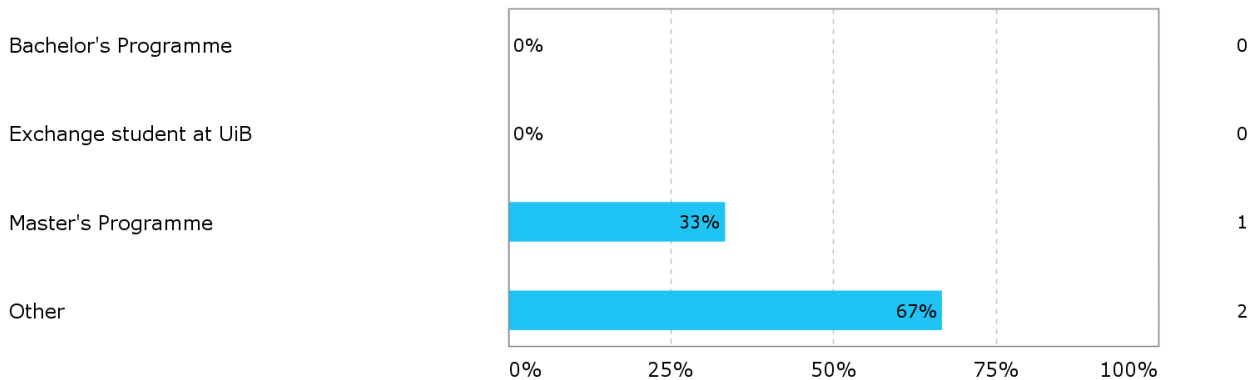


# BIO330 studentevaluering hausten 2011

Svarandel: 3 av 6

## Study programme



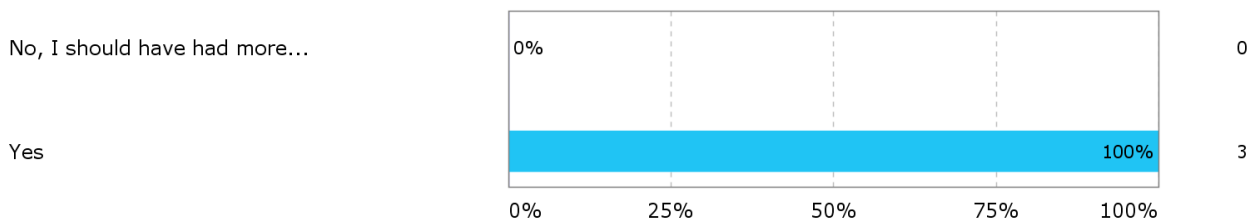
Study programme - Master's Programme

Biodiversitet, evolusjon og økologi

Study programme - Other

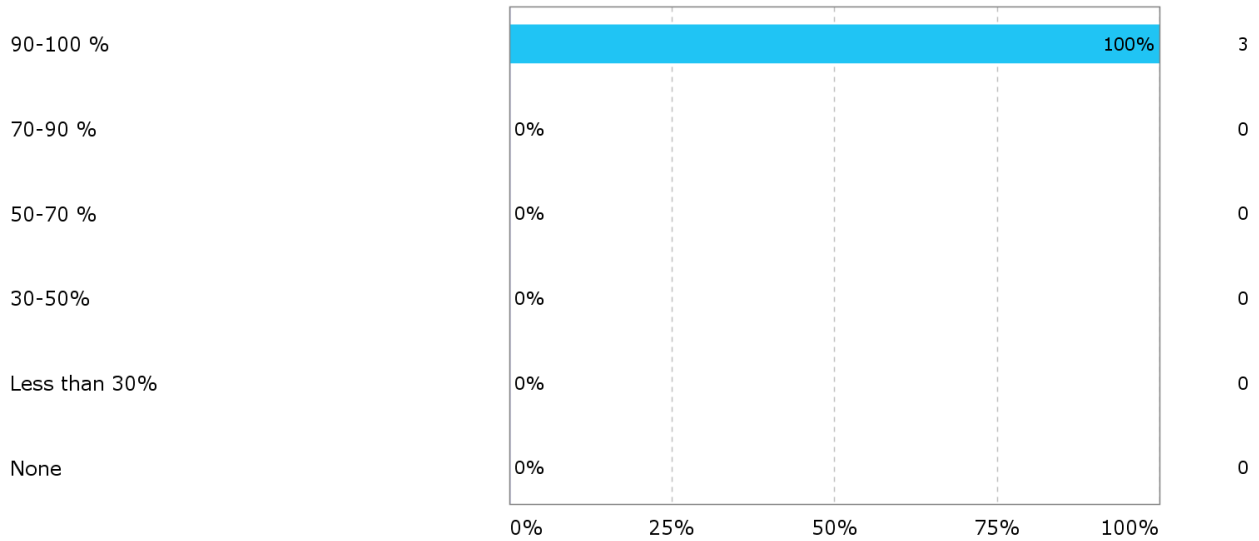
