.
- The MyCourses page was ok and you could relatively easily find the materials. The panopto videos were hard to find at first. *(Location: default, at bottom right & oldest first ... how to change?)*
- Mycourses was sometimes a bit messy, but I found everything I needed. Use of mycourses was bit better than some courses because you evaluated the assignment quite fast and put used the grading system.
- All material was available but it sometimes felt that there was too much information in My Courses. Especially the Google Sheet summaries were useless and made it more complicated.
- The MyCourses pages were really clear and information was easy to find from the pages. In comparison to other courses' MyCourses pages CHEM-E1140 have better and clearer pages.
- I really liked that each part of the course had its designated section. Overall, the mycourses page was well organized.

⊕ the anonymous feedback boxes were open for submissions a few days after lecture. Maybe they should have been hidden after.

- MyCourses pages was confusing sometimes due to many submission places especially for the submissions in google slides, group work peer evaluation for certain group in MyCourses apart from the group work peer evaluation notes and individual reflection report which is in the group report section.

In my view I can suggest maybe for the key submissions it is good to create in the main menu instead in the subsections. Also, they are many submissions in the google slides which could be revised next academic year.

Also I can suggest whatever pdf we click it good to get downloaded instead of opening in the new tab

Also I did not understand the course feedback section in the MyCourses which does not open anything if we click on it, according to the lecture index number.

- best course concerning mycourses so far.

It was a lot of material though.

- Easy to use, mostly all of the individual returns for the literature works could have been mentioned more clearly.

- MyCourses pages were easy to follow and the information was easily found.

- There was quite large amount of information and it was a bit scattered.

- Course organizers should have done more homework before the course starts because then students will be more clear about the targets and procedure.

- It was quite easy to find the required information. A block diagram in mycourses could possibly make the assignments clearer. → a diagram to illustrate: a good idea

↳ some students have wished just the opposite: always open in new tab.

we used GDocs & Sheets but not slides

12. General feedback on the contents of the lectures (the first, second and last lectures were by the course teaching personnel and the rest by visiting lecturers)

Number of respondents: 15

- Very good and nice slides

- Those lectures I could attend were very informative and well-organized.

- Some lecturers spoke about the same topics but in general I learned a lot during the lectures.

- I really appreciated that most of the lectures are held by visiting lecturers. It's interesting because these classes were like a direct testimony, right because these lectures were explained by someone who actually worked in the companies presented.

- Contents were excellent!

- The lecture content was interesting most of the time.

Sometimes it was hard to understand the content if it included a lot of chemistry since I have only completed one other chemistry course.

↳ participants have varied backgrounds. Course is obligatory for some. No prerequisites, though. Should there better be, CHEM-E1130?

It was nice to have visiting lecturers.

Lectures were interesting and lecturers were great.

The lectures were amazing!!! Lectures were clear and understandable and interesting. I liked that they gave a good overall understanding of wide sectors.

The lectures were interesting and it was nice to have visiting lecturers and hear about their specialties.

The second lecture was extremely good, and very useful for the rest of the course. The guest lectures were generally very good, but I would have wished for some more catalysis (as catalysis wasn't really touched on at all in some weeks). There was understandably some overlapping between the lectures, HDO got a very large share of the course. Overall, I really enjoyed the lectures, and truly learned a lot, especially with the quizzes encouraging a lot of extra reading.

- The lecture content was really good and could be enhanced with corresponding videos wherever necessary for example Fischer-Tropsch process. Some visiting lectures are really interesting.

- Lectures were great.

- Interesting lectures.

- I would say that teaching style was effective. Even small things were explained.

- Having visiting lecturers was very good and the topics were interesting.

Good to hear, L2 was new this year

13. We attempted to create a Panopto lecture capture for each lecture; only once this failed due to technical reasons. General feedback on the Panopto lecture capture concept? (such as: do you find the records valuable? did you use the lecture capture records? suggestions for improvement of contents/technical aspects? would you recommend Panopto lecture capture to other courses at Aalto [CHEM]?)

