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Gender bias in students' course evaluations

Risk analysis in five dimensions of previous research and examples at Lund University

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2020

Document Version:

Publisher's PDF, also known as Version of record

[Link to publication](#)

Citation for published version (APA):

Östlin, O., Möller, R., Brage, T., & Espersson, M. (2020). *Gender bias in students' course evaluations: Risk analysis in five dimensions of previous research and examples at Lund University* .

Total number of authors:

4

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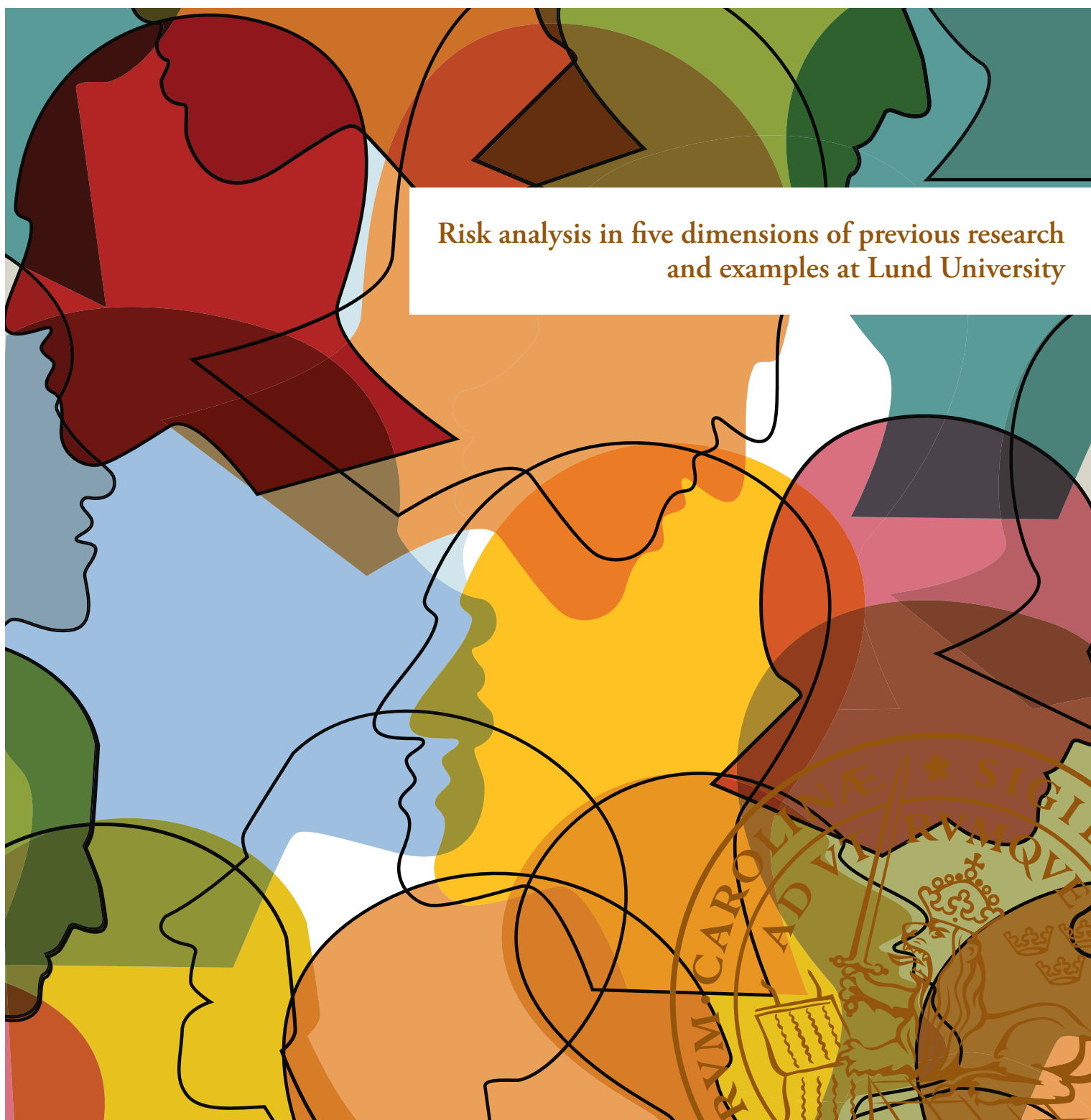


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GENDER BIAS IN STUDENTS' COURSE EVALUATIONS

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Risk analysis in five dimensions of previous research
and examples at Lund University



Gender bias in students' course evaluation reports

RISK ANALYSIS IN FIVE DIMENSIONS OF PREVIOUS RESEARCH AND EXAMPLES AT LUND UNIVERSITY



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Preface

It is well documented that students, like the rest of society, harbour gender-stereotyped prejudices (gender bias). These play a role in how students experience the teaching skills of their lecturers at the University. In addition to gender bias, research also supports the concept of preconceived notions having an influence on other dimensions, such as ethnicity, as well as affecting the experience and assessment of the skills and competence of teaching staff. As the assessment of teaching skills is often part of evaluations of applications for promotion, for example, and thus an important aspect of career pathways within academia, there is an obvious risk that these preconceived notions (hereinafter we use the word “bias” for this phenomenon) disadvantage certain groups.

In the autumn of 2019, a cross-faculty project group investigated gender bias in students’ course evaluations. We partly conducted a review of the conclusions of the research, and partly reviewed a sample of student’s course evaluation reports at Lund University. The purpose of this report is to disseminate knowledge about risks that exist in connection with students’ course evaluations, and to recommend methods for counteracting these risks at Lund University. The report consists of two parts: in part 1 we have produced risk analysis in five dimensions based on previous research, while part 2 contains the results of our review of course evaluation reports at Lund University.

As students’ course evaluations are a statutory requirement and a well-implemented procedure at Lund University, a review of the templates and processes used would be needed as part of efforts to ensure gender mainstreaming. It is also clear that these efforts are rendered all the more relevant by the ongoing quality assurance initiatives for education at Lund University and nationwide, in which one assessment area is gender equality. We hope that this report will contribute important knowledge to help safeguard gender equality and thus also high quality.

We would like to extend a big thank you to all the faculties, individual departments, units and academic appointments boards that have contributed by responding to questionnaires. Without you, this compilation would never have been possible. We hope you are happy with the summary of your answers produced below. Thank you for participating and contributing to a University on equal terms!

Lund, November 2020

Olivia Östlin
Olivia Östlin

Thanks to:

Faculty of Science
Department of Physical Geography and Ecosystem Science (INES)
Department of Geology
Division of Medical Radiation Physics
Faculty of Social Sciences
Department of Political Science
Faculties of Humanities and Theology
Faculty of Engineering, LTH
Faculty of Medicine
Faculty of Law
Academic Appointments Board at the Faculty of Social Sciences
Academic Appointments Board at the Faculty of Science
Academic Appointments Board at the Faculties of Humanities and Theology
The Study Administration Systems Division, Lund University

Part 1 - Background

PROJECT DESCRIPTION

Student's course evaluations and teachers' course evaluations form an important part of course development at Lund University. It is through the **students' course evaluations** that students' experiences of individual courses are recorded. In the **teachers' course evaluation report**, teaching staff and students identify what needs to be done to improve the programme in question. Chapter 1, section 14 of the Higher Education Ordinance prescribes that all students who are participating in or have completed a course are to express their experiences of and views on the course.

Like the rest of society, students harbour gender biases and other types of prejudice or partiality, which play a role in how they experience the teaching skills of their lecturers at the University. Several studies that have analysed students' course evaluations have shown that gender bias affects results in students' course evaluation reports. It is common for women to be perceived as inferior educators than men, which in turn can lead to recruitment processes and career opportunities in academia not taking place on equal terms. We wanted to investigate and delve deeper into this finding, which is why, in this university-wide project, we have collected results from research looking at students' course evaluations and analysed them from five different perspectives. We have also looked at examples of how we work with students' course evaluation reports at Lund University, which can be found in part 2.

The project group consists of representatives from the Faculties of Humanities and Theology, the Faculty of Science and the Faculty of Social Sciences.

GENDER BIAS IN STUDENTS' COURSE EVALUATIONS

Gender bias

When evaluating teaching staff and students, we classify according to sex – the legal definition. However, analysis cannot use this definition by way of our personal identity numbers or the biological sex of our bodies – we need to expand the concept to include the social concept of gender; meaning the expectations connected with being a man or a woman. Gender bias is thus a preference that leads to one gender being favoured over the other. This bias can be both conscious and unconscious and can be manifested in many ways, both subtly and less subtly. It is usually a case of what is perceived as being masculine and feminine respectively.

Several studies analysing students' course evaluations have shown that women and men are judged differently. A common result is that although students' results on courses do not

vary depending on whether men or women teach, the women get significantly worse results in students' evaluations¹. Other surveys have examined how women and men are evaluated in remote teaching, whereby results for two course evaluation reports by the same lecturer but with different genders stated to the students were compared. The conclusion was that a male lecturer loses by specifying a gender other than male, while female lecturers gain by stating a gender other than female in students' course evaluation reports². The same lecturer thus received a worse rating on the students' course evaluation when he specified that he was a woman, and a better rating when he specified that he was a man.

Previous research has also looked into how gender bias in students' course evaluations is expressed. Studies show that students evaluate the lecturer's contribution based on existing stereotypes about men and women. An article in The Guardian examined which words are primarily used to describe men and women in a large number of students' course evaluation reports. The study found that women are more often described in negative terms than men and that these words can be linked to prevailing gender stereotypes, e.g. more demands are placed on female lecturers to be "caring" than on male lecturers³.

Risk analysis

Gender bias in students' course evaluations entails risks for those affected. It is mandatory to offer course evaluation reports to all students at universities and higher education institutions in accordance with the Swedish Higher Education Ordinance.⁴ This means that all academic teaching staff are in some way evaluated with the help of students' course evaluation reports.

In a study conducted at the Faculty of Engineering, LTH, examining the effects of students' course evaluation reports in systems engineering, 14 lecturers were interviewed about their experiences of the reports. The study revealed that students' views and reactions were very important to the lecturers interviewed. Students' responses to the course evaluation in part give lecturers affirmation as to whether they are suitable as lecturers or not. The answers also seem to influence the process by which lecturers construct their professional identity. The free text answers in students' course evaluations are especially important to the lecturers. There was also a view that the results of students' course evaluation results had an impact on things such as appointments. Half of the lecturers included in the study highlighted negative feelings they experienced when receiving criticism in the students'

1 Mengel et al. (2018)

2 MacNell et al. (2015)

3 Bates (2015)

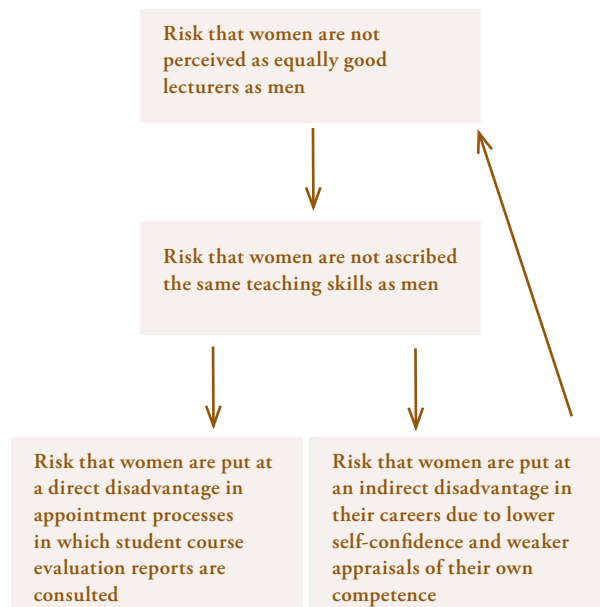
4 Högskoleförordningen (1993:100)

Background

course evaluation reports. They took the students' criticism personally. The study also adopted a gender perspective and showed that women more often have a stronger emotional reaction to the students' evaluation reports. Female lecturers also expressed a greater fear of reputational damage among students.⁵ According to the study, lecturers are affected by critical course evaluation reports regardless of gender, but women appear to have a stronger emotional reaction to critical evaluations.

A study by Sprague & Massoni⁶ found that students have gender-stereotypical expectations of both men and women. However, these expectations lead to a greater workload for women than for men. Female lecturers are expected to spend more time on individual help and support of students, while male lecturers are expected to be more entertaining during lectures. Female lecturers are also punished more severely when they do not live up to students' expectations. When students were asked to describe their perceived worst female lecturers, hateful words such as "psychotic", "bitch" and "witch" appeared to a greater extent, while the perceived worst male lecturers were described using words such as "boring", "arrogant" and "uncommitted".

