

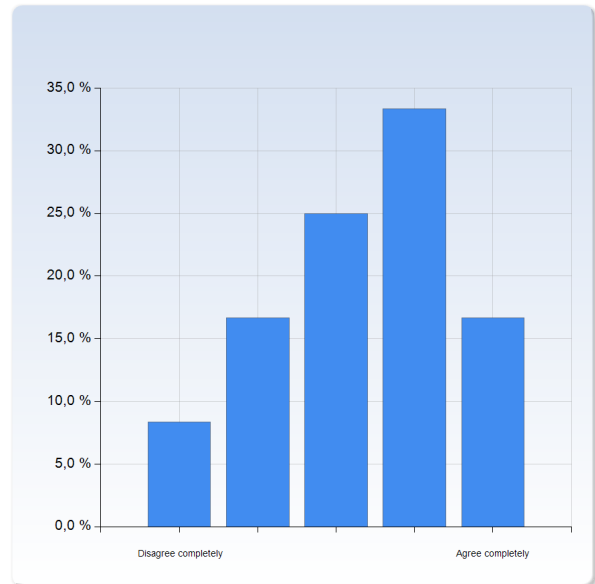
## MNXA09 vt16

Respondents: 17  
Answer Count: 12  
Answer Frequency: 70,59 %

### The course and the course elements

#### The course surpassed my expectations

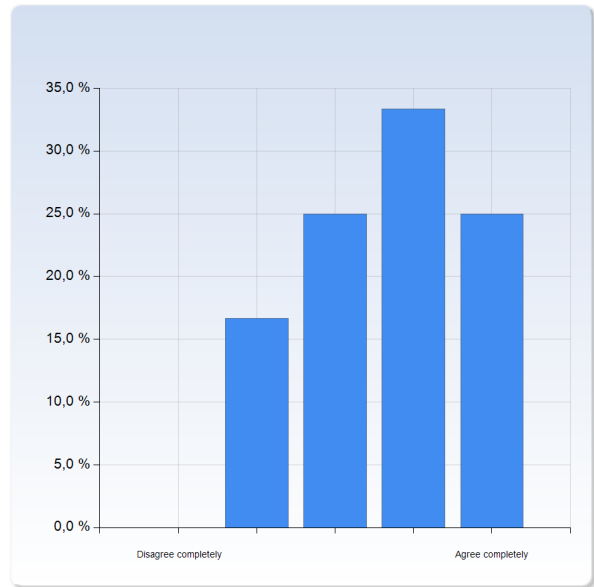
The course surpassed my expectations	Number of Responses
Disagree completely	1 (8,3%)
	2 (16,7%)
	3 (25,0%)
	4 (33,3%)
Agree completely	2 (16,7%)
Total	12 (100,0%)



	Mean	Standard Deviation
The course surpassed my expectations	3,3	1,2

### The course book (Chalmers) was interesting and relevant for the course

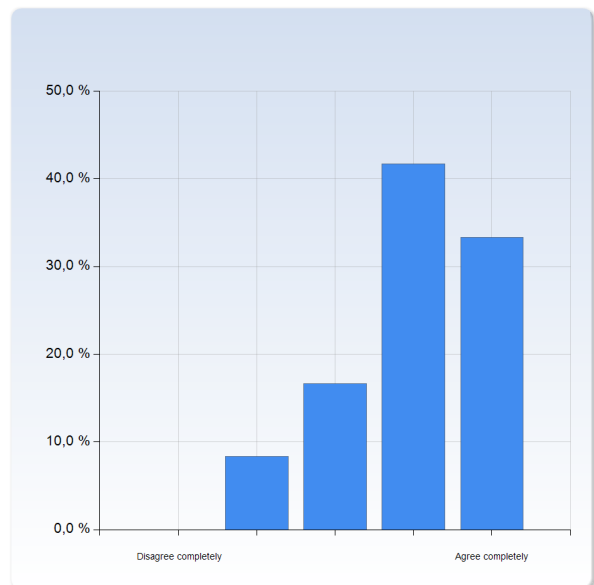
The course book (Chalmers) was interesting and relevant for the course	Number of Responses
Disagree completely	0 (0,0%)
	2 (16,7%)
	3 (25,0%)
	4 (33,3%)
Agree completely	3 (25,0%)
Total	12 (100,0%)



	Mean	Standard Deviation
The course book (Chalmers) was interesting and relevant for the course	3,7	1,1