Number of respondents: 16

- They are valuable, as if you miss something during the lecture you can go and watch the lecture again; also in the case of missing the lecture due to some force majeure.
- Should be the standard on other courses as well.
- Panopto is excellent! Especially as I already started working during the course and was still able to see the lectures. A big thank you for this!
- I used the record several times when I was answering the quiz. Even if I attended the lecture, sometimes if it was not clear for me, I just watched the explanations of one slide.
- As I have already written, I truly appreciated the videos in Panopto which allowed me to listen to the lectures even if I had to skip some of those because of overlapping. The quality (video and audio) is very good. Moreover, I found very useful the links present in some videos beside the display connected to specific parts of the presentation. I would recommend Panopto lecture capture to other courses at Aalto.
- Very valuable, thanks for the effort!
- The video lectures were very helpful. I watched many of them. It was good that you could speed up the videos since many lecturers talk quite slowly.

↳ nice panopto feature

Sometimes the sound quality could have been better.

If you wanted to watch a specific part of the lecture it was hard to find it in the video. There should be a clear table of contents so that you can watch a certain part of a lecture easily.

There should also have been a button that you can click to jump 15 seconds forward in the video. There was only a button to jump backwards,

- Panopto lectures were great, especially cause I had to skip lot of lectures because the work.
- The Panopto captures improved the course significantly. It made easier to plan timetable.
- In my opinion the records are valuable. I watched couple of the lecture captures and I found them useful. I specially liked when the lecture slides could be seen as a separate picture when listening to the recording, then I don't need to open them into another window.
- Even though I attended the lectures, I really appreciated the lecture captures. I rewatched some of the faster paced lectures, which really aided in understanding. I really wish the lecture captures were implemented in other courses as well.
- Really good and useful
- Panopto lecture capture might be really useful to go through the lecture explanation if anyone misses up the session due to their other works. I believe to go with this Panopto lecture capture concept because I feel it really helps the students to go through this course explanation in the future as good reference. I would like to suggest to have the good viewing angle in Panopto capture of visiting lectures because the lecture slides are not that visible in the video. I feel this could be improved next academic year and I strongly feel that every other courses in other departments too can adapt this kind of system which is really useful for students in the future. yes I used it and found it very valuable. Sound quality is good, but video quality could be better

The Panopto lecture capture concept is great.

The Panopto lecture capture helped for those students who were working on their thesis or have any other lecture at the same time and they can watch the video and can understand the lecture.

↳ Panopto records are made with a small effort. Sound is important to be good; for videos, we just have what we get?

improve to capture also the slides; good suggestion; needs longer extension to the Panopto set

- Panopto would be great for other courses as well. It is great way to recap course notes.

14. In 2019, we experimented for the first time with (approximately) weekly MyCourses quizzes, which replaced exam. General feedback on the MyCourses Quizzes?

Number of respondents: 20

- I'm always supporting anything that removes the need for exam, but I think the quizzes were maybe a tiny bit too easy
- Some could be a bit more clear as to what was expected, but overall they were really good.
- They are better than exam, because they make people study the whole time and not just try to learn things day or two before the exam. This also makes things to stay in mind better.
- With the content of the lectures, I think the quizzes are a better idea than an exam. Sometimes the questions were hard to answer when there was almost no information in the lecture.
- I like that I had to get involved in looking for new sources of information as well as I had to better analyse the topics covered in the slides of the lectures in order to write satisfying answers.
I think this procedure was useful to form a critical mind on the subjects that have been undertaken during the weeks.
I am not going to contradict myself with the fact that it was useful for me to look for new information and increase my knowledge about these topics. Anyway, I have to say that this procedure took me a long time and because of the other deadlines of this and other courses it was not easy to organize myself. However, I tried to carry out these tasks in the best ways.
- I like this way of teaching. Better than exam and learning is more efficient
- Very successful concept!
- Doing the quizzes was a good way to learn. However, the grading was sometimes inconsistent and individual comments should have been given. *Would be great, but we will never have time to give individual feedback to each student, I am afraid.*
- Great way to replace exam. I'm sure I learned a lot more with these quizzes than what I would do by reading to exam. Bit more accurate questions would be however great, because now I didn't always know how to answer to get full points.
- I liked the quizzes prefer than an exam. I felt some information search questions difficult because I didn't know how extensively it should answer. It took over 2 hours to answer each quiz. *this is ok: 3h was allocated in planning per quiz.*
- I really liked the quizzes because then I really studied each week's materials and in my opinion I learned a lot as I searched for additional information from the internet. *+ 1h/lecture of time to think.*
- Loved the quiz concept! Although the quizzes took significantly longer to complete than the designated three hours, they were extremely beneficial for my learning. The quizzes rewarded further reading and deeper learning, whereas an exam wouldn't. It's very refreshing to have a lecture-course without an exam. I also appreciated that the quizzes were weekly, as that allowed for a lot of flexibility to completing them (which was much needed given the time the quizzes required).
- Really good method to learn. Needed quite much time to execute as didn't always know what should be included to answer but totally worth of answering.
- The quizzes were a great idea! I think that there was the right amount of questions and they weren't too difficult.
- As I mentioned before, this is one of the key advantages of this course to have quizzes that replaces the exam. I wish the few quizzes can be given within the lecture content that could be findable from the internet. I also wish this quiz system should be encouraged.
- Sometimes it was hard to get full points in the quizzes, because the questions were too general and not specific enough. So I did not know what exactly was expected of me.