PhD

## Did you have the necessary previous knowledge?

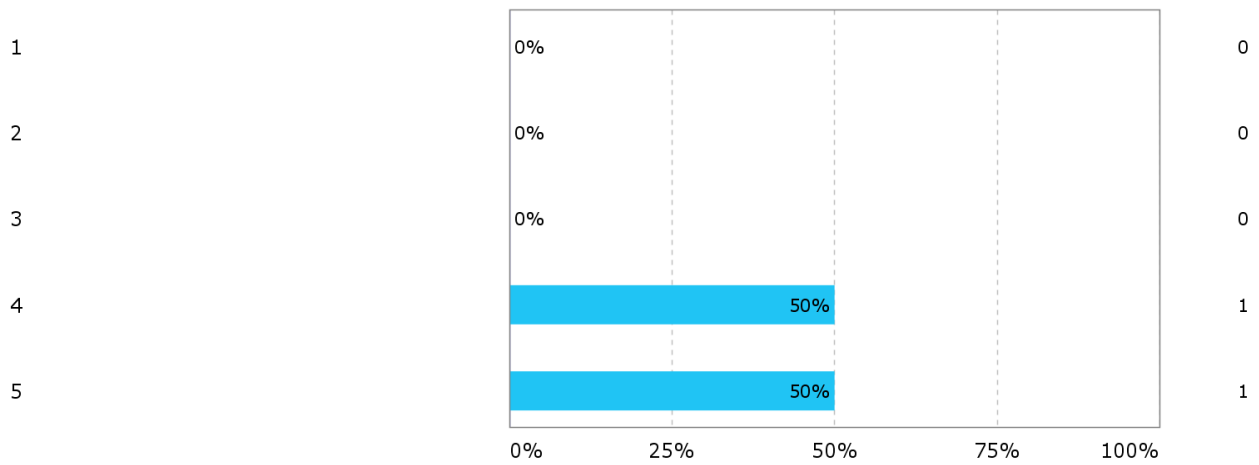


Did you have the necessary previous knowledge? - No, I should have had more...

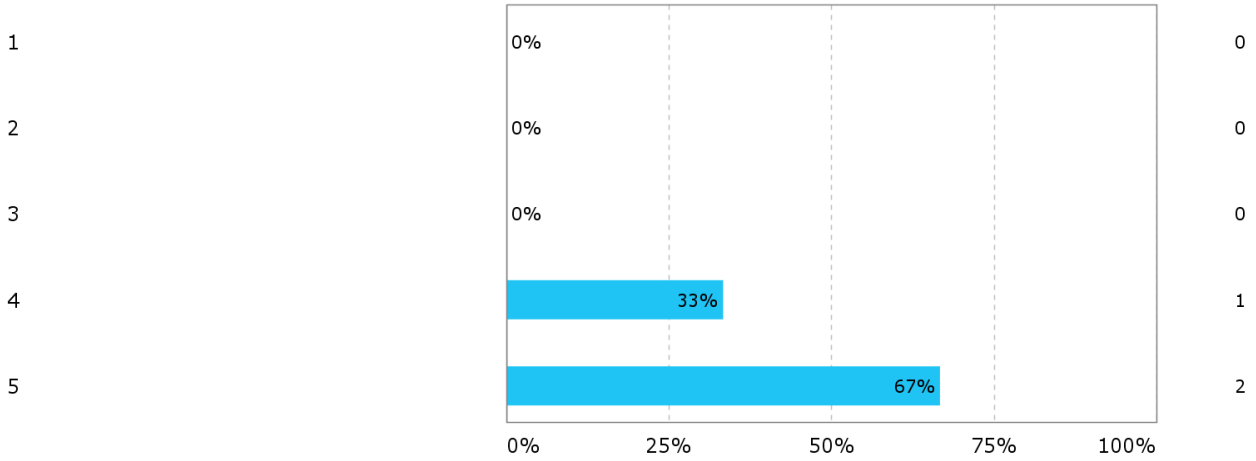
Did you attend in classes? - Approximately how many of the lectures did you attend:



