

IDBI questionnaire, November 2005

Interpretation \ score	1	2	3	4	5	6	Average	Comment
	Completely disagree	largely disagree	rather disagree	rather agree	largely agree	completely agree		
I find it easy to read and follow the textbook.	0	1	2	4	5	3	4,5	Most students are relatively happy with textbook.
I would like a textbook that is shorter and more precise.	2	1	3	3	3	3	3,9	About half would be interested in a more succinct reference, but this should be supplementary literature (not a replacement).
I would like a textbook with higher emphasis on practice.	1	1	4	4	4	1	3,8	No clear answer here, but it seems that good portion of the students are concerned with the application of the material in practice.
I would rather wait with exercises until 1 week after the lecture on the same material.	9	1	2	2	0	1	2,1	A clear no. This is in line with experience from previous semesters, where home preparation for exercises has been poor.
I would prepare well for exercises one week after the lecture on the same material.	2	5	2	3	0	3	3,2	Students seem to realize that this would have been the case.
I would like more easy exercises just after the lecture, to check my understanding.	3	1	3	3	1	4	3,7	There are enough students interested in easier exercises to justify that some effort spent on incorporating such into the exercises. This should probably be supplemented with a marking scheme, suggesting the type/difficulty of an exercise (to allow students to choose).
I would be willing to pay 100 DKK to use the Gradiance system (considered as "supplementary literature"), especially if the problems posed are improved.	5	1	1	1	4	3	3,5	Some would, some would not. Ideally, IT should finance the IT support for course, but it is not clear that paying for each student will be acceptable.
I will spend considerable time on going through the exercises before the exam.	0	0	0	2	4	9	5,5	Many will (or would like to). This means having the exercises is good even for students that do not spend the necessary time during the semester.
I would have chosen group members for the project myself, if it had been allowed.	3	2	4	1	1	4	3,5	No clear answer. Perhaps the solution is let groups form themselves, and put remaining students together in groups (or 4th members in self-formed groups).
I was not prepared for doing the first part of the group project when it was posed.	4	4	4	3	0	0	2,4	Most students thought they were prepared so no supporting initiative seems to be needed.
The 1st part of the group hand-in, and the feedback afterwards, taught me a lot.	0	2	1	6	2	4	4,3	80% positive answers. Negative answers could be because of previous experience. Even more positive answers, despite the fact that this was the smallest of the three parts. (And the one involving boring entering of data!)
The 2nd part of the group hand-in, and the feedback afterwards, taught me a lot.	0	1	1	5	2	6	4,7	
The 3rd part of the group hand-in, and the feedback afterwards, taught me a lot.	1	2	2	5	2	3	3,9	Somewhat more negative feedback. Could be because of practical problems with inputting data from other groups (took a lot of time compared to what was learned). This part of the hand-in will be removed if the project is reused.
I spent too much time on the hand-ins, compared to other activities in the course.	2	2	5	4	1	1	3,2	Most disagree, or only slightly agree. The amount of project work does not seem to harm other aspects of the course.