In general the quizzes are a good idea to reflect directly after the lectures about it.

- Quizzes were really great. It is better to study things and concepts in small bits than just in one exam.
- Good quizzes but I did use more than 15h on those.

It is nice to even this feedback from students. Maybe next year, we should calculate 4h per quiz, instead of 3h.

(MCQ: multiple choice questions)

- Everything was great but I would like to add one thing in this that there should be MCQs also.
- Very nice actually. This method has been used in other courses as well and I have liked it. The questions were challenging enough. *↳ it would be nice to know: which courses? We used MyCo Quizzes in CHEM-E1130, 100, but for a bit different purpose.*

15. Individual article summary was one of the exercise in 2019. General feedback on the Individual article summary?

Number of respondents: 19 *↳ it was aimed as an assignment that prepares students for the group work. Need to emphasise this next year.*

- Felt kind of detached part of the course, but the articles were relevant
- It was useful in terms of future thesis work.
- It was good way to learn to read and understand scientific articles and write academic text without plagiarism.
- Good exercise
- The join summary could be anonymous, without the name of the students.
- First of all, I've improved my capacity to analyse a scientific paper. Then, carrying out this task I learned how to organize the work in order to create a new product and testing its proprieties in a proper way. I'm going to be honest, I discovered for my first time many sections of the official websites where catch the information requested. Moreover, I've understood how quote references in an official way. Therefore it was helpful to have questions regarding the goals and the results of the papers studied as a guideline. It allows appreciating better the whole work, creating an overall mental map links with my previous knowledge too.
- This exercise should be in academic learning community course, good practice! **ALE**
- I did not enjoy doing the individual article summary and I learned only a few things even though the assignment was very time consuming

↳ not all students know how to use Google Drive. BUT: I agree, it was not used optimally.

Scientific articles are not very pedagogical and it is hard to understand them if you are new to the subject. *↳ I cannot actually get the point here: does it take long to create a reference, if you already know, how to? I would think it is fast, then?*
The super strict referencing criteria took a lot of time and I did not learn any new things. Most students are familiar with referencing since they have written their bachelor's thesis.

There should have been only one submission box and not four. It was said that google drive was used in the course so that the students would learn to use google drive. That is a poor argument since almost all of the students, as far as I know, have used google drive several times during their studies because it is practical for group works. *I hear this feedback and understand its origin. I am learning to use MyCo all the time. Next time things can be clearer.*

- It was useful but it was frustrating to submit the exercise to several different places.
- It was a good task. You can't never practice too much put references.
- It was really different assignment in comparison to other assignments that courses' usually have.
- This novel assignment was fun to complete and taught me a lot. I encountered some concepts (e.g. JUF0, impact factor, CC classes..) for the first time, and also had a lot of fun with my article. The submission systems worked well in my opinion.
- Quite detailed information were asked. Useful for coming exercises. *↳ the purpose was to share the feedback early enough that you can use the learnings for the group work.*
- Great exercise. However, the feedback should have been given earlier. *This was not realized fully in 2019, unfortunately.*
- I liked the individual article summary because it really help me to cite the references professionally in master thesis and also learned to write catalyst mechanisms and effects.
- A lot of copy paste. I'd rather work more on the information in the papers itself.
- Helped to focus on the references, which was good thing.
- Really good assignment.
- It was not clearly explained about the individual article summary.
- I like that the evaluation criteria was strict and we got feedback from the assignment.