Students' course evaluations can impact women's career opportunities in academia. Using students' course evaluation reports as material for assessing lecturers' competence in cases of appointment and promotion risks putting women at a disadvantage, as they run a higher risk of being exposed to gender bias in these reports. Students' gender bias affects the competitiveness of both groups and individuals.⁷



The risk of gender bias in students' course evaluations and the use of their results in appointment and promotion decisions thus risks directly putting women and other groups at a disadvantage.

PURPOSE

The purpose of this project and this report is to compile previous research based on five analytical dimensions to identify situations at risk of gender bias. The analytical dimensions make it easier to identify the contexts in which there is the greatest risk of gender bias in students' course evaluations.

Based on this accumulated knowledge, we want to contribute to a clearer picture of how gender bias works and is manifested in students' course evaluation reports, as well as what effects it can have on those affected. We also want to investigate whether students' course evaluation reports at Lund University contribute to gender bias, and based on this accumulated knowledge develop methods and recommendations for counteracting gender bias in students' course evaluation reports.

STRUCTURE

We used five analytical dimensions that help us identify when there is the greatest risk of gender bias in students' course evaluations and how this is expressed. When reviewing previous research done in this area, we attempted to place it within the following dimensions:

1. **The student**
Does the prevalence of gender bias in students' course evaluation reports vary depending on who the student is?
2. **The lecturer**
Does the prevalence of gender bias in students' course evaluation reports vary depending on who the lecturer is?
3. **The subject**
Does the prevalence of gender bias in students' course evaluation reports vary depending on which subject is being taught?
4. **Teaching method**
Does the prevalence of gender bias in students' course evaluation reports vary depending on which teaching method is used?
5. **The student's course evaluation form**
Does the prevalence of gender bias in students' course evaluation reports vary depending on how the evaluation is designed?

Left: Risks and consequences of gender bias in students' course evaluation reports.

⁵ Bergström & Roxå (2013)

⁶ Sprague & Massoni (2005)

⁷ Mitchell & Martin (2018)

Analytical dimensions

THE STUDENT

“Does the prevalence of gender bias in students’ course evaluations vary depending on who the student is?”

Studies have shown that gender bias towards women mainly comes from male students. A study claiming this (Boring)⁸ reached the conclusion that male students express gender bias that favours male professors over female ones, as they consistently receive a better rating in male students’ course evaluation reports. Another study by Mengel et al.⁹ also found that gender bias mainly comes from male students and is directed at female lecturers. According to the study, male students rate their female lecturers on average about 20% lower than if the lecturer were a man. Female students evaluate their female lecturers about 8% lower compared to male lecturers. Although gender biases favouring men mainly come from male students, female students also seem to express biases that favour male lecturers.

Mengel et al. claim that one reason why gender bias occurs in students’ course evaluation reports may be that students have less confidence in female lecturers; something that can also vary between subjects. In mathematics teaching, for example, gender bias towards women was stronger than in other subjects. They also found that gender bias remains among students who have studied for a longer period at the University. This means that gender bias does not decrease over time, despite the fact that students have been taught by female lecturers for a long period. They also found that bias does not seem to be affected by grades; regardless of whether the student received a high grade, female lecturers were given a lower rating than male lecturers.¹⁰ Mitchell & Martin also maintain in their study that students give female lecturers worse ratings than male ones, regardless of the teaching method and the students’ grades.¹¹

In their study, Uttl et al.¹² examined the correlation between students’ course evaluations and learning. Their study also states that students’ course evaluation reports do not correlate with what they have actually learned. They further state that

universities and higher education institutions should exercise caution when assessing a lecturer’s performance based on students’ course evaluation reports, since high ratings on students’ course evaluations do not always correlate with the student’s actual learning.

THE LECTURER

“Does the prevalence of gender bias in students’ course evaluations vary depending on who the lecturer is?”

In their study, Fan et al. came to the conclusion that women have the highest risk of being exposed to gender bias in students’ course evaluation reports. They also concluded that lecturers at Australian universities who do not have English as their mother tongue are negatively affected by this in students’ course evaluations. These results provide an incentive to examine bias from more perspectives than just a gender perspective. According to Fan et al., lecturers who work at faculties and universities with a more even gender distribution appear to be less likely to be exposed to gender bias.¹³

There are more studies than those above which show that female lecturers are more likely than men to be exposed to gender bias in students’ course evaluation reports. One of these is MacNell et al, which was mentioned in the introduction and is worth mentioning again. The study tested giving a lecturer teaching online courses two different genders in the students’ course evaluation; male and female respectively. Both a male and a female lecturer participated in the study, with the students unaware of the gender before the course evaluation. The study resulted in the same lecturer getting different results depending on what gender they claimed to be. When they claimed to be a woman, they got significantly worse results in the students’ course evaluations than when they claimed to be men, thus demonstrating the students’ gender bias.¹⁴

A study by Mengel et al.¹⁵ concluded that bias is mainly directed at younger female lecturers. Increased gender bias towards female lecturers at the beginning of their careers

8 Boring (2017)

9 Mengel et al. (2018)

10 Mengel et al. (2018)

11 Mitchell & Martin (2018)

12 Uttl et al. (2017)

13 Fan et al. (2019)

14 MacNell et al. (2015)

15 Mengel et al. (2018)

Analytical dimensions

comes primarily from male students, but female students also favour established senior female lecturers over junior female lecturers. The study authors claim that bias against young female lecturers could be an explanation as to why fewer women than men pursue careers in academia.

According to a study by Basow & Martin, lecturers who do not live up to gendered expectations run a greater risk of being exposed to gender bias in students' course evaluation reports. Expectations of the male gender (e.g. competence, knowledge and high status) correlate with traditional expectations of professors to a larger extent. Expectations of the female gender (e.g. caring, warmth and greater availability) correlate with non-traditional expectations of professors to a larger extent. If female lecturers do not live up to gendered expectations such as care and availability, they risk receiving a worse rating in the course evaluation. Women and men are thus held accountable for different types of qualities and the expectations that are traditionally placed on women entail a higher workload and correlate less with traditional expectations of a professor.¹⁶

In her study, Boring also concludes that student evaluations of lecturers in students' course evaluation reports tend to match gender stereotypes. Both male and female students felt that male lecturers had both more knowledge and were stronger leaders of the class than women, despite the fact that the students seemed to learn just as much from female and male professors. The results of Boring's study show that students reward, or at least do not punish, female lecturers for stereotypically female traits and systematically reward men in students' course evaluations for stereotypically male traits. Boring emphasises that a probable consequence of gender bias in students' course evaluation reports is that female lecturers spend more time than their male colleagues on preparing lecturing activities, partly to achieve higher results on students' course evaluations and partly to create good courses and learning activities. This results in less time being spent on research and other important activities, which can have a negative effect on female lecturers' career opportunities.¹⁷

Sprague & Massoni found in their study that women who do not live up to gender stereotypes are punished more severely than men. The words used by students to describe female lecturers with whom they were dissatisfied were of a harsher nature than those used to describe male lecturers who did not live up to expectations.¹⁸

Other studies also note that students' evaluations of lecturers can be linked to prevailing gender stereotypes, where different demands are made depending on the lecturer's gender. In an article in *The Guardian*, Bates uses an online tool created by Benjamin Schmidt, which provides an opportunity to examine which words are most commonly used to describe men versus women in students' course evaluation reports published on ratemyprofessors.com. Bates found that male professors are more likely to be described using words such as "brilliant", "intelligent", "smart" or to an even greater extent "genius". Female professors, on the other hand, tend to be described to a greater degree than male professors using words such as "nasty", "harsh", "unfair", "strict", and, to an even greater extent, "annoying". The results she found are that women and men are often described using words linked to existing gender stereotypes, with greater demands being placed on women to be "caring" than are placed on men.¹⁹

Sprague & Massoni also found in their study that different words are used to describe male and female lecturers, which they see as evidence that students hold their lecturers accountable for certain gender-related expectations.²⁰ Mitchell & Martin found that students comment more on the appearance and personality of female lecturers and that students refer to their female professors as lecturers, which they do not do to the same extent for male professors.²¹

There are a number of other studies suggesting that students' evaluations of lecturers can be linked to typical gender stereotypes. One of these is the study by Shauna & Wilson, in which they conclude that male lecturers are seen as more effective than female lecturers, while female lecturers are expected to spend more time on the relationship with their students than male lecturers.²²

16 Basow & Martin (2012)

17 Boring (2016)

18 Sprague & Massoni (2005)

19 Bates (2015)

20 Sprague & Massoni (2005)

21 Mitchell & Martin (2018)

22 Shauna & Wilson (2015)

Analytical dimensions

THE SUBJECT

“Does the prevalence of gender bias in students’ course evaluations vary depending on which subject is being taught?”

According to a study by Boring et al., gender bias exists in students’ course evaluation reports across a wide variety of subjects. According to their study, the prevalence of gender bias in students’ course evaluations does not depend on the subject being taught.²³

In contrast to Boring et al., Fan et al. note in their study that the greatest risk of gender bias is to be found at faculties of science and the lowest risk at faculties of social sciences and humanities. They thus came to the conclusion that the prevalence of gender bias varies depending on which subject is being taught.²⁴

Mengel et al. found in a study that gender bias towards female lecturers increases when the subject contains more mathematics. However, they found no bias against men in faculties that taught stereotypically female subjects and therefore noted that gender bias is directed at women.²⁵

Previous studies have also maintained that women are punished more severely when they do not live up to gendered expectations; these were highlighted in the analytical dimension concerning the lecturer. This could affect female lecturers working in typically male-dominated subjects, and is an area that should be investigated further.

TEACHING METHOD

“Does the prevalence of gender bias in students’ course evaluations vary depending on which teaching method is used?”

Martin²⁶ claims that students’ evaluation of women varies depending on the form of teaching: more intimate learning environments, such as seminars or supervision, are perceived to be female-coded and are linked to stereotypical behaviours such as being accommodating and caring, and women are therefore appreciated more in these contexts. This is in contrast to lecture halls, which are typically male-coded and a form of teaching that is linked to gender-stereotyped male behaviours. In these teaching contexts, women are appreciated to a lesser extent.

Miles & House demonstrated in their study that female lecturers who teach large classes seem to be evaluated significantly worse than male lecturers, in contrast to other types of teaching where they did not find significant differences.²⁷

23 Boring et al. (2016)

24 Fan et al. (2019)

25 Mengel (2018)

26 Martin (2013)

27 Miles & House (2015)

Analytical dimensions

THE STUDENTS' COURSE EVALUATION FORM

“Does the prevalence of gender bias in students' course evaluation reports vary depending on how the evaluation form is designed?”

A basic rule for designing students' course evaluation reports should be to minimise any errors that may occur when we collect data. It is therefore important that questions posed in students' course evaluation reports are ones about which students are knowledgeable and can answer clearly. Questions which, according to Sprague & Massoni, can be difficult for students to answer and therefore risk activating gender bias and other types of bias are questions that are too broad, for example “Is the person on the whole a good lecturer?”

The problem with excessively broad questions is that it is up to the individual student to assess which qualities make a person a good lecturer. This results in the student evaluating women and men according to different criteria and different demands being placed on the individual lecturer based on their gender.

Sprague & Massoni show for example that students place greater value on women who are more caring and men who are more entertaining. It is therefore important, according to this study, to ask more specific questions about which the student is knowledgeable, in order to reduce the risk of gender bias and other types of bias in students' course evaluations. An example of a more specific question that the student can answer is “If the lecturer assessed the exam within x weeks”. This is a question about which the student has knowledge and can easily answer. According to Sprague & Massoni, the risk of gender bias in students' course evaluations thus increases depending on the types of questions asked.²⁸ Furthermore, they recommend focusing the students' course evaluation questions around the course's learning outcomes and results.

A study by Peterson et al. tested randomly distributing regular students' course evaluation reports along with students' course evaluation reports containing a fact box informing students about conscious and unconscious bias, and asking them to resist stereotypical opinions about their lecturers and instead focus on the course content when answering the questionnaire. The results indicated that the fact box reduced bias in students' course evaluation reports. One measure that reduced gender bias in students' course evaluation reports was simply to add an information box making students aware of their bias.²⁹



INFORMATION TEXT USED IN THE STUDY

“Student evaluation of teaching play an important role in the review of faculty. Your opinions influence the review of instructors that takes place every year. Iowa State University recognizes that student evaluation of teaching are often influenced by students' unconscious and unintentional biases about the race and gender of the instructor. Women and instructors of color are systematically rated lower in their teaching evaluations than white men, even when there are no actual differences in the instruction or in what students have learned. As you fill out this course evaluation please keep this in mind and make an effort to resist stereotypes about professors. Focus on your opinions about the content of the course (the assignments, the textbook, the in-class material) and not unrelated matters (the instructor's appearance).”

28 Sprague & Massoni (2005)

29 Peterson et al. (2019)

Conclusions on the risks of gender bias

The risk of gender bias in students' course evaluation reports is influenced by all five analytical dimensions. Some areas have been researched more than others and it is there that it becomes easier to distinguish factors within the various dimensions that most influence the risk of gender bias. A general overview is presented here.