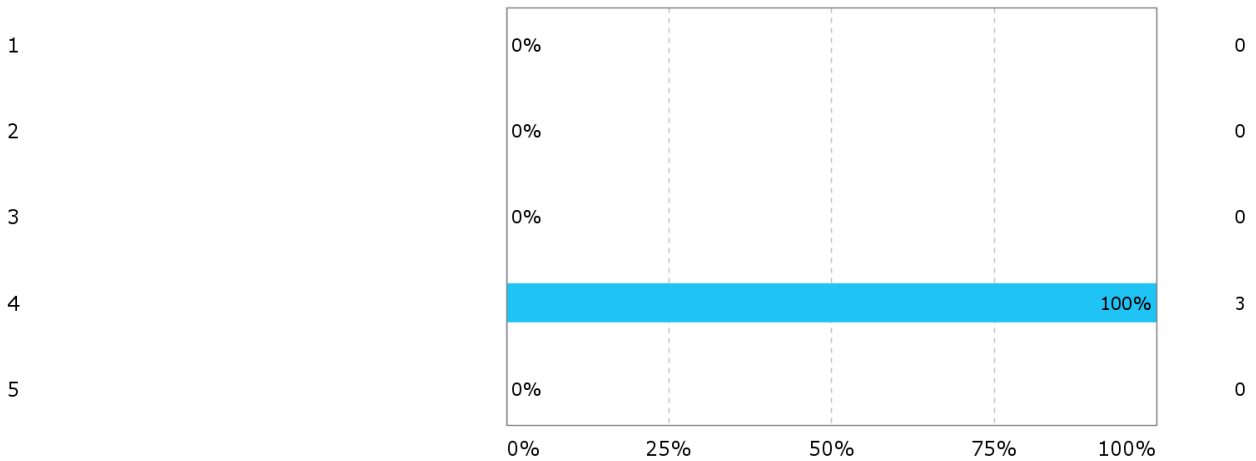
About the teaching (5=very good, 1=very bad) - How will you assess the lectures?



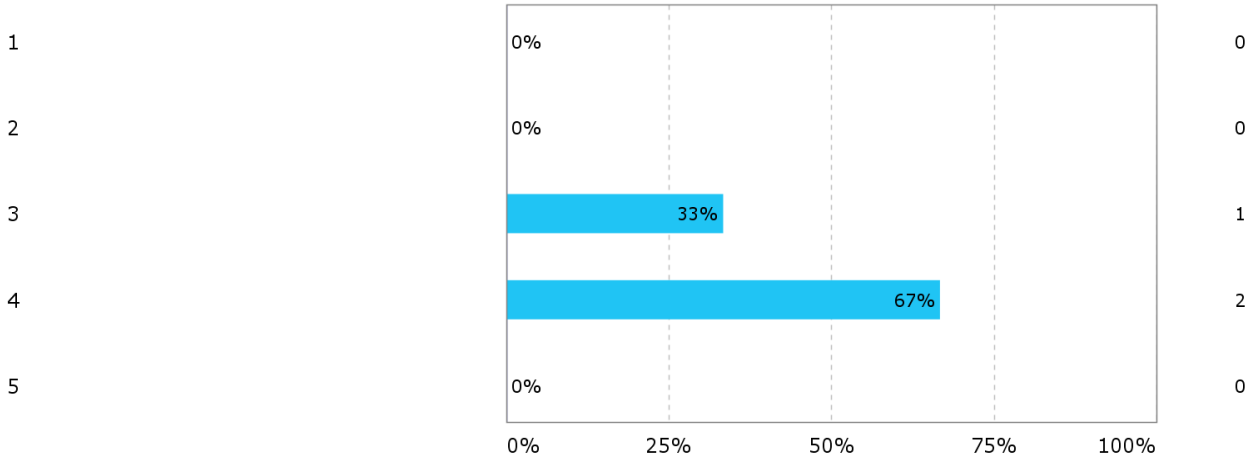
About the teaching (5=very good, 1=very bad) - How will you assess the field course