⇒ Strong support from students to have this module in the ALC course

16. In 2019, the Individual article summary was developed with the thought that this "module" could perhaps be later transferred to the course common to all Aalto CHEM MSc students. Your viewpoints on potentially transferring this exercise to CHEM-E0100 ALC?

Number of respondents: 16

- I'm up for anything that makes ALC a more relevant and sane course
- It is a more useful exercise than many of the alc ones
- It might be good, because the skill in writing and reading scientific text is important.
- I am an exchange student and I didn't take this course so I think this exercise should stay in this course.
- In my opinion, this was an interesting task to carry out. It won't be bad if every MSc students will have to do it. In this way, they will have the possibility to achieve various skills and to discover useful information.
- As said above, good idea!
-
- Good idea.
- Yes, it is related more ACL course than Catalysis course itself.
- ALC would benefit from some actual content to make it even somewhat useful. I highly support the idea to transfer this assignment to ALC – it could replace the information search assignment.
- Could be better as this developed common skills more than course topic related knowledge
- I think this is a good idea as there are too many who don't know how to make references.
- This module can be transferred to other courses as a common module which can really help other master students to write their master thesis citing very confidently and also to write main summary, mechanisms, catalysts used etc., clearly.
- Sound great.
- In my opinion this will be a good because students of all specialization will be able to have knowledge. This exercise helped in thesis writing.
- It fits ALC well since it gives some basic abilities like making proper references, but it could be combined in to the current "master thesis review" on ALC course.

thanks!
😊

17. Group literature work is traditionally a part of CHEM-E1140. In 2019, this item was organized largely similarly as in 2018, with the addition that time and place slots were reserved in advance for group work. General feedback related to this course item? (Such as: did you find your group members easily? Would general guidance for group works be needed? Did you use the pre-reserved group work time slots; were there sufficient of them? Any other viewpoints to share?)

Number of respondents: 17

- We didn't use pre-reserved slots but the group work was still very successful.
 - We had a group chat with our group and we met only when all of us was free.
 - At the beginning, it was hard to find the other members. As almost no one attended the lecture, it was hard to contact the others when they didn't answer to the messages or didn't come to the meetings.
 - I had some difficult to find my group members, I would suggest inserting the email of the students beside the names when the group are assigned. I read the general guidance for group work, I found it useful even if a little bit longer. We didn't use the pre-reserved group work time slots, but we organised in our own by telegram group.
- I haven't yet feedback on our group work, and I know it will be challenging, but I would like to say that, in my opinion, it will be fairer if the grade could be different between the members of the group based on the effort that each put in it. Let me explain better this concept: from my own Country, for the group project, sometimes we have to choose a leader who, in the end, should (honestly) give feedback on the member's involvement for the work.
- We did not use the pre-reserved slots and mainly talked in telegram.
 - The group work was ok. It was easy to find the group members but it was hard to organise meetings since everyone had very different schedules. We did not use the pre-reserved group work time slots.

I read: we should help the students to get started & find others

The group work topic I had was interesting and I learned many things while doing the group work. However, I prefer individual assignments since there is often some members in a group which participate less and it is hard to organize group meetings. (→ this is always true in group works)