Gender bias in students' course evaluation reports is influenced by who the student is, as male students express a stronger bias in relation to female lecturers. Female students also evaluate their female lecturers more negatively than their male lecturers, but the worst ratings for female lecturers are still found among male students. Students' gender bias does not seem to be influenced by their own performance or results and does not decrease over time.

Gender bias in students' course evaluations is influenced by who the lecturer is, as female lecturers are the ones most at risk of being exposed. Gender bias in course evaluation reports is thus a higher risk when a woman is evaluated. The mother tongue and age of female lecturers also influence the risk of gender bias in students' course evaluation reports. This demonstrates the importance of adopting an intersectional perspective in future studies of both gender and other types of bias in students' course evaluation reports, as several factors can affect their prevalence (e.g. ethnicity and age). Moreover, bias increases when the lecturer does not live up to stereotypically gendered expectations. It has been shown that women who do not live up to gender stereotypes are punished more severely than men. The expectations placed on women are often further removed from the stereotypical image of a professor and entail a greater workload than the expectations placed on male lecturers. Gender bias associated with gender stereotypes can be seen in the language students use to describe the lecturer, what they choose to comment on with respect to male and female lecturers and the characteristics to which they attach the most importance (which vary depending on the lecturer's gender).

Gender bias in students' course evaluation reports is also influenced by the subject being taught and the teaching method used. There are gender biases that target women in all subjects, but they also increase in traditionally male-dominated subjects. Similarly, the risk of bias when teaching typically non-male-dominated subjects is lower. The teaching method used is also significant in terms of the influence on gender bias in students' course evaluations. Bias towards female lecturers is greatest in forms of teaching such as lectures, especially lectures for large groups of students. Lecture halls appear to be male-coded. Women are valued to a greater extent in more intimate learning opportunities such as seminars and supervision, which it is suggested are female-coded environments.

Gender bias in students' course evaluations is also influenced by how the evaluation form is designed. Previous research emphasises how important it is to design good questionnaires that truly gauge what they are intended to and that pose questions the students can actually answer. Previous research recommends questions that focus on the course's learning outcomes and results. All to reduce the risk of gender bias. Furthermore, information about gender bias and an appeal to be aware of one's own bias can reduce gender bias in students' course evaluation reports.

Finally, we want to comment on our own study. It does not primarily adopt an intersectional perspective, which we urge future research into course evaluation bias to take, as more factors than just the lecturer's gender or gender attributes appear to contribute to the risk of increased bias. The research used in our study comes from a number of different countries, as gender bias in students' course evaluation reports has not been researched to a particularly large extent in Sweden. The prevalence of gender bias may of course be different at Swedish universities and higher education institutions, but we have found support in the research during our review and want to encourage these results to be taken seriously. We hope this report contributes to more research in the field through both qualitative and quantitative studies at Swedish universities.

SUMMARY OF BIAS RISKS

- Male students express a stronger bias in relation to female lecturers.
- Students' gender bias does not seem to be influenced by their own performance or results and does not decrease over time.
- Female lecturers risk poorer evaluations than male lecturers for remote teaching.
- The mother tongue (if different from the prevailing language) and age of the female lecturer may increase the risk of bias.
- Bias increases when the lecturer does not live up to stereotypically gendered expectations, e.g. a woman is expected to be more caring than a man.
- Teaching methods can appear as male-coded or female-coded. Lectures for large groups of students run a greater risk of bias against female lecturers.
- The design of the course evaluation form is important; questions that are too broad and questions that the student cannot answer increase the risk of bias.
- Unconscious bias is common. Information about how bias works can reduce its prevalence in course evaluations.
- Female lecturers are described in negative terms more often than male lecturers.
- Teachers take their students' course evaluation reports to heart and to some extent construct their teaching identity accordingly; female lecturers often have a stronger emotional response to negative criticism.
- Female lecturers are expected to spend more time on individual support, while male lecturers are expected to be more entertaining.
- Senior female lecturers are favoured over junior female lecturers.

Part 2 - Background

In this part, we have picked examples at Lund University to obtain an idea of whether there are risks of gender bias in students' course evaluation reports. To get an overview, we collected information from Lund University's various faculties and departments about how students' course evaluations are carried out, how they are designed (template, format) and whether gender bias is taken into account in the process. We also put questions to the academic appointments boards to get a deeper insight into the significance of students' course evaluations for appointments and promotions.

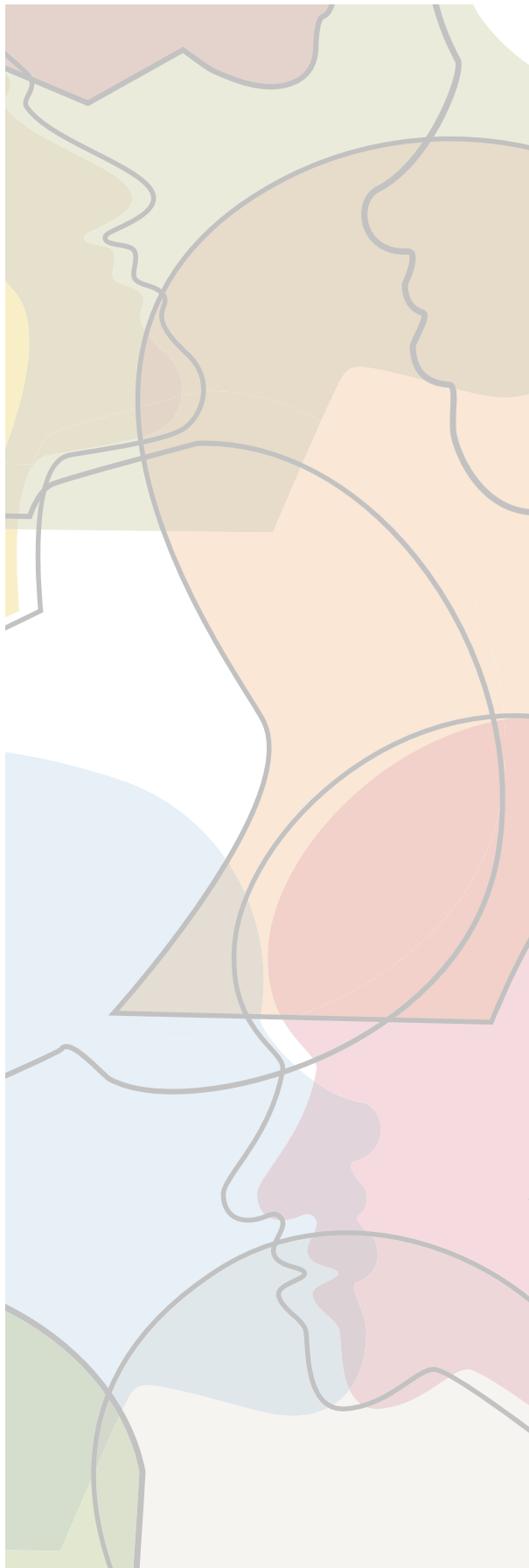
Below is a summary of the answers we received from faculties, departments and academic appointments boards.

At the end of this part, there is a comprehensive overview containing reflections on how students' course evaluation reports are processed at Lund University, what knowledge exists concerning gender bias and, lastly, recommendations.

FACULTIES AND DEPARTMENTS THAT CONTRIBUTED

The following units contributed information to this report:

- the Faculty of Science (separate responses from the Department of Physical Geography and Ecosystem Science, the Department of Geology, the Department of Medical Radiation Physics and the Academic Appointments Board),
- the Faculty of Social Sciences (separate responses from the Department of Political Science and the Academic Appointments Board),
- the Faculties of Humanities and Theology (separate response from the academic appointments board),
- the Faculty of Engineering, LTH,
- the Faculty of Medicine,
- the Faculty of Law.



Questionnaires

The questionnaire was sent to all faculties at Lund University and was answered by all of them except the School of Economics and Management and the Faculty of Fine and Performing Arts. An updated version of the questionnaire was sent out to each department at the project's main faculties; the Faculties of Humanities and Theology, the Faculty of Social Sciences and the Faculty of Science. The response rate from the departments was low, so the summary is mainly based on the faculties' overall responses with a certain amount of input from the departments that responded. The questionnaires were sent out via email and the response format was free text.

QUESTIONNAIRE TO THE FACULTIES

1. Have you discussed this aspect (gender bias) when working on students' course evaluation reports?
2. If so, do you perceive there to be differences between how men and women are evaluated?
3. Templates: What questions do you ask? What responses can be given; open-ended responses, yes and no questions, etc.? How do you handle the responses to the course evaluation reports; any free text responses or other types of response?
4. Format: What formats do you use? (e.g. paper survey, digital survey, discussion)
5. How does your faculty manage students' course evaluation reports; do you have a faculty-wide template or is it up to the departments or individual teaching staff to create students' course evaluation forms?
6. How great an impact do students' course evaluations have on further career opportunities at your faculty?

QUESTIONNAIRE TO THE DEPARTMENTS/UNITS

1. Have you discussed this aspect (gender bias) when working on students' course evaluation reports?
2. If so, has it played a role when designing students' course evaluation form (type of questions, response options, template, formats) and in terms of how the faculty manages course evaluation reports?
3. In such cases, have you discussed with your students the existence of students' gender bias in connection with course evaluation reports? Do you perceive there to be differences in such cases between how men and women are evaluated; in terms of students' ratings of the lecturer, words used to describe, etc.?
4. Templates: What questions/types of questions do you ask; are they focused on the student's learning, on the specific lecturer's performance, specific questions about qualities/course elements, more open questions, etc.? What responses can be given; open-ended responses, yes and no, rating (1-5) etc.?
5. How do you handle the responses to the students' course evaluation reports; any free text responses or other types of response?

6. Format: What formats do you use? (e.g. paper survey, digital survey, discussion)
7. How does your faculty manage students' course evaluation reports; do you have a faculty-wide template or is it up to the departments or individual teaching staff to create course evaluation reports?
8. How great an impact do students' course evaluations have on further career opportunities at your faculty?

QUESTIONNAIRE TO THE ACADEMIC APPOINTMENTS BOARDS

In order to gain a greater insight into how the results of students' course evaluation reports affect lecturers' appointments, we also sent out questionnaires to the academic appointments board of each main faculty; the Faculties of Humanities and Theology, the Faculty of Social Sciences and the Faculty of Science. The questionnaires were sent out via email and the response format was free text.

1. Is it mandatory to attach students' course evaluation reports to candidates' "applications"?
2. If it is not mandatory: are applicants given an advantage if they attach students' course evaluation reports? Does it differ depending on whether the person is applying internally from Lund University or externally? Does it differ depending on experience?
3. How great an impact do students' course evaluation reports have on further career opportunities at your faculty/in your assessments? Are course evaluation results included in the lecturer's assessment, for example? Do students' course evaluation reports have an influence on the appointment and promotion of teaching staff?
4. Have you discussed gender bias in students' course evaluation reports as part of your academic appointments board work?
5. Have you discussed possible risks of gender bias in the assessment of an applicant's competence more generally? Why/why not?

Compilation of questionnaire responses

FACULTY OF SCIENCE

Includes responses from the Department of Physical Geography and Ecosystem Science, the Department of Geology and the Department of Medical Radiation Physics.

The Faculty of Science does not have a faculty-wide template for students' course evaluation reports, but provides a clarification and recommendations for managing course evaluation reports and course analyses (teachers' course evaluations) in the first and second cycle. The guidelines stipulate that students must have the opportunity to complete a course evaluation anonymously and that the lecturer must follow up the students' course evaluation with a course analysis, which is to serve as a basis for course development. The course analysis is then sent to the director of first-cycle studies to be further discussed at the department's education board and then made available to students. The guidelines thus stipulate that students' course evaluation reports must be carried out, but not how they are to be designed and so on. Furthermore, it is up to each department to manage the design of students' course evaluation reports. At the Faculty of Science, gender bias linked to students' course evaluations has been discussed but not worked on. There is no answer as to whether there is a difference between how men and women are assessed. There is also no answer to how great an impact students' course evaluation reports have on further career opportunities.

At the Department of Physical Geography and Ecosystem Science (INES), gender bias in students' course evaluation reports has not been discussed but they emphasise that there are no indications that men and women are assessed differently. The department has produced a number of introductory questions that relate to the syllabus and learning outcomes, and it is up to the course director to compile the rest. The response options are ratings of 1-4 or 1-5 and allow free text answers. An anonymous digital questionnaire is sent out for all courses, while for some specific courses there is also an oral discussion. According to INES, the negative personal comments in the students' course evaluations are mainly directed at men. If they are extremely negative, they are edited out before the course director sends them out to the lecturers. The questionnaires are included in the final course analysis, which is disseminated publicly but with all personal comments removed. According to INES, the students' course evaluations have no significance for careers at the department or faculty.