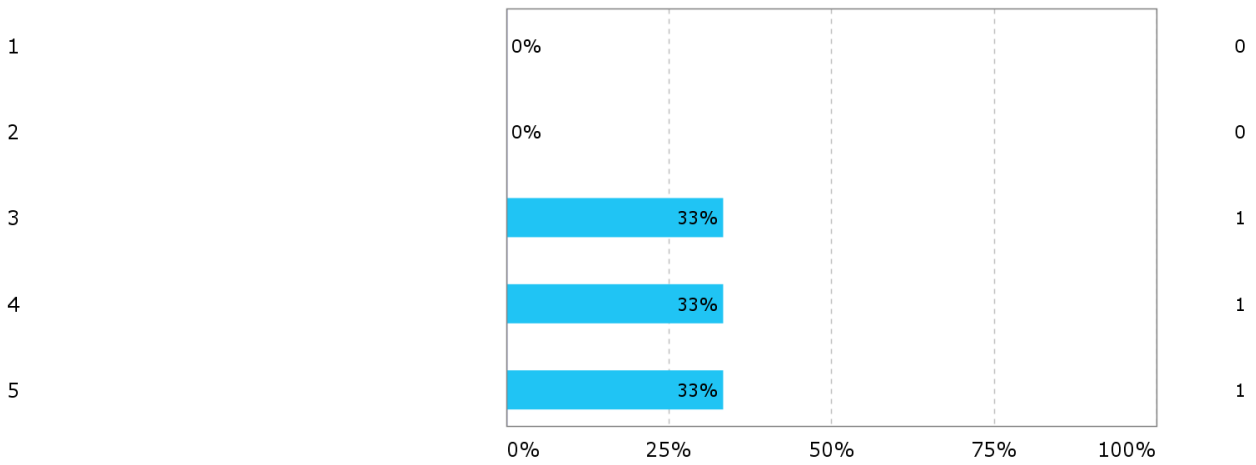
The correspondence between the objective and content of the course has been (5=very good, 1= very bad)



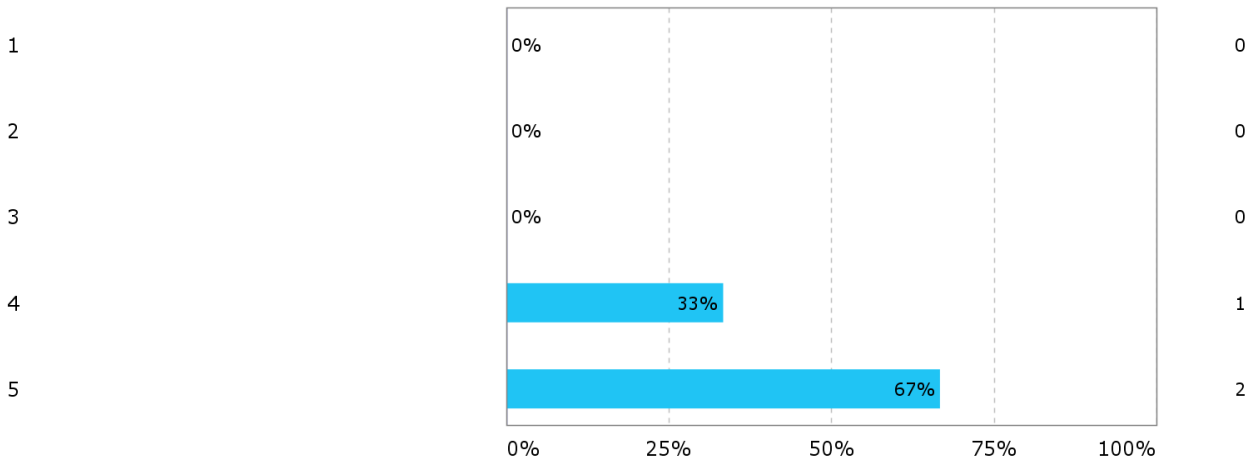
How was the work load compared to the number of credits (ECTS/studiepoeng)  
(5=very high, 1= very low)