- Everything went quite well.
 - The group work was good. Some people working along with school we didn't use those slots.
 - In my opinion the optimal group size is about 3 students as then it is easier to keep the meetings. My group was big and it was quite hard to have a meeting as each of us had different ongoing courses and some of the group members went to work.
 - Highly enjoyed the group work due to the super interesting topic. The maximum length could potentially be 15 pages, as 10 pages left the final product a bit more shallow than what I would have liked. Finding the members required a little bit of effort, as everybody didn't notice the mycourses discussion forum and nobody knew one another from before – this is always expected, and was not a huge problem. I think the instructions were sufficient. We used one of the pre-reserved slots for the first meeting, as it was a very easy way to find one another and a concrete place and time to meet. Due to overlapping other courses etc, we didn't end up utilizing the rest of the slots. I wish the grading was a bit more focused on the contents of the groupwork though, as it felt like it was enough that some items were there, as opposed to being well & correctly written about (on the other hand, the existing criteria probably made the peer evaluation a lot easier and more fair).
 - Everything worked perfectly in my group and this was really good exercise.
 - Group literature work was good and useful. It was nice that we had chance to choose 3 topics and I found my group members easily by Aalto mail. General guidance for group work was needed because to get them clear on what to do aspects. We used the pre-reserved group work time slots for meetings but we managed to share further work through telegram app.
 - the task was totally doable. Please no general guidance. Students in their masters who are already at the end of their studies should be able to do a little literature research! → I was not thinking of how to do literature search; rather, how to work in a group.
- From the evaluation point of view: The content of our work didn't seem that important. Especially in the peer evaluation, the content could get more evaluated. • It is not only the contents, but also that you learn the process & scientific/academic way of summarising info. • Good criteria for evaluating contents are valuable.
- My team was somewhat unmotivated and it made teamwork challenging.
 - Finding the group members were easy and general guidance were easily understandable from the course literature.
 - Group members were easy to find. The guidance provided was sufficient. The time slots were good and should be continued in courses to come.

18. In 2019, a video was made to present the Group literature work. General feedback related to the videos? (Such as: making, sharing, viewing it?)

Number of respondents: 16

- At least we learned to use powerpoint's own voice recording system. good :)
- I think it's more dynamic when students are making a presentation in front of the class than just watching videos.
- I and my group had kind of fun making the video. It was a different approach to present our work compare with other Aalto courses attended. Generally, I like it, also because we were free to choose how to carry out this task. We decided to speak over a PowerPoint presentation.
- Sharing and viewing the videos was useful to have a comparison with the others work.
- making was fun, but cannot see the benefits of this ⇒ as teacher, I see many benefits ⇒ I should explain them better, next year.
- Video making is a good concept since many can't attend in seminars during late spring
- Making the video made me very uncomfortable and anxious. I do not like these kinds of assignments.

We had some technical difficulties when making the video; some of the material disappeared and it took a very

long time to convert the video.

I wonder: could we (the students) somehow support the peers better in this, showing approaches that work? How? In class? In MyCo?

A good thing about making the video was that I learned that you can make videos with powerpoint.

- It was great idea, specially because I fear everykind of performing and now I was able to participate fully in spite of that.
- Videos from group works were a good idea. They helped to summarise the most important things and also offered an easy way to get a familiar other group works as well.
- Making and especially viewing the video was a bit scary and mildly uncomfortable. Overall, this was still a very good and educational experience, and it should be kept for next year. The video length guideline was just enough.
- I didn't find this so useful. Maybe short final presentation session would be more nice. Quite much time were now used for video practises (which is of course good learning)
- I think that the video was a bit unnecessary. Though, it is a good thing that new things are tried
- I feel the video making was the good way of presentation an alternative to the common stage presentation. We made it in the silent rooms in Aalto University, so we did not get much issues while recording and it was done very well with making the audio, sharing and viewing it with other members. We made this in much easier way.
- The concept is great, although the due date was right after Wappu (this might be problem for someones). Otherwise great part of the group literature work.
- Was this actually necessary.
- It was a good exercise where all the members provided their contribution and everyone was able to share their knowledge.
- There was very little difficulties to make the video in the library, because there was staff to assist us.

19. In 2019, (individual) peer evaluation was made for the Individual article summary using the MyCourses Workshop tool. General feedback on (individual) peer evaluation?