At the Department of Geology, gender bias in students' course evaluations has not been discussed and has not affected the evaluations' design. The department has not noticed a difference in how men and women are assessed, but they are no strangers to its potential occurrence. They do not have a department-wide template for students' course evaluations and therefore all kinds of formats, templates and response

options can be found at the department. The students' course evaluation reports are eventually published on the website as long as they do not contain personal attacks or criticism that is inappropriate to disseminate. According to the Department of Geology, students' course evaluations have a limited impact on career opportunities at the department. They can be attached to applications but then generally only the advantageous ones are included.

At the Division of Medical Radiation Physics, gender bias in students' course evaluation reports has not been discussed and has not affected the evaluations' design. The department has no data showing that women and men are assessed differently, as this is a new aspect for them. The division uses a joint course evaluation form for all courses containing questions about the quality of the course content, including specific teaching elements, how the course corresponded to the course objectives, and the course's place in the programme; what was good, what could be done better, and suggestions for next time. There is a graduated scale for all responses and the opportunity to provide free text comments. These are sent out via Survey & Report and are in a digital format. The students' course evaluation reports are compiled into a course analysis with an action plan that is later published on the department's website. Furthermore, the students' course evaluation reports are included in the certificates regarding the lecturer attached to an application. However, they found it difficult to answer the extent to which this affects career opportunities.

For samples of course evaluation reports from the Faculty of Science, see Appendix 1.

FACULTY OF SOCIAL SCIENCES

Includes responses from the Department of Political Science.

The Faculty of Social Sciences has developed faculty-wide guidelines for students' course evaluations and teachers' course analysis that all departments must follow. The guidelines stipulate that students must have the opportunity to complete a course evaluation anonymously and that the lecturer must follow up the course evaluation with a course assessment, which is to serve as a basis for course development. The guidelines thus stipulate that students' course evaluations must be carried out, but not how they are to be designed and so on. There is thus no faculty-wide template for students' course evaluation reports or reflection on gender bias.

According to the Faculty of Social Sciences, course evaluation reports have no major impact on further career opportunities at the faculty, as it is up to the lecturers if they want to attach them. Much greater emphasis is placed on how the lecturers have acted and developed courses and elements (course analysis). However, recurring serious criticism from students

Compilation of questionnaire responses

may result in discussions with the head of department or the director of studies at the department. Students' course evaluations are made available during teachers' course evaluations for each department board and for the students.

Gender bias in students' course evaluation reports has been discussed at the Department of Political Science, but this has not affected the design of course evaluation form. They have not found any systematic evidence of differences in how men and women are described, though they have no questions that directly concern the lecturers' performance. The Department of Political Science has a department-wide template that is sent to the individual lecturers for viewpoints and adjustments. The format is digital surveys containing questions about different course components, the required reading and support functions. The questions have a graduated scale with the option of free text answers. The Department of Political Science shares the view that students' course evaluations do not have a major influence on further career opportunities.

For samples of course evaluation reports from the Faculty of Social Sciences, see Appendix 2.

JOINT FACULTIES OF HUMANITIES AND THEOLOGY

At the Faculties of Humanities and Theology, the individual departments are responsible for the implementation, content and format of the students' course evaluation reports. The director of studies or equivalent thus has overall responsibility for the department's and subject's course evaluation management and for ensuring these are carried out. Furthermore, it is the departments that design the content of students' course evaluation reports. These must focus on the student's learning and contain questions about the course's coordination between learning outcomes, learning activities and examination. The departments are also responsible for finding formats for course evaluation reports that collect relevant information and aim to achieve a high response rate. The faculty board's document "Regulations on course evaluation reports and course evaluation reports in first and second-cycle studies at the Faculties of Humanities and Theology" (Reg. no STYR 2016/1429) does not mention the risk of gender bias in students' course evaluation reports.

For samples of course evaluation reports from the Faculties of Humanities and Theology, see Appendix 3.

THE FACULTY OF ENGINEERING, LTH

At LTH, compulsory courses and courses with 30 or more participants are evaluated through a CEQ (Course Experience Questionnaire). Smaller courses are evaluated using a simplified procedure by the course lecturer formulating a students' course evaluation. The CEQ survey consists of 26 questions graded between 1 and 5 and two questions with the possibility of free text answers. The survey is mainly used in a digital format, but upon request it can also be shared

in paper format. When inappropriate comments are made about individual lecturers, these are edited ("censored") by the student council before they are forwarded to a lecturer, for example. The questionnaires are included in the final course report which is published on the website. Students are anonymous in the CEQ surveys, but the gender is stated in order to be able to keep statistics on how men, women and "others" perceive the course.

At LTH, the issue of gender bias has been raised but requires further discussion. The risk of gender bias in course evaluation reports has not been considered when designing course evaluation reports. It should be added that a study has been carried out concerning gender bias in course evaluation reports at LTH. We refer to it on page 4 of this report. We have not received an answer as to whether course evaluation reports have an impact on further career opportunities at LTH.

For samples of course evaluation reports from LTH, see Appendix 4.

FACULTY OF MEDICINE

The Faculty of Medicine has a joint course evaluation that is the same for all programmes but with the option to add some programme-specific questions. All courses have 18 common questions that are graded 1–6 and two free text questions. According to the Faculty of Medicine, students meet a large number of lecturers during the course and therefore there is no connection to individuals in the answers, with the exception of free text questions where students have the opportunity to refer to lecturers by name. The questionnaire is sent out digitally with further opportunity for qualitative course evaluation reports in the form of discussions in special cases.

For the Faculty of Medicine, gender bias in students' course evaluations is a new aspect of bias, although they are not surprised by the information. Furthermore, they have difficulty understanding how different individuals and lecturers are affected by course evaluation reports. It is possible for course directors and lecturers to use them in their teaching portfolio and reflect on course development etc. there, meaning they may be of significance to individual lecturers.

For samples of course evaluation reports from the Faculty of Medicine, see Appendix 5.

FACULTY OF LAW

It is not mandatory to attach students' course evaluation reports in your application to the academic appointments board at the Faculty of Social Sciences, but many opt to include them in their qualifications portfolio. Attaching students' course evaluation reports does not in itself offer an advantage, but if they indicate strong teaching skills then naturally they are beneficial (and a disadvantage if they indicate the contrary). The academic appointments board has an easier

Compilation of questionnaire responses

time assessing teaching qualifications of internal applicants because both students and colleagues have direct experience. Students' course evaluations are one of several methods for assessing teaching merits during recruitments and promotions. The overall assessment of teaching merits carries significant weight when recruiting for teaching appointments and making promotions to associate senior lecturer. The board has not discussed gender bias in students' course evaluations, but has discussed it in other ways during recruitment matters.

The issue of gender bias in students' course evaluation reports has probably not been discussed when designing the Faculty of Law's course evaluation form, but it has been discussed in connection with other issues. Where there have been negative and derogatory comments in the reports, these have been directed at women. It is difficult to say whether students' course evaluations have an impact on further career opportunities at the faculty. It is up to applicants to attach them to job applications and good reviews can have a positive impact on an application. Furthermore, students' course evaluation reports are circulated to the dean, the head of department, the vice-dean of education issues, the chair of the study programmes board and the director of first-cycle studies.

For samples of course evaluation reports from the Faculty of Law, see Appendix 6.

ACADEMIC APPOINTMENTS BOARDS

Below are responses from the academic appointments boards of the Faculties of Humanities and Theology, the Faculty of Social Sciences and the Faculty of Science.

Faculties of Humanities and Theology

It is not mandatory to attach students' course evaluation reports in your application to the academic appointments board at the Faculties of Humanities and Theology. If course evaluation reports are attached and these are positive, it may provide an advantage, especially if the applicant is at the beginning of their career and has limited experience of other teaching merit. Positive course evaluation reports thus often play a greater role in lecturer appointments than in senior lectureships or professorships. Attached positive course evaluation reports in applications thus play a greater role for applicants at the beginning of their careers applying for a job as a lecturer at a university. The academic appointments board's decision on the ranking of applicants is based on statements written about the candidates' qualifications and abilities by external experts. The academic appointments board at the Faculties of Humanities and Theology has not specifically discussed gender bias in relation to students' course evaluation reports.

Faculty of Social Sciences

It is not mandatory to attach students' course evaluation reports in your application to the academic appointments board at the Faculty of Social Sciences, but many opt to include them in their qualifications portfolio. Attaching students' course evaluations does not in itself offer an advantage, but if they indicate strong teaching skills then naturally they are beneficial (and a disadvantage if they indicate the contrary). The academic appointments board has an easier time assessing teaching qualifications of internal applicants because both students and colleagues have direct experience. Students' course evaluations are one of several methods for assessing teaching merits during recruitments and promotions. The overall assessment of teaching merits carries significant weight when recruiting for teaching appointments and making promotions to associate senior lecturer. The board has not discussed gender bias in students' course evaluation reports, but has discussed it in other ways during recruitment matters.

Faculty of Science

It is not mandatory to attach students' course evaluation reports in your application submitted to the academic appointments board at the Faculty of Science, but it is common for Swedish applicants to do so. The teaching qualifications portfolio attached to the application for teaching positions (associate senior lecturer, senior lecturer and professors) states that the teaching activities can be proven by attaching course evaluation materials. The answer to the question as to whether the applicant has an advantage by attaching course evaluation reports is "no". There are several reasons for this:

- It is difficult to compare applicants who have students' course evaluation reports with those who do not.
- Students' course evaluations usually come from individual courses, and it is not possible to know whether an attached course evaluation represents an "average" or a "top rating" of the applicant's teaching skills.
- If you do not have access to course evaluation reports for a given course over a long period of time, or for other courses within the subject area, it is difficult to understand the significance of an assessment scale.

The board does of course look at such evaluations, but it makes an assessment of the applicant's teaching qualifications based on several documents, mainly statements from experts, impressions of trial lectures and responses to questions in interviews. The academic appointments board has not discussed gender bias in course evaluation reports in its work, but believes that it may be discussed in the future in connection with the gender equality and equal opportunities committee project that got underway in 2020, in which external observers are to be used to monitor how the board works on issues concerning gender bias when appointing teaching positions.

Summary – course evaluation reports at LU

REGULATIONS ON STUDENTS' COURSE EVALUATIONS AND TEACHERS' COURSE ANALYSIS AT LU

The following is specified in Lund University's Regulations on student's course evaluation reports and teachers' course analysis" (Reg. no PE 2010/341):

- The present regulations apply to work on students' course evaluation reports and teachers' course analysis and cover first-, second- and third-cycle courses.
- The students' course evaluations and teachers' course analysis are to focus on the students' learning and the educational process in the course, in which learning outcomes, learning activities and examination results constitute the basis for reflection on teaching methods.
- The privacy of employees and students is to be considered in all work on students' course evaluation reports and course analysis.
- The responsibility for carrying out students' course evaluations and course analysis lies with the faculty boards and can be delegated to the level at which decisions on course syllabi are taken.
- The students' course evaluation reports are collated and commented in a comprehensive teachers' course evaluation.
- The course analysis including any decisions regarding measures to be taken is to be fed back to the students and lecturers on the course in question as quickly as possible and is to be presented at the start of the course for the subsequent course group.

Designing of students' course evaluation reports at LU

The system for students' course evaluations at Lund University is highly decentralised. There are no central regulations that regulate the templates or formats of the reports. The students' course evaluation reports should however focus on students' learning and the teaching process during the course, in which learning outcomes, learning activities and examination results constitute the basis for reflection on teaching methods. It is up to each faculty to manage course evaluation reports and their design. It is in most cases up to the departments to carry out students' course evaluations. This also applies to the design of the course evaluation form. As a result, there are many different types of templates and formats for students' course evaluation reports at the University.

It seems that only the Faculty of Law (which consists of one department) has a faculty-wide template. LTH has a relatively centralised system regarding the template and format, as in many cases they use CEQs. However, they have a greater variety of templates and formats for course evaluation reports. It should also be noted that individual lecturers have an influence on course evaluation reports at these two faculties.

The appendices in this report provides examples of both good and less good questions. We want to highlight some good examples that focus on learning outcomes. The Faculties of

Humanities and Theology (Appendix 3A, question 5), have a questionnaire in which the learning outcomes must be addressed from two different aspects; the extent to which they have been included in the teaching and the extent to which the student has achieved the outcomes. We also want to highlight Appendix 5C from the Faculty of Medicine as a good example of clear questions about learning outcomes.

Students' course evaluations and academic careers

It is difficult to obtain a clear picture of how important the students' course evaluations are and what impact they have on lecturers' opportunities for careers on equal terms. On the one hand, it is said that major emphasis is placed on more aspects than merely course evaluation reports. According to the Faculty of Science, it is difficult to assess a lecturer's competence based on the course evaluation reports that the individual chooses to attach, as in part it is difficult to compare the competence of lecturers who do have course evaluation reports with those who do not. It is also difficult to determine whether the price valuations reflect an average or a top rating.