### The combination of lectures and follow-up discussion sessions was very useful.

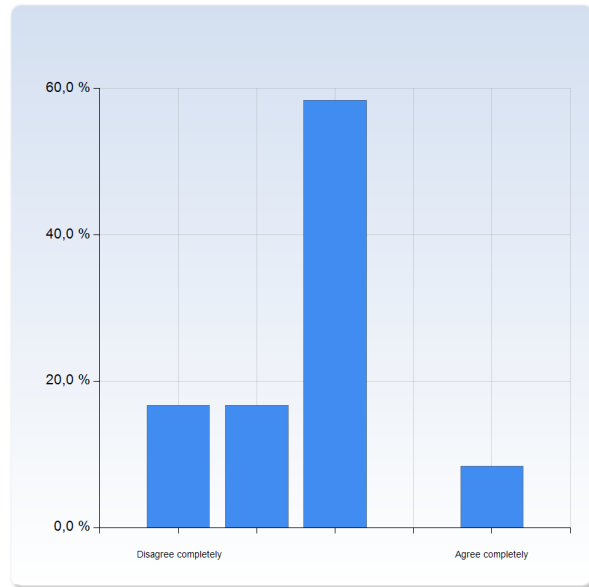
The combination of lectures and follow-up discussion sessions was very useful.	Number of Responses
Disagree completely	0 (0,0%)
	1 (8,3%)
	2 (16,7%)
	5 (41,7%)
Agree completely	4 (33,3%)
Total	12 (100,0%)



	Mean	Standard Deviation
The combination of lectures and follow-up discussion sessions was very useful.	4,0	1,0

**To watch the recorded lectures on-line was as good as seeing them live.**

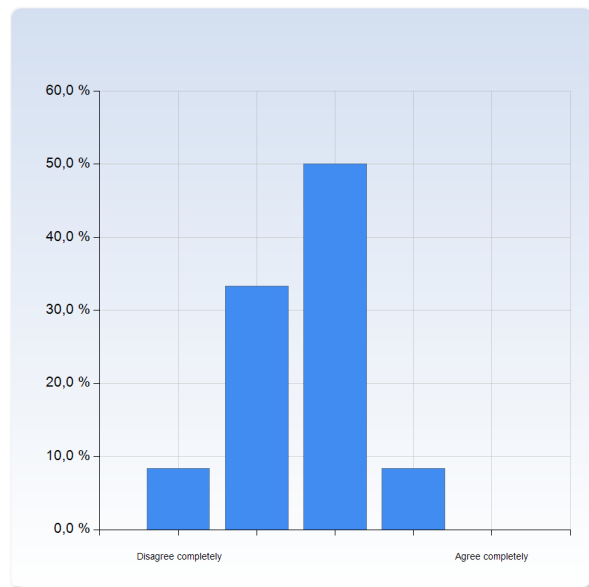
To watch the recorded lectures on-line was as good as seeing them live.	Number of Responses
Disagree completely	2 (16,7%)
	2 (16,7%)
	7 (58,3%)
	0 (0,0%)
Agree completely	1 (8,3%)
Total	12 (100,0%)



To watch the recorded lectures on-line was as good as seeing them live.	Mean	Standard Deviation
	2,7	1,1

**I learned a lot from acting as a discussion leader and to write a report from the discussions.**

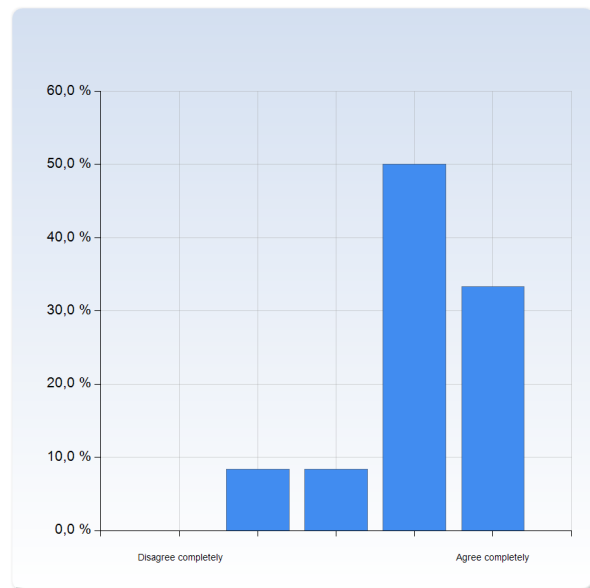
I learned a lot from acting as a discussion leader and to write a report from the discussions.	Number of Responses
Disagree completely	1 (8,3%)
	4 (33,3%)
	6 (50,0%)
	1 (8,3%)
Agree completely	0 (0,0%)
Total	12 (100,0%)