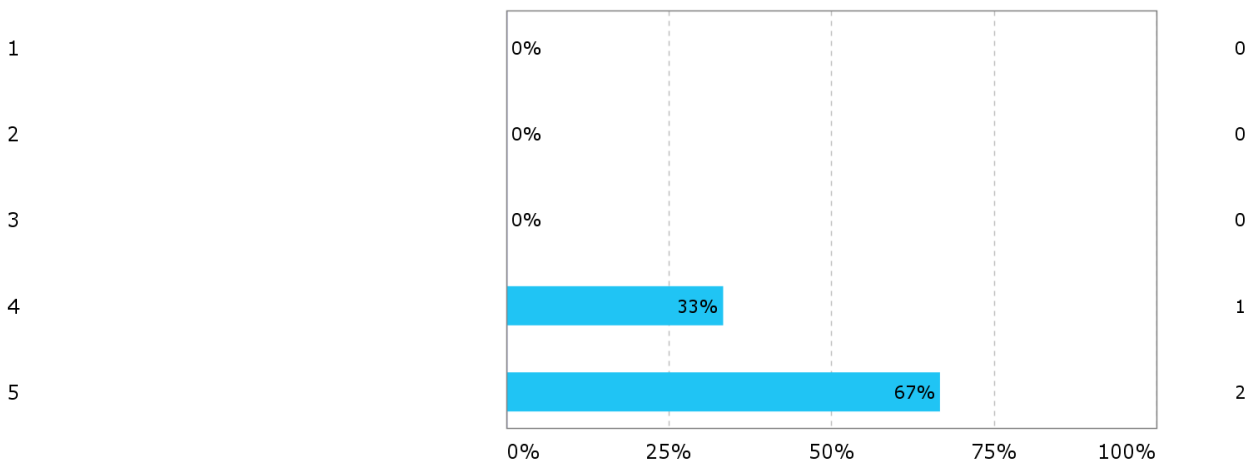
How will you assess the organizing and practical arrangements of the course?  
(5=very good, 1= very bad)



Did this course readily combine with other courses that you took this term (e.g. in terms of work load and schedule)? (5=very good, 1= very bad)



Your general impression of the course: (5=very good, 1= very bad)

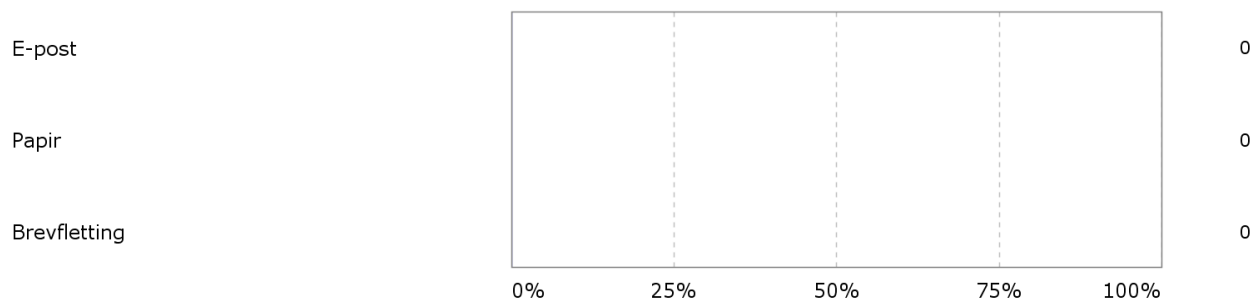


General comments, suggestions for improvement/criticism:

In my suggestion, I think it good to include 1 or 2 lectures before the field course about plant charactersics in broad sense. Thereby, students can have general knowledge about the norwegian plants.

It was very useful to look at BIOs study herbarium before the examination. Maybe you could arrange a day at the start of the course to look through the herbarium - going through terminology and structures. This will secure that everyone knows what is spoken of during the following exursions.

## Distribusjonstype



E-post

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Opprettet

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2011-12-22 15:43:05

2012-01-09 11:17:37

2012-01-10 13:41:36

## Samlet status