Another aspect considered to be a risk factor linked to gender bias in course evaluation reports is that female lecturers' confidence in their teaching can be negatively affected by poorer results in course evaluation reports. In some cases at Lund University, grossly offensive comments are edited out of the course evaluation reports before the lecturer in question can see them. This only applies to comments that are considered to be grossly offensive; the lecturer is allowed to read other comments and appraisals.

Lack of knowledge

A seemingly common aspect among the University's faculties when it comes to course evaluation reports is that there is limited knowledge about gender bias in course evaluation reports. Gender bias in such evaluations has admittedly been discussed at certain faculties and departments, but knowledge has not underpinned the design of course evaluation reports.

Most faculties and departments have responded that they have not noticed any difference between how men and women are assessed. It should be added, however, that this does not seem to be an aspect that has been measured, except at LTH. The Faculty of Law, states that the offensive comments that have been found in course evaluation reports are primarily aimed at women. The opposite is maintained at the Department of Physical Geography and Ecosystem Science (INES), with negative comments in course evaluation reports reportedly being primarily directed at men. However, neither the Faculty of Law nor INES has discussed gender bias in relation to course evaluation reports.

Recommendations

DESIGN OF STUDENTS' COURSE EVALUATION REPORTS

Based on the research we have analysed, we recommend that all faculties and departments review the questionnaires used when evaluating courses. It is important for the questions to be designed in a way that minimises the risk of gender bias. According to Sprague & Massoni, a basic rule for designing students' course evaluation reports should be to minimise the risk of any errors potentially occurring when we collect data, just as with other questionnaire studies. We raised this in Analytical Dimensions and The Evaluation on page 9 of this report. The questions should focus on the course's outcomes and results as well as the students' learning and results. Broad questions risk activating gender bias among students, as do open free text responses.

It is also recommended that the questionnaire clearly describes what is being measured, and that it helps spread knowledge about bias via a fact box, for example. The latter example is supported by a study carried out by Peterson et al.³⁰ They randomly distributed standard course evaluation reports alongside course evaluation reports with a fact box informing students about their own unconscious bias. The results indicated that the fact box reduced bias in course evaluation reports. Alerting both students and lecturers to the risks of gender bias in course evaluation reports is a good way to reduce those risks.

ASSESSING LECTURERS' COMPETENCE

Our recommendation is to not place too much emphasis on students' course evaluation reports when it comes to assessing lecturers' competence; especially considering there are no common templates for students' course evaluation reports that minimise the risks of gender bias. If universities and higher education institutions place too much emphasis on students' course evaluations when evaluating lecturers' competence, they risk discriminating against women as well as other groups. This is demonstrated in the study by Wagner et al.³¹ They conclude that the use of students' course evaluation reports in appointment and promotion decisions puts women and other minorities at a disadvantage due to existing bias.

If gender bias is not sufficient, an additional argument for not emphasising students' course evaluation reports is that the responses in evaluations do not always correlate with what the students have actually learned.

They should thus not be seen as a measure of a lecturer's effectiveness.³² This should be taken into account in particular when assessing and appointing lecturers who are at risk of bias in more than one area, for example a young woman who has a mother tongue other than Swedish.

BROADER RECRUITMENT AND DIVERSITY

Broader recruitment of lecturers and staff could change the stereotypical image students often have of a lecturer or professor and what qualities and attributes they are expected to possess. We therefore believe that we need to increase diversity at the University to reduce the risk of gender bias and other types of bias. We find support for this in the study by Fan et al.³³, who concluded that all types of bias can be reduced through better representation of minority groups at universities.

KNOWLEDGE PROMOTION

It is important to understand what form gender bias and other types of bias can take, as well as where the risks lie at Lund University in relation to students' course evaluation reports. We cannot rule out that our lecturers may suffer from bias and, as a consequence, receive an unfair assessment of their performance. Our compilation shows that young female lecturers are at particular risk of poorer results. For this reason, it is not appropriate to place too great an emphasis on students' course evaluation reports in connection with appointments and promotions.³⁴

It is important that we highlight the risks that exist and that we spread knowledge widely throughout the University, to all students and lecturers as well as to academic appointments boards and faculty management teams.

30 Peterson et al. (2019)

31 Wagner et al. (2016)

32 Uttl et al. (2017)

33 Fan et al. (2019)

34 Mengel et al. (2018)



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Appendix 1A - Faculty of Science



1. Gradera följande fem moment med avseende på kvalitet och kvantitet

	Kvalitet					Kvantitet				
	Mycket låg	Låg	Godtagbar	Bra	Mycket bra	Alldeles för lite	Lite	Lagom mycket	Mycket	Alldeles för mycket
Föreläsningar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Övningar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laborationer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kurslitteratur	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Litteraturprojekt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Kommentar

2. Hur tycker du att informationsflödet har fungerat på kursen?

	Mycket dålig	Dålig	Godtagbar	Bra	Mycket bra
Tillgängligheten hos lärarna	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tillgängligheten hos labbhandledarna	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kommunikationen mellan lärarna	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informationen på liveatlung	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Kommentar

Appendix 1A - Faculty of Science



3. Hur stor del av följande moment har du deltagit i?

	Mindre än 25%	26 - 50%	51 - 75 %	76 - 90%	91- 100 %
Föreläsningar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Övningar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SI-övningar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Litteraturprojekt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Bedöm hur många arbetstimmar (inklusive schemalagd tid) du har ägnat åt studier på KEMB06 under en genomsnittlig kursvecka. Försök göra en ärlig uppskattning

- Mindre än 10
- 10-14
- 15-19
- 20-24
- 25-30
- Mer än 30

5. Var kursboken bra och tydlig?

- inte alls
- i någon mån
- ganska väl
- mycket väl

Kommentar

Appendix 1A - Faculty of Science



6. Var föreläsningarna ett stöd för inläringen?

- inte alls
- i någon mån
- ganska väl
- mycket väl

Kommentar

7. Gav övningarna stöd till inläringen och knöt an till föreläsningarna?

- inte alls
- i någon mån
- ganska väl
- mycket väl

Kommentar

8. Gav laborationerna stöd till inläringen och knöt an till föreläsningarna?

- inte alls
- i någon mån
- ganska väl
- mycket väl

Kommentar

Appendix 1A - Faculty of Science



9. Vad tycker du om strukturen och instruktionerna gällande labprojekten?

- väldigt dåligt
- dåligt
- bra
- mycket bra

Kommentar

10. Hur upplevde du den nya laborationen i provupparbetning (fastfas extraktion)?

- väldigt dålig
- dålig
- bra
- mycket bra

Kommentar

Appendix 1A - Faculty of Science



11. Speglande tentamen målen i kursplanen?

- inte alls
- i någon mån
- hyfsat
- ganska väl
- mycket väl

Kommentar

12. Upplevde du kursen som relevant för utbildningen? (6= ja, verkligen, 1 = nej, inte alls)

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

Kommentar

Fria kommentarer

Skriv kortfattat och utlämna glåpord och personangrepp i dina fria kommentarer

Appendix 1A - Faculty of Science



13. Vad har varit bra?

14. Vad har varit dåligt?

15. Förslag till förbättringar

16. Vilket eller vilka ord associerar du till kursen? (Välj alla du tycker stämmer)

- Intressant
- Stimulerande
- Välstrukturerad
- Tråkig
- Rolig
- Viktig
- Nyttig
- Svår
- Rörig

Appendix 1B - Faculty of Science



1. Jag har läst kursen som en del av mitt program

- kandidatprogram matematik
- kandidatprogram fysik, teoretisk fysik, astronomi, sjukhusfysik
- kandidatprogram, annan inriktning
- masterprogram matematik
- masterprogram matematisk statistik
- masterprogram, annan inriktning
- ämnesläroarbildning
- fristående kurs

2. Mina förkunskaper har varit tillräckliga för att ta till mig innehållet i kursen. På en skala 1-5 välj det alternativ som bäst motsvarar din åsikt: 1 = instämmer inte alls → 3 = instämmer delvis → 5 = instämmer helt

	1	2	3	4	5
Mina förkunskaper har varit tillräckliga för att ta till mig innehållet i kursen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jag har deltagit aktivt i kursen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Genomsnittligt antal timmar som jag totalt ägnat åt kursen varje vecka (inklusive schemalagd undervisning):

Appendix 1B - Faculty of Science



4. Kursen i allmänhet. På en skala 1-5 välj det alternativ som bäst motsvarar din åsikt: 1 = instämmer inte alls → 3 = instämmer delvis → 5 = instämmer helt

	1	2	3	4	5
Kursens undervisningssätt och upplägg passade bra för mig.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Antalet lärarledda aktiviteter (föreläsningar, lektioner, räkneövningar, SI-möten) har varit tillfredsställande.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Föreläsningarna har varit värdefulla för mitt lärande.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seminarier/lektionerna har varit värdefulla för mitt lärande.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Räkneövningarna har varit värdefulla för mitt lärande.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SI-mötena har varit värdefulla för mitt lärande.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mötena med mentorerna har varit värdefulla för mitt lärande.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mina självstudier har varit värdefulla för mitt lärande.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kurslitteraturen har varit en värdefull resurs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Föreläsningssanteckningarna har varit en värdefull resurs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inlämningsuppgifterna har varit relevanta och ökat min förståelse för kursens innehåll.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Den information jag fick före kursstart var tillräcklig.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Under kursens gång har kommunikationen med lärarna varit god.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Under kursens gång har det varit klart vad som har förväntats av mig.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 1B - Faculty of Science



4. Kursen i allmänhet. På en skala 1-5 välj det alternativ som bäst motsvarar din åsikt: 1 = instämmer inte alls → 3 = instämmer delvis → 5 = instämmer helt

	1	2	3	4	5
Under kursens gång har jag fått värdefull återkoppling från mina lärare.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kursen har haft en rimlig arbetsbelastning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kursen har haft en jämnt fördelad arbetsbelastning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examinationen har speglat kursens innehåll och nivå.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sammantaget är jag nöjd med kursen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Generiska färdigheter På en skala 1-5 välj det alternativ som bäst motsvarar din åsikt: 1 = instämmer inte alls → 3 = instämmer delvis → 5 = instämmer helt.

	1	2	3	4	5
Kursen har ökat min förmåga att läsa matematisk text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kursen har ökat min förmåga att kommunicera ämnet skriftligt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kursen har ökat min förmåga att kommunicera ämnet muntligt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kursen har gjort mig bättre på att samarbeta.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kursen har ökat min förmåga att söka och bearbeta information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kursen har ökat min förmåga att analysera och lösa problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kursen har gjort mig säkrare på att hantera obekanta problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 1B - Faculty of Science



6. Vad uppskattade du mest med kursen?

7. Vad tycker du främst borde förbättras?

8. Har du under kursen upplevt att kurslitteratur, personal eller undervisningsmetoder har varit diskriminerande på något sätt (kön, etnicitet etc.)?

Appendix 1C - Faculty of Science



Select the option that best matches your opinion. For questions 1-9 the grading is: 1= disagree completely, 3= partly agree, 5= agree completely.

1. Overall, I am satisfied with this course

- 1
- 2
- 3
- 4
- 5

2. Teachers and assistants have motivated me and I received good help and feedback.

- 1
- 2
- 3
- 4
- 5

Comments

3. The communication with the teaching staff was good and I have received clear information about the various course components.

- 1
- 2
- 3
- 4
- 5

Comments

Appendix 1C - Faculty of Science



4. The level of the course was appropriate.

- 1
- 2
- 3
- 4
- 5

Comments

5. My preknowledge was sufficient for this course.

- 1
- 2
- 3
- 4
- 5

Comments



Appendix 1C - Faculty of Science



6. The breakdown between different forms of learning activities (lectures, exercises, seminars, laboratory/field work, projects, etc.) was good.

- 1
- 2
- 3
- 4
- 5

Comments

7. I appreciated the course literature.

- 1
- 2
- 3
- 4
- 5

Comments



Appendix 1C - Faculty of Science



8. I appreciated the examinations employed for this course.

- 1
- 2
- 3
- 4
- 5

Comments

9. The course has increased my subject knowledge.

- 1
- 2
- 3
- 4
- 5

Especially in the following areas:



Appendix 1C - Faculty of Science



10. The course has also increased my ability to (you can choose more than one alternative):

- communicate in writing
- communicate orally
- work in a group
- search and process information
- analyze and solve problems

other areas – please fill in:

11. During this course I have on average spent this many hours studying (including scheduled time in class):

- 0-10 hours/week
- 10-20 hours/week
- 20-30 hours/week
- 30-40 hours/week
- 40-50 hours/week
- More than 50 hours/week

12. The work load during this course has been:

- Low
- Medium high
- High

Comments



Appendix 1C - Faculty of Science



13. The work load during this course has been:

- Evenly distributed
- Fairly evenly distributed
- Unevenly distributed

Comments

Answer the following questions with free text:

14. What did you appreciate most with this course?

15. What would be important to change or remove from this course, and how would you like to change it?

16. Please give constructive feedback to teachers/assistants:



Appendix 1C - Faculty of Science



17. Have you during this course experienced course literature, staff or teaching methods to be discriminatory in any way (gender, ethnicity, etc.)? You can also talk about potential problems with your Study Advisors, the HMS-committee (anders.brodin@biol.lu.se) or LUNA (ordf@luna.lu.se).