I learned a lot from acting as a discussion leader and to write a report from the discussions.	Mean	Standard Deviation
	2,6	0,8

### It was useful to prepare and give a seminar about a chapter from the course book.

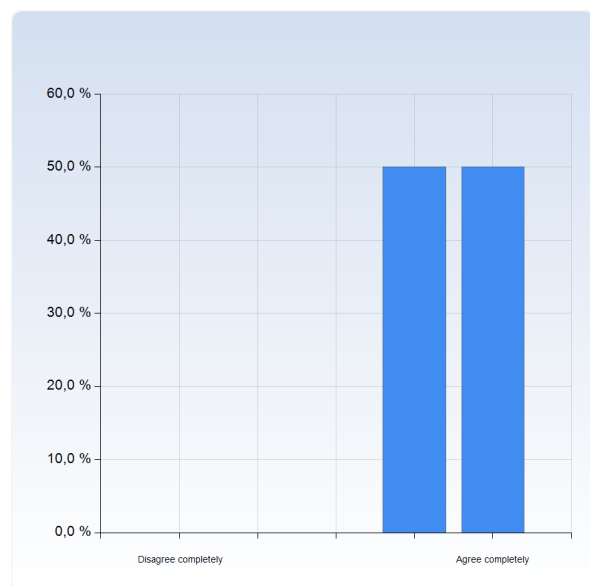
It was useful to prepare and give a seminar about a chapter from the course book.	Number of Responses
Disagree completely	0 (0,0%)
	1 (8,3%)
	1 (8,3%)
	6 (50,0%)
Agree completely	4 (33,3%)
Total	12 (100,0%)



	Mean	Standard Deviation
It was useful to prepare and give a seminar about a chapter from the course book.	4,1	0,9

### To interview active researchers gave me important new insights.

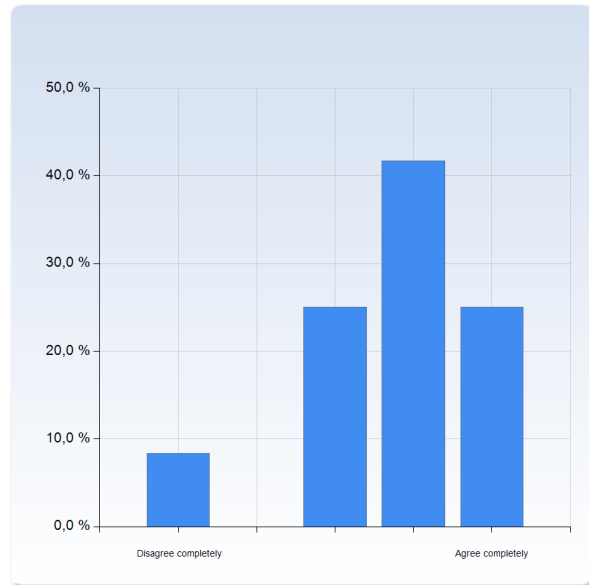
To interview active researchers gave me important new insights.	Number of Responses
Disagree completely	0 (0,0%)
	0 (0,0%)
	0 (0,0%)
	6 (50,0%)
Agree completely	6 (50,0%)
Total	12 (100,0%)



	Mean	Standard Deviation
To interview active researchers gave me important new insights.	4,5	0,5

**It was very useful to read a book from a theory-of-science perspective and to write an essay about it.**

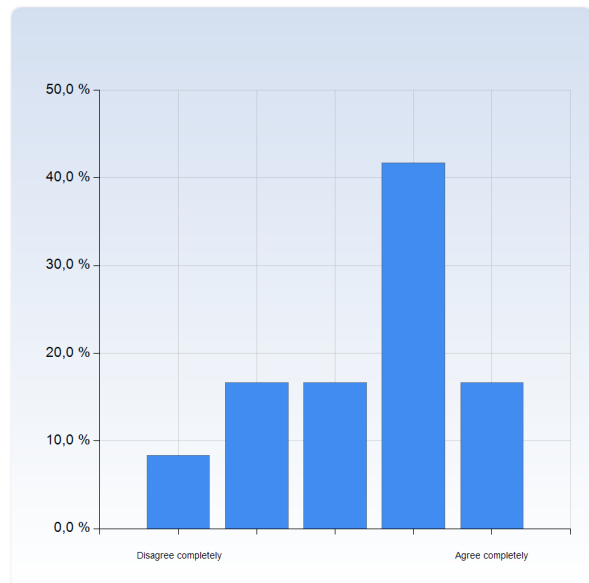
It was very useful to read a book from a theory-of-science perspective and to write an essay about it.	Number of Responses
Disagree completely	1 (8,3%)
	0 (0,0%)
	3 (25,0%)
	5 (41,7%)
Agree completely	3 (25,0%)
Total	12 (100,0%)