Number of respondents: 16

- It is a good way to learn to give feedback to the others.
 - It could be anonymous. *⇒ Now the peer evaluation was "blind", anonymous with respect to the reviewer. It could be "double-blind", too, with respect to author, too.*
 - This was another new task for my experience. Surely it is an experience indeed, that improves my academic skills.
- It wasn't difficult went through it thanks to the guideline instructions of the Professor. At the same time, I do not completely agree to let some parts evaluable only by a peer, mostly if it's our first experience. I would prefer that my degree grade won't depend on the questionable effort of other students. *⇒ Note: students were allowed to request re-evaluation by teacher.*
- Worked fine!
 - The individual peer evaluation was ok.
 - Good way to make peer evaluation. But again anonymous peer evaluation would be better.
 - It didn't were anonymous feedback if that was a purpose. (Students names were in file names) My Courses is a good tool to make peer evaluations.
 - The workshop tool was easy to use and it was nice to read the summaries of different articles.
 - Worked extremely well, in my opinion. The tool could be utilized more for other courses.
 - Tool work well and was easy to use
 - It worked well!
 - I found the individual peer evaluation for the individual article summary useful in this aspect because we can know the work of others who are efficient as well as we can learn to rectify the others mistakes. Generally, felt that evaluating 3 individual article summary was bit more instead evaluating two individual articles can make in good and efficient way. The good thing I liked in this evaluation is evaluating in the MyCourses by giving the points.
 - Everything worked fine
 - The tool was great and easy to use.

- In my opinion peer evaluation helped me to have a knowledge of the different topic, how to define your research question.
Decide on the scope of your review, select the databases you will use to conduct your searches, conduct your searches and find the literature and keep track of your searches.
- Individual peer evaluation interface was easy to use.

20. In 2019, group peer evaluation was made for the Group literature review experimenting with a new technical solution to collect the evaluations (MyCourses Feedback tool, integrated with what we called "Eero's python code" to generate a questions matrix). General comments on the group peer evaluation? (such as: how was it to make a peer evaluation in group? should we keep group peer evaluation as an item in next years? how did the MyCourses system function?)

Number of respondents: 13

- It worked nicely. There could be a snapshot of the view on MC since some people didn't dare to open because they thought there might be time limitations. *⇒ Good hint.*
- I'm going to do it this afternoon. So I will send an email with the answer to this question later.
- I haven't yet used it (answered the poll before this exercise)
- Making a peer evaluation in group was ok. I learned new things while doing the group peer evaluation.
- It was good.
- My Courses worked well in our case. Group peer evaluation was well organized.
- The tool worked pretty well! But the "caption" for the second criteria was wrong: it should have asked about the abstract, but it reasked for the cover page. Overall, the peer group evaluation was a nice experience, but the timing was a bit challenging, as most people start working in May.
- Group peer evaluation was also easy to make
- Firstly, I was confused because our group had done the collective notes on the 3 reports and there is also a tool in the MyCourses which made confused whether each member in the each member had to evaluate 3 group reports in the MyCourses or group had to evaluate 3 group reports in MyCourses tool. So we finally we figured it out that group had to evaluate 3 group reports in the MyCourses. So 3 members including me had evaluated 3 group reports with points mentioned as per the evaluation matrix.
- It worked very well. Everybody worked through it on her/his own, after that we discussed it in the group.
- The group peer evaluation worked greatly. Great concept.
- In my opinion peer evaluation helped me to have a knowledge of the different topic, how to define your research question.
Decide on the scope of your review, select the databases you will use to conduct your searches, conduct your searches and find the literature and keep track of your searches.
Yes I personally think that this exercise should be continued.
- It was nice but we got a little bit confused about who was entitled to make modifications into the evaluation.
↳ I hear: instruct better.

21. In 2019, the aim was to collect anonymous feedback after each lecture; separate feedback items were created to enable this. General feedback on collecting continuous student feedback this way? Is it important that there is a possibility to give anonymous feedback; could we instead collect non-anonymous feedback next year (e.g., if it is technically easier to do so?)

Number of respondents: 15

- I prefer anonymous feedback more
- Anonymous feedback is better, because there are people in the course who maybe are afraid to say all if the feedback is anonymous.
- This kind of feedback can help to improve each lecture. I don't think it must be anonymous.
- It is a good idea, but I think that for important things to let the Professor known such as problems, we could use the email tool. And for the positive feedback could be enough this last feedback.
- Anonymous works well!
- The possibility to give feedback was good and it was great that the feedback was read and comments were given.

↳ Done in CHEM-E113 in a different way, easier in some respects.