18. Did you find the literature project to be an important part of the course? (5 very much/ 1 not at all)

- 1
- 2
- 3
- 4
- 5

Comments



Appendix 1C - Faculty of Science



19. Do you think that the small tests (TEST 1 and 2) helped you in preparing for the exam? (5 very much/ 1 not at all)

- 1
- 2
- 3
- 4
- 5

Comments

20. Did you use the opportunity to get mentoring

- Yes
- No

If you answered yes, please give us some feedback on the mentoring

Appendix 1C - Faculty of Science



21. How did you like the course book (Wilson and Walker's....) (5 = very much; 1 not at all)

- 1
- 2
- 3
- 4
- 5

Comments

22. Laboratory exercise 1: My overall impression of this part of the course is that it was (5=excellent, 1=very poor)

- 1
- 2
- 3
- 4
- 5

Comments



Appendix 1C - Faculty of Science



23. Laboratory exercise 2: My overall impression of this part of the course is that it was (5=excellent, 1=very poor)

- 1
- 2
- 3
- 4
- 5

Comments

24. Tutorials: My overall impression of this part of the course is that it was (5=excellent, 1=very poor)

- 1
- 2
- 3
- 4
- 5

Comments



Appendix 1C - Faculty of Science



25. Did you take part in the introductory week before the course?

Yes

No

If you answered with yes, can you please comment if this helped you with the course and if you have any comments on the content of the introductory week.

Appendix 2A - Faculty of Social Sciences



1. What is your general evaluation of this course based on which knowledge you gained from it? (1= this course did not improve my knowledge in the subject, 5= this course improved my knowledge in the subject extremely much)

- 1
- 2
- 3
- 4
- 5

2. How many hours per week (in general) have you dedicated to your course studies? (Type in the number of hours in a text area below)

3. How intensive was the course pace for you? (1= This course was not intensive for me at all, 5= I felt that the course pace was extremely intensive)

- 1
- 2
- 3
- 4
- 5

4. What is your opinion about the course structure and framework, for example the order in which different topics were presented? (1= Very bad structure, 5= Very good structure)

- 1
- 2
- 3
- 4
- 5

5. What are your comments on the course content, for example course literature or specific course topics?

Appendix 2A - Faculty of Social Sciences



6. Do you have any specific suggestions to how the course can be improved?

7. What was the best part of this course?

8. What was the worst part of this course?

9. I would like to forward the following suggestions to the Department's teachers team:



Appendix 2A - Faculty of Social Sciences



10. I would like to forward the following advice to the students taking this course next year:



Appendix 2B - Faculty of Social Sciences



This course experience questionnaire (CEQ) is an instrument for quality improvement of all courses and programmes at ISM. ISM guarantees that your personal integrity is protected.

Specialisation

- Culture and creativity management
- Retail
- Sustainable service management
- Supply chain management
- Tourism

To what extent have you participated in the various course activities?

- 0%
- 20%
- 40%
- 60%
- 80%
- 100%

Appendix 2B - Faculty of Social Sciences



Please answer all statements by marking the alternative that best corresponds with your opinion.
 1 = Fully disagree with the statement / 5 = Fully agree with the statement

	1 Fully disagree	2	3	4	5 Fully agree
It was easy to know the standard of work expected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course has developed my problem-solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teaching has motivated me to do my best	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The workload has been much too heavy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course has sharpened my analytic skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually had a clear idea of where I was going and what was expected of me in this course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
During the course I have received many valuable comments on my achievements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To do well in this course all you really needed was a good memory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course helped me develop my ability to work in a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course has made me feel more confident about tackling new and unfamiliar problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course has improved my skills in written communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teachers seemed more interested in testing what I had memorised than what I had understood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It was often hard to discover what was expected of me in this course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Appendix 2B - Faculty of Social Sciences



Please answer all statements by marking the alternative that best corresponds with your opinion.
 1 = Fully disagree with the statement / 5 = Fully agree with the statement

	1 Fully disagree	2	3	4	5 Fully agree
I was generally given enough time to understand the things I had to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teachers made a real effort to understand the problems and difficulties one might be having in this course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The assessment methods employed in this course required an in-depth understanding of the course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course seems important for my education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teaching staff normally gave me helpful feedback on the progress of my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My lecturers were extremely good at explaining things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Too much of the assessment was just about facts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teachers on the course worked hard to make the subject interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There was a lot of pressure on me as a student in this course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course has helped me to develop the ability to plan my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The sheer volume of work in this course made it impossible to comprehend everything thoroughly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teachers made it clear right from the start what they expected from the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 2B - Faculty of Social Sciences



Please answer all statements by marking the alternative that best corresponds with your opinion.
1 = Fully disagree with the statement / 5 = Fully agree with the statement

	1 Fully disagree	2	3	4	5 Fully agree
Overall, I am satisfied with this course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What do you think was the best thing about this course?

What do you think is most in need of improvement?



Appendix 2C - Faculty of Social Sciences



1. Vilken kategori av studenter tillhör du?

- Program
 Fristående kurs

2. Vilket betyg skulle du vilja ge kursen? (1 = mycket dåligt; 5 = mycket bra)

- Mycket dåligt
 Dåligt
 OK
 Bra
 Mycket bra

3. Vår ambition är att erbjuda en kursstruktur som är ett stöd i er lärandeprocess. Vilket stöd bedömer du att de olika delarna av kursen har haft för ditt eget lärande?

	Mycket dåligt	Dåligt	Bra	Mycket bra	Utmärkt
Föreläsningarna	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seminarierna	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
De pedagogiska verktyg som användes inom kursen var lämpliga (rollspel, studentpresentationer, föreläsningar etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ordningsföljden på de olika momenten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kursplattformen Live@Lund	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Kommentar

Appendix 2C - Faculty of Social Sciences



4. Kurslitteratur Vi omprövar ständigt kurslitteraturen på våra kurser och skulle därför särskilt gärna vilja ha era synpunkter på delkursens huvudböcker. Vilket betyg skulle du vilja ge på var och en av följande böcker? Ytterligare kommentarer är varmt välkomna.

	Mycket dåligt	Dåligt	Bra	Mycket bra	Utmärkt
Badersten, Björn, 2006. Normativ metod: att studera det önskvärda. Lund: Studentlitteratur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Beckman, Ludvig. 2005. Grundbok i idéanalys. Stockholm: Santérus förlag.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hollis, Martin, 2002. The Philosophy of the Social Science. Cambridge University Press.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teorell, Jan – Svensson, Torsten, 2007. Att fråga och att svara. Samhällsvetenskaplig metod. Malmö: Liber.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Winther-Jørgensen, Marianne – Phillips, Louise, 2000. Diskursanalys som teori och metod. Lund: Studentlitteratur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Urval artiklar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Kommentar

5. Blev du vid kursstarten informerad om kursens lärandemål? Du kan läsa mer om lärandemålen dem på kursidan i Live@Lund eller via länken nedan.

- Ja
- Till viss del
- Nej
- Jag minns inte

Appendix 2C - Faculty of Social Sciences



6. Upplever du att du fått träna på kursens lärandemål?

- Ja
 Till viss del
 Nej

Om du svarat "nej" eller "till viss del", specificera gärna vilket eller vilka lärandemål du tänker på.

7. Ungefär hur många timmar i veckan har du lagt ner på kursrelaterat arbete (seminarier, föreläsningar, diskussioner med dina kurskamrater, självstudier etc.)?

- 0-10 timmar/veckan
 11-15 timmar/veckan
 16-20 timmar/veckan
 21-25 timmar/veckan
 26-30 timmar/veckan
 Mer än 30 timmar/veckan

8. Vilket betyg skulle du vilja ge din egen insats på kursen? (1 = mycket dålig; 5 = utmärkt)

- Mycket dålig
 Dålig
 Bra
 Mycket bra
 Utmärkt

9. Vad tyckte du bäst om i kursen?

Appendix 2C - Faculty of Social Sciences



10. Har du några förslag på hur kursen kan förbättras?

Tack för att du tog dig tid till att fylla i din kursvärdering! Vi uppskattar ditt engagemang.
Statsvetenskapliga institutionen



Appendix 3A - Faculties of Humanities and Theology



1. Hur stor del av undervisningen har du deltagit i?

0-19% 20-39% 40-59% 60-79% 80-100%

2. Hur mycket tid per vecka har du totalt lagt ner på studiearbetet?

Mindre än 10 tim 10-19 tim 20-29 tim 30-39 tim 40-49 tim

50 eller mer

3. Hur bedömer du dina förkunskaper inför denna kurs?

Otilräckliga Tillräckliga Mer än tillräckliga

4. Hur många terminer har du tidigare läst vid högskola/universitet?

0 1 2 3 4 eller fler

Appendix 3A - Faculties of Humanities and Theology



5. Lärandemål Nedan presenteras kursens lärandemål. Bedöm först i vilken utsträckning du anser att dessa lärandemål behandlats i undervisningen, självstudier och andra läraktiviteter i kursen. Därefter bedömer du i vilken utsträckning du anser att du uppnått målen. 1 = inte alls; 5 = i mycket hög grad

	Behandlats i undervisningen					I vilken utsträckning du uppnått målen				
	1	2	3	4	5	1	2	3	4	5
kunna på svenska redogöra för några elementära aspekter av fransk grammatik	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
kunna behärska ett rudimentärt ordförråd på franska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
kunna redogöra på svenska för några av franskans mest grundläggande uttalsprinciper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
kunna använda några elementära strukturer inom fransk grammatik	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
med förberedelse kunna delta i ett kort, mycket enkelt samtal på franska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
med hjälpmedel kunna skriva enkla meningar på franska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
kunna förstå huvuddragen i en muntlig framställning på välartikulerad franska inom välbekanta ämnesområden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
med hjälp av tvåspråkiga lexikon och relevanta grammatikböcker kunna läsa och förstå enkla meningar på franska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ur olika synvinklar kunna diskutera och ta ställning till frågor som rör genus, etnicitet, kulturmöten och kulturell mångfald	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
kunna förhålla sig kritiskt till källmaterial och det egna kunskapsinhämtandet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 3A - Faculties of Humanities and Theology



6. Ta ställning till följande påståenden 1 = instämmer inte alls; 5 = instämmer helt

	1	2	3	4	5
Informationen kring kursens upplägg, schema, examination och litteratur har varit tydlig.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examinationen prövade om jag uppnått kursens lärandemål.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lärarna har kunnat svara på relevanta frågor om kursen och kursinnehållet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Undervisningen har motiverat mig att prestera mitt bästa.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jag har tagit ansvar för mitt eget lärande under den här kursen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jag har bidragit till en god lärandemiljö under den här kursen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kommunikationen med lärarna på kursen har fungerat väl.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jag har fått god information om vad som förväntas av mig på kursen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mitt samarbete med andra studenter på den här kursen har fungerat väl.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examinationen/examinationsformerna har varit motiverande för mitt lärande.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Den arbetsinsats som krävts av mig under kursen har varit för stor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Under kursen har jag fått värdefulla kommentarer på mina prestationer av mina lärare.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kursmaterialet (t.ex. kompendier, kurshemsida, böcker) har varit till stöd för mitt lärande.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 3A - Faculties of Humanities and Theology



6. Ta ställning till följande påståenden 1 = instämmer inte alls; 5 = instämmer helt

	1	2	3	4	5
Mina lärare har varit bra på att förklara.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jag upplever att alla studenter har blivit väl bemötta på den här kursen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Överlag är jag nöjd med kursen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Vad var det bästa med kursen?

8. Hur tycker du att kursen skulle kunna förbättras?

9. Hur tycker du att du har fått träna på och utvecklat din interkulturella kompetens? Ge gärna exempel.

Ja

Nej

Kommentar

Appendix 3A - Faculties of Humanities and Theology



10. Skulle du ha kunnat tänka dig att en del av utbildningen varit förlagd i ett målspråkstalande land, även om det innebar privata kostnader för uppehälle och resa?

Ja

Nej

Kommentar

Appendix 3B - Faculties of Humanities and Theology



1. Hur stor del av undervisningen har du deltagit i?

0-19% 20-39% 40-59% 60-79% 80-100%

2. Lärandemål Nedan presenteras kursens lärandemål. Bedöm först i vilken utsträckning du anser att lärandemålen behandlats i undervisningen, självstudier och andra läraktiviteter i kursen. Därefter bedömer du i vilken utsträckning du anser att du uppnått målen. 1 = inte alls; 5 = i mycket hög grad

	Behandlats i undervisningen					I vilken utsträckning du uppnått målen				
	1	2	3	4	5	1	2	3	4	5
kunna översiktligt beskriva metoder och tillvägagångssätt för utvärdering och utveckling av undervisning och annan skolverksamhet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
kunna beskriva och jämföra grundantaganden om samband mellan utvärdering, styrning och utvecklingsarbete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
kunna på ett välgrundat sätt redogöra för val av utvärderings- och utvecklingsstrategier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
kunna planera ett utvärderings- och utvecklingsarbete inom pedagogisk yrkesverksamhet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
kunna analysera kvantitativa och kvalitativa data från utvärdering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
kunna värdera sitt eget arbete med utvärdering och utveckling av den egna ämnesundervisningspraktiken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 3B - Faculties of Humanities and Theology



3. Ta ställning till följande påståenden 1 = instämmer inte alls; 5 = instämmer helt

	1	2	3	4	5
Informationen kring kursens upplägg och lärandemål har varit tydlig.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informationen om schema för kursen har kommit ut i tid och varit tydlig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Litteraturlistor har presenterats på kursens hemsida i Live@Lund i god tid innan kursstart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Undervisningen har motiverat mig att prestera mitt bästa.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information om kursens examination har varit tydlig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examinationen prövade om jag uppnått kursens lärandemål.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jag upplever att alla studenter har blivit väl bemötta på den här kursen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kursen har varit av relevans för min framtida lärargärning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kursen har haft ett tydligt ämnesdidaktiskt perspektiv.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Överlag är jag nöjd med kursen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Har du något övrigt du vill tillägga?

Appendix 3C - Faculties of Humanities and Theology



1. The course has been given at full time (corresponding to 40 hours a week). How many hours a week did you spend on it?

- Less than 30 hours
 Ca 30 hours
 Ca 40 hours
 Ca 50 hours
 More than 50 hours

2. How would you assess your prior knowledge at the start of this course?

- Insufficient
 Sufficient
 More than sufficient

3. Has the course (teaching, literature, examination etc.) been adequately related to the learning outcomes?

	yes	no	I don't know
to be able to account for in general terms and compare a selection of religio-political manifestations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to be able to summarise and explain historical and sociological models for interpreting religio-political manifestations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to be able to describe, analyse and interpret with a certain degree of independence how religious texts and historical processes can be used to legitimise political and/or ideological positions and determine what is a correct lifestyle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to be able to write a short scholarly text on a given issue of relevance for the theme of the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to be able to discern, compare and take a position on terminology specific to certain religions and scholarly terminology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to be able to critically assess the subject matter of religio-political statements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 3C - Faculties of Humanities and Theology



4. How would you assess this course as a whole? What (if anything) was particularly good about it? What (if anything) needs to be improved?

5. Further comments?



Appendix 4A - Faculty of Engineering

Kursutvärderingsenkät – CEQ

Testkurs

TES000

CEQ är ett instrument för att målmedvetet förbättra kvaliteten på LTH:s samtliga kurser och utbildningar. LTH garanterar att dina svar behandlas så att din personliga integritet skyddas.

Kön: <input type="checkbox"/> Kvinna <input type="checkbox"/> Man	År du började: <input type="checkbox"/> ≤97 <input type="checkbox"/> 98 <input type="checkbox"/> 99 <input type="checkbox"/> 00 <input type="checkbox"/> 01 <input type="checkbox"/> 02 <input type="checkbox"/> 03 <input type="checkbox"/> 04 <input type="checkbox"/> 05 <input type="checkbox"/> 06	Program: Lund <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> BI <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> I <input type="checkbox"/> ID <input type="checkbox"/> K	Avslutning: <input type="checkbox"/> INEK <input type="checkbox"/> TEMA
		<input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> M-TD <input type="checkbox"/> N <input type="checkbox"/> Pi <input type="checkbox"/> RH <input type="checkbox"/> V <input type="checkbox"/> W <input type="checkbox"/> TM-ekonom <input type="checkbox"/> Nat.fak. Helsingborg <input type="checkbox"/> Bygg-ark <input type="checkbox"/> Bygg-järnväg <input type="checkbox"/> Bygg-trafik <input type="checkbox"/> Industriellt byggande <input type="checkbox"/> Data <input type="checkbox"/> Elektro <input type="checkbox"/> Programvaru <input type="checkbox"/> Multimedia <input type="checkbox"/> Kemi <input type="checkbox"/> Bio	
Födelseår: 19_____	Ateljé (endast A-prog) <input type="checkbox"/> X <input type="checkbox"/> Y <input type="checkbox"/> Z	<input type="checkbox"/> Fristående kurs	
Ungefär hur stor andel av undervisningen har du deltagit i? <input type="checkbox"/> 0% <input type="checkbox"/> 20% <input type="checkbox"/> 40% <input type="checkbox"/> 60% <input type="checkbox"/> 80% <input type="checkbox"/> 100%		<input type="checkbox"/> Masterprogram <input type="checkbox"/> System-on-Chip <input type="checkbox"/> Bio- and Food technology <input type="checkbox"/> Water Resources	

Var vänlig svara på samtliga påståenden genom att kryssa i det alternativ som bäst stämmer med din uppfattning. Använd gärna bläckpenna.

Tar helt
avstånd från
påståendet

Instämmer
helt i
påståendet

1	Det har varit lätt att veta vilken kvalitet som förväntats på mitt arbete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Kursen har utvecklat mina färdigheter i problemlösning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Undervisningen har motiverat mig att göra mitt bästa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Arbetsbördan har varit alltför tung	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Kursen har skärpt mitt analytiska tänkande	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Jag har för det mesta haft en klar bild av hur jag har legat till och vad som krävts av mig på denna kurs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Under kursen har jag fått många värdefulla kommentarer på mina prestationer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Ett gott minne är egentligen allt man har behövt för att klara den här kursen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Kursen har utvecklat min förmåga att arbeta i grupp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Kursen har gjort att jag känner mig säkrare på att angripa nya och obekanta problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Kursen har förbättrat min förmåga att kommunicera skriftligt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Lärarna har verkat mer intresserade av att testa vad jag minns än vad jag förstått	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Det har ofta varit svårt att få reda på vad som förväntats av mig på den här kursen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Jag har vanligtvis fått tillräckligt med tid på mig för att förstå det jag måste lära mig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Lärarna har verkligen försökt förstå de problem och svårigheter som man kan ha med kursen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Examinationen på kursen krävde att man verkligen förstod vad kursen gick ut på	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Kursen känns angelägen för min utbildning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Lärarna har oftast gett mig värdefulla upplysningar om hur mitt arbete har gått framåt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Mina föreläsare har varit väldigt duktiga på att förklara saker och ting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Alltför stor del av examinationen har handlat enbart om fakta	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Lärarna på kursen har ansträngt sig för att göra ämnet intressant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Som student har jag känt mig hårt pressad på den här kursen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Kursen har hjälpt mig att utveckla förmågan att planera mitt arbete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Själva arbetsvolymen på kursen har gjort att man inte kunnat begripa allt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Lärarna klagade redan från början vad de förväntade sig av studenterna	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Överlag är jag nöjd med den här kursen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

+

OBS! VÄND!

+

Appendix 4A - Faculty of Engineering

Vad tycker du var det bästa med den här kursen? _____

Vad tycker du främst behöver förbättras? _____

Appendix 4B - Faculty of Engineering

Course evaluation form

Test course

TES000

This form is an instrument for goal directed quality improvement of all courses and programmes at LTH.
LTH guarantees that your personal integrity is protected.

Sex: <input type="checkbox"/> Female <input type="checkbox"/> Male	Year of start of study: <input type="checkbox"/> ≤98 <input type="checkbox"/> 99 <input type="checkbox"/> 00 <input type="checkbox"/> 01 <input type="checkbox"/> 02 <input type="checkbox"/> 03 <input type="checkbox"/> 04 <input type="checkbox"/> 05 <input type="checkbox"/> 06	Programme: Lund <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> BI <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> I <input type="checkbox"/> ID <input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> M-TD <input type="checkbox"/> N <input type="checkbox"/> Pi <input type="checkbox"/> RH <input type="checkbox"/> V <input type="checkbox"/> W <input type="checkbox"/> TM-ekonom <input type="checkbox"/> Nat.fak. Helsingborg <input type="checkbox"/> Bygg-ark <input type="checkbox"/> Bygg-järnväg <input type="checkbox"/> Bygg-trafik <input type="checkbox"/> Industriellt byggande <input type="checkbox"/> Data <input type="checkbox"/> Elektro <input type="checkbox"/> Programvaru <input type="checkbox"/> Multimedia <input type="checkbox"/> Kemi <input type="checkbox"/> Bio <input type="checkbox"/> Separate course
Year of birth 19_____	Studio (A-programme only) <input type="checkbox"/> X <input type="checkbox"/> Y <input type="checkbox"/> Z	Masters programmes <input type="checkbox"/> System-on-Chip <input type="checkbox"/> Bio- and Food technology <input type="checkbox"/> Water Resources
To what extent have you participated in the various course activities? <input type="checkbox"/> 0% <input type="checkbox"/> 20% <input type="checkbox"/> 40% <input type="checkbox"/> 60% <input type="checkbox"/> 80% <input type="checkbox"/> 100%		

Please answer **all** questions by marking the alternative that best corresponds with your opinion. Please use a pen.

	Fully disagree				Fully agree
1 It was easy to know the standard of work expected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 The course has developed my problem-solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 The teaching has motivated me to do my best	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 The workload has been much too heavy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 The course has sharpened my analytic skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 I usually had a clear idea of where I was going and what was expected of me in this course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 During the course I have received many valuable comments on my achievements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 To do well in this course all you really needed was a good memory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 The course helped me develop my ability to work in a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 The course has made me feel more confident about tackling new and unfamiliar problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 The course has improved my skills in written communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 The teachers seemed more interested in testing what I had memorised than what I had understood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 It was often hard to discover what was expected of me in this course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 I was generally given enough time to understand the things I had to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 The teachers made a real effort to understand the problems and difficulties one might be having in this course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 The assessment methods employed in this course required an in-depth understanding of the course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 The course seems important for my education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 The teaching staff normally gave me helpful feedback on the progress of my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19 My lecturers were extremely good at explaining things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 Too much of the assessment was just about facts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21 The teachers on the course worked hard to make the subject interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22 There was a lot of pressure on me as a student in this course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23 The course has helped me to develop the ability to plan my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24 The sheer volume of work in this course made it impossible to comprehend everything thoroughly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25 The teachers made it clear right from the start what they expected from the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26 Overall, I am satisfied with this course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

+

PLEASE TURN OVER!

+

Appendix 4B - Faculty of Engineering

What do you think was the best thing about this course? _____

What do you think is most in need of improvement? _____

Appendix 5A - Faculty of Medicine



1. Välj det alternativ som bäst överensstämmer med din upplevelse

	Instämmer inte alls				Instämmer helt			Ej aktuellt
Jag har förstått kursmålen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jag har använt kursmålen som stöd för mitt lärande	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kursen byggde vidare på mina tidigare kunskaper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lärare/handledare har gett mig återkoppling på om jag är på väg att uppnå kursmålen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kursens lärandeaktiviteter har gett mig återkoppling på om jag är på väg att uppnå kursmålen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examinationsmomenten var fokuserade på att kontrollera att kursmålen uppnåtts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jag gavs möjlighet att träna på kursens färdighetsmål i tillräckligt utsträckning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jag utvecklade mitt professionella förhållningssätt under kursen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jag utvecklade min förmåga till kritiskt tänkande under kursen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jag har blivit bättre på att ta ansvar för min kunskapsutveckling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kursledningen har lyssnat på synpunkter och idéer om förbättring av kursen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Den fysiska arbetsmiljön under kursen var bra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schema och andra viktiga instruktioner var tydliga och lätta att hitta	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 5A - Faculty of Medicine



1. Välj det alternativ som bäst överensstämmer med din upplevelse

	Instämmer inte alls					Instämmer helt Ej aktuellt	
Jag kände mig trygg i att aktivt delta i diskussioner på föreläsningar/gruppövningar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jag möttes av respekt från lärare/handledare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jag möttes av respekt från medstudenter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Studierna under kursen påverkade inte min hälsa negativt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arbetsbördan under kursen var rimlig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Vad tycker du var det bästa med den här kursen?