Let's keep the use of email to minimum, please.

I think anonymous feedback is better than non-anonymous since the threshold for giving anonymous feedback is lower. However, anonymous feedback can sometimes lead to students giving mean and unconstructive feedback. I do not know if this was the case during this course. (⇒ Not really, all feedback was fine.)

- Anonymous feedback is great
- I didn't felt important to give feedback after lectures because they were so good. Our teachers are so nice that it is possible to give feedback directly if I wanted.
- My opinion is that feedback can be non-anonymous if that is easier.
- I preferred the way feedback was given in the Catalysis-course, as it required a lot less effort. Personally, for me it doesn't matter whether the feedback is anonymous or not. Maybe there could be an item open all the time for anonymous feedback if someone really finds it important, and have the opportunity for non-anonymous feedback related to the lectures together with the quizzes (more easily accessible)?
- Really good for student that there is possibility to give easily feedback already during the course
- I don't think that anonymous feedback after each lecture is necessary because I feel this is the better way of giving the collective feedback on whole content of the course.
- I think the advantage of anonymous is that more students will reply. Some may not dare to give feedback when their name is shown.
- Great concept.
- Yes, I think collecting continuous student instead collect non-anonymous feedback is much more easy.
- The anonymity should not matter in feedback. In some cases the anonymity would be good and I think it could increase the amount of feedback.

→ from teacher point-of-view, too.

YES! This is the solution! THANKS!

also

⇒ Practice showed that in CHEM-E114 we got much less feedback than we got in CHEM-E1130, where it was non-anonymous.

22. Feedback on the course evaluation so far. For example, were the points given for the various parts fair?

Number of respondents: 16

- Yes
- Yes
- Yes
- I think this feedback fulfils all the parts undertaken in the course.
- Yes they are fair
- I think the grading was quite strict sometimes. In the quiz you could sometimes lose 0,1 points even though your answer was the same as the model answer. There was maybe some detail that was wrong but no comments were given.
- Points were fair. Even it is still bit unclear for me that how come I didn't get full points from the peer evaluation I made.

⇒ I gave everyone the full 4 pt. MyCo has some internal calculation routine which compares how the peer evaluations are in line with other peer evaluations and gives points to this.

- Yes!
- Generally the points for the different parts of the course were given fairly but in my opinion the part of the quizzes could be a bit bigger in comparison to the group work.
- As all points haven't been given yet, it's hard to say. But the quizzes have been graded very fairly – extra reading was rewarded with full points. I liked that feedback for what was expected for full points was given afterwards.
- For quizzess it was not always straight how tasks were evaluated.
- Course evaluation so far is good and I believe that points were given in the fair manner.
- yes nothing to complain
- -
- There is some parts still not clear as what was I supposed to submit in the Article.pdf under the Individual article summary.
- They were fair.

↳ I hope this student has later understood what was meant: I have exchanged emails on this topic with one person

23. Other feedback - I like

Number of respondents: 12

- One of the best courses
- I liked this course very much. There was not thing I did not like.
- I learned a lot during this course and I improve several skills.
- My overall opinion on this course is positive. Actually, this course made me think a lot about my future choices.
- I like that the course organizers really wants student to learn. Thank you for all your efforts!
- Good teachers and visitors!!
- The course staff did an excellent job! Overall, the course was super enjoyable and very educational.
- That course were well prepared and planned
- I liked the course structure without exam and course schedule provided with right amount of time.
- -
- I like the quize which was alternative to exam.
- Good and motivating course overall.

24. Other feedback - I wish

Number of respondents: 7

- I think that I already wrote all my critical thoughts while writing this feedback.
- I wish that in the mycourses page, additional stuff would be in clear place separated to actual mandatory assignments.
- I wish there would have been just a little bit more of catalysis.
- I wish the MyCourses could be understandable and easier way to submit our works. I hope that MyCourses and it's submissions could be improved in next academic year. ⇒ In 2019, MyCo was radically different than it was in 2018. We will continue to improve it.
- I wish next time the course is much more organized and clearly explained to the students
- Other course facilitators would take notes.

↳ Not sure I understand what is meant with this...
Can I interpret it so that the student wishes that some good practices could spread to other courses?