3. Vad tycker du främst behöver förbättras?

Appendix 5B - Faculty of Medicine



Klinisk medicin 5

Hej student på Klinisk Medicin 5! Här kommer den första delen av kursvärderingen, som berör den första delen av kursen. Vi vill väldigt gärna ha din hjälp att förbättra kursen genom att du svarar på alla frågorna nedan. Stort tack på förhand. Ulf Ekelund, Kursansvarig

Vid vilken studieort har du haft din grundplacering (temadagarna)?

Helsingborg Lund Malmö

Föreläsningdag 1 - Introduktionsföreläsningen (Ulf Ekelund), markera vad du tyckte

- 1. Mycket dålig
- 2.
- 3.
- 4.
- 5. Mycket bra
- 6. Vet ej, deltog inte

Föreläsningdag 1 - Generiskt ABC (Ulf Ekelund), markera vad du tyckte

- 1. Mycket dålig
- 2.
- 3.
- 4.
- 5. Mycket bra
- 6. Vet ej, deltog inte

Föreläsningdag 1 - Akutsjukvård, Generiskt förhållningssätt (Jakob Lundager Forberg), markera vad du tyckte

- 1. Mycket dålig
- 2.
- 3.
- 4.
- 5. Mycket bra
- 6. Vet ej, deltog inte

Appendix 5B - Faculty of Medicine



Föreläsningsdag 1 - EKG-tolkning i akutsjukvården (Jakob Lundager Forberg), markera vad du tyckte

- 1. Mycket dålig
- 2.
- 3.
- 4.
- 5. Mycket bra
- 6. Vet ej, deltog inte

Föreläsningsdag 1 - Blodgastolkning i akutsjukvården (Pontus Olsson), markera vad du tyckte

- 1. Mycket dålig
- 2.
- 3.
- 4.
- 5. Mycket bra
- 6. Vet ej, deltog inte

Föreläsningsdag 1 - Prehospital sjukvård, Ambulans (Johan Aspelund), markera vad du tyckte

- 1. Mycket dålig
- 2.
- 3.
- 4.
- 5. Mycket bra
- 6. Vet ej, deltog inte

Introduktionsdagen (Föreläsningsdag 1) som helhet, markera vad du tyckte.

- 1. Mycket dålig
- 2.
- 3.
- 4.
- 5. Mycket bra
- 6. Vet ej, deltog ej

Appendix 5B - Faculty of Medicine



I kommentarfältet får du gärna berätta mer om hur du upplevde introduktionsdagen (föreläsningdag 1) som helhet och/eller enskilda föreläsningar som helhet.

Föreläsningdag 2 - Föreläsning Akut psykiatri, markera vad du tyckte

- 1. Mycket dålig
- 2.
- 3.
- 4.
- 5. Mycket bra
- 6. Vet ej, deltog ej

Föreläsningdag 2 - Paneldiskussion, Psyk, Soc, Hot/våld (Emelie Lincoln mfl), markera vad du tyckte

- 1. Mycket dålig
- 2.
- 3.
- 4.
- 5. Mycket bra
- 6. Vet ej, deltog ej

Föreläsningdag 2 - Föreläsning Katastrofmedicin, markera vad du tyckte

- 1. Mycket dålig
- 2.
- 3.
- 4.
- 5. Mycket bra
- 6. Vet ej, deltog ej

Appendix 5B - Faculty of Medicine



Föreläsningsdag 2 - Föreläsning äldre i akutsjukvården, markera vad du tyckte

- 1. Mycket dålig
- 2.
- 3.
- 4.
- 5. Mycket bra
- 6. Vet ej, deltog ej

Föreläsningsdag 2 - Föreläsning Feber, sepsis, markera vad du tyckte

- 1. Mycket dålig
- 2.
- 3.
- 4.
- 5. Mycket bra
- 6. Vet ej, deltog ej

Föreläsningsdag 2 som helhet, markera vad du tyckte.

- 1. Mycket dåligt
- 2.
- 3.
- 4.
- 5. Mycket bra
- 6. Vet ej, deltog ej

I kommentarfältet får du gärna berätta mer om hur du upplevde föreläsningsdag 2 som helhet och/eller enskilda föreläsningar som helhet.

Appendix 5B - Faculty of Medicine



Temadag: Generiskt ABC och smärta - Markera vad du tyckte.

- 1. Mycket dåligt
- 2.
- 3.
- 4.
- 5. Mycket bra
- 6. Vet ej, deltog ej

I kommentarfältet får du gärna berätta mer om hur du upplevde temadag Generiskt ABC och smärta som helhet och/eller enskilda moment som helhet.

Temadag: Andningsproblem - Markera vad du tyckte

- 1. Mycket dåligt
- 2.
- 3.
- 4.
- 5. Mycket bra
- 6. Vet ej, deltog ej

Temadag Andningsproblem: Speciell genomgång av teknisk utrustn med MTA (om det gavs) - Markera vad du tyckte

- 1. Mycket dåligt
- 2.
- 3.
- 4.
- 5. Mycket bra
- 6. Vet ej, deltog ej

Appendix 5B - Faculty of Medicine



I kommentarfältet får du gärna berätta mer om hur du upplevde temadag Andningsproblem som helhet och/eller enskilda moment som helhet. Kommentera gärna särskilt den tekniska genomgången med MTA (om den gavs)

Temadag: Cirkulationsproblem, Hjärtstopp - Markera vad du tyckte

- 1. Mycket dåligt
- 2.
- 3.
- 4.
- 5. Mycket bra
- 6. Vet ej, deltog ej

I kommentarfältet får du gärna berätta mer om hur du upplevde temadag Cirkulationsproblem, Hjärtstopp som helhet och/eller enskilda moment som helhet.

Temadag: CNS-problem - Markera vad du tyckte

- 1. Mycket dåligt
- 2.
- 3.
- 4.
- 5. Mycket bra
- 6. Vet ej, deltog ej

Appendix 5B - Faculty of Medicine



I kommentarfältet får du gärna berätta mer om hur du upplevde temadag CNS-problem som helhet och/eller enskilda moment som helhet.

Praktiska övningar- Markera vad du tyckte.

- 1. Mycket dåligt
- 2.
- 3.
- 4.
- 5. Mycket bra
- 6. Vet ej, deltog ej

I kommentarfältet får du gärna berätta mer om hur du upplevde de praktiska övningarna som helhet och/eller som enskilda moment.

Appendix 5C - Faculty of Medicine



1. Välj det alternativ som bäst överensstämmer med din upplevelse

	Instäm- mer inte alls					Instäm- mer helt	Ej aktuellt
Jag har förstått kursmålen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jag har använt kursmålen som stöd för mitt lärande	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kursen byggde vidare på mina tidigare kunskaper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Föreläsningen Sexuell dysfunktion vid gynekologisk cancer bidrog till mitt lärande	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Föreläsningen Klimakteriet ur ett BM-perspektiv bidrog till mitt lärande	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Föreläsningen Vulvasmärter bidrog till mitt lärande	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Föreläsningen Barnmorskeperspektiv gynekologi bidrog till mitt lärande	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Föreläsningen Inkontinens bidrog till mitt lärande	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Föreläsningen IVF/infertilitet bidrog till mitt lärande	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Föreläsningen Hormonella rubbningar bidrog till mitt lärande	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lärare/handledare har gett mig återkoppling på om jag är på väg att uppnå kursmålen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kursens lärandeaktiviteter har gett mig återkoppling på om jag är på väg att uppnå kursmålen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examinationsmomenten var fokuserade på att kontrollera att kursmålen uppnåtts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 5C - Faculty of Medicine



1. Välj det alternativ som bäst överensstämmer med din upplevelse

	Instämmer inte alls				Instämmer helt				Ej aktuellt
Jag gavs möjlighet att träna på kursens färdighetsmål i tillräckligt utsträckning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Jag utvecklade mitt professionella förhållningssätt under kursen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Jag utvecklade min förmåga till kritiskt tänkande under kursen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Jag har blivit bättre på att ta ansvar för min kunskapsutveckling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Kursledningen har lyssnat på synpunkter och idéer om förbättring av kursen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Den fysiska arbetsmiljön under kursen var bra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Schema och andra viktiga instruktioner var tydliga och lätta att hitta	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Jag kände mig trygg i att aktivt delta i diskussioner på föreläsningar/gruppövningar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Jag möttes av respekt från lärare/handledare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Jag möttes av respekt från medstudenter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Studierna under kursen påverkade inte min hälsa negativt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Arbetsbördan under kursen var rimlig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Appendix 5C - Faculty of Medicine



2. Vad tycker du var det bästa med den här kursen?

3. Vad tycker du främst behöver förbättras?



Appendix 6A - Faculty of Law



+

1. Vad tycker du har varit bäst med kursen (jfr med andra kurser)?

2. Vad skulle du främst vilja ändra på?

3. Vad anser du om avvägningen mellan de olika kursmomenten?

4. Vad anser du om kurslitteraturen?

Appendix 6A - Faculty of Law



5. Vad anser du om lärarnas insatser?

6. Anser du att kursen främjat en öppen och kritisk diskussion om rättsreglernas funktion?

7. Anser du att regelsystemets genusaspekter framhävts i lämplig omfattning?

8. Övriga synpunkter?

Appendix 6B - Faculty of Law



1. How relevant is this course for your education? (1=not relevant; 5=very relevant)

- 1
- 2
- 3
- 4
- 5

Comment:

2. Do you consider you have reached the learning outcomes as stated in the syllabus? (1=not at all; 5=yes completely)

- 1
- 2
- 3
- 4
- 5

Comment:



Appendix 6B - Faculty of Law



3. How did you experience the teachers' support? (1=not supportive; 5=very supportive)

- 1
- 2
- 3
- 4
- 5

Comment:

4. How relevant was the course literature and other material in respect to the goal to be achieved? (1=not relevant; 5=very relevant)

- 1
- 2
- 3
- 4
- 5

Comment:



Appendix 6B - Faculty of Law



5. How did you experience the examination in relation to the course's goal? (1=not relevant; 5=very relevant)

- 1
- 2
- 3
- 4
- 5

Comment:

6. How did the organization of the classes work? What could be better? (1=did not work well; 5=worked very well)

- 1
- 2
- 3
- 4
- 5

Comment:



Appendix 6B - Faculty of Law



7. How did the administration of the course work? What could be better? (1=did not work well; 5=worked very well)

- 1
- 2
- 3
- 4
- 5

Comment:

8. On average, how many hours per week did you work for this course (including lectures, seminars etc.)?

- Less than 10
- 10-19
- 20-29
- 30-39
- 40-49
- 50-59
- 60 or more

Comment:

Appendix 6B - Faculty of Law



9. Additional comments about the course:



Appendix 6C - Faculty of Law



1. Vad tycker du har varit bäst med kursen?

2. Vad skulle du främst vilja ändra på?

3. Vad anser du om avvägningen mellan de olika kursmomenten (uppdelning mellan olika undervisningsformer, ämnesområden etc.)? (1=mycket dålig; 5=mycket bra)

- 1 - Mycket dålig
- 2
- 3
- 4
- 5 - Mycket bra

Kommentar

Appendix 6C - Faculty of Law



4. Vad anser du om kurslitteraturen och kursmaterialet? (1=inte relevant alls; 5=mycket relevant)

- 1 - Inte relevant alls
- 2
- 3
- 4
- 5 - Mycket relevant

Kommentar

5. Vad anser du om lärarnas insatser? (1=mycket dåliga; 5=mycket bra)

- 1 - Mycket dålig
- 2
- 3
- 4
- 5 - Mycket bra

Kommentar

Appendix 6C - Faculty of Law



6. Hur har arbetsbelastningen varit på kursen? (1= mycket låg; 5= mycket hög)

- 1 - Mycket låg
- 2
- 3
- 4
- 5 - Mycket hög

Kommentar

7. Hur många timmar per vecka lade du genomsnittligen ner på kursen (inklusive lektioner, seminarier etc.)?

- Mindre än 10
- 10 - 19
- 20 - 29
- 30 - 39
- 40 - 49
- 50 - 59
- 60 eller mer

Kommentar

Appendix 6C - Faculty of Law



8. I vilken grad anser du att kursen främjat en öppen och kritisk diskussion kring rättsreglernas funktion, exempelvis ur ett ekonomiskt, socialt eller genusperspektiv? (1= mycket låg; 5=mycket hög)

- 1 - Mycket låg
 2
 3
 4
 5 - Mycket hög

Kommentar

9. Vad anser du om kursadministrationen (schemaläggning, grupp fördelning, LADOK-registrering etc.)? (1=mycket dålig; 5= mycket bra)

- 1 - Mycket dålig
 2
 3
 4
 5 - Mycket bra

Kommentar

Appendix 6C - Faculty of Law



10. Har du haft nytta av informationsundervisningen under kursens gång? (1=ingen nytta alls; 5=mycket nytta)

1 - Ingen nytta alls

2

3

4

5 - Mycket nytta

Kommentar

11. Övriga kommentarer





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