	Mean	Standard Deviation
It was very useful to read a book from a theory-of-science perspective and to write an essay about it.	3,8	1,1

**To give feed back to other students' reports and seminars, improved the quality of my own work.**

To give feed back to other students' reports and seminars, improved the quality of my own work.	Number of Responses
Disagree completely	1 (8,3%)
	2 (16,7%)
	2 (16,7%)
	5 (41,7%)
Agree completely	2 (16,7%)
Total	12 (100,0%)



	Mean	Standard Deviation
To give feed back to other students' reports and seminars, improved the quality of my own work.	3,4	1,2

**Comments**

Chalmers bok innehåller allt för mycket text och för lite information, relativt sett.

Att ge återkoppling på andras arbeten försämrade mina prestationer eftersom jag märkte att ingen annan ansträngde sig och då slutade jag till slut själv att anstränga mig.

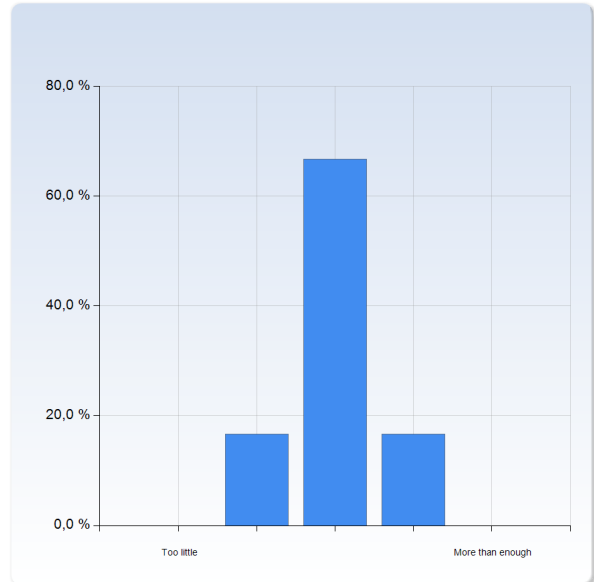
Att ingen annan ansträngde sig när jag verkligen försökte och att man samtidigt var så beroende av att andra gjorde sina jobb gjorde att jag överlag tyvärr är missnöjd med kursen.

## Learning outcomes

Here we want you to assess how much focus was given to each of the learning outcomes.

### The student can give a general overview of the history of science, illustrated by the emergence of a specific scientific theory

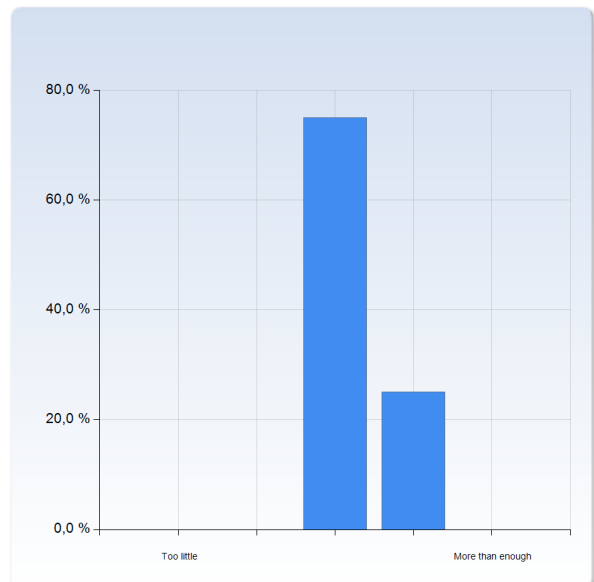
The student can give a general overview of the history of science, illustrated by the emergence of a specific scientific theory	Number of Responses
Too little	0 (0,0%)
	2 (16,7%)
	8 (66,7%)
	2 (16,7%)
More than enough	0 (0,0%)
	12
Total	(100,0%)



	Mean	Standard Deviation
The student can give a general overview of the history of science, illustrated by the emergence of a specific scientific theory	3,0	0,6

### The student can describe the basic features of the scientific method models by Popper, Kuhn and Feyerabend as well as discuss common criticism against these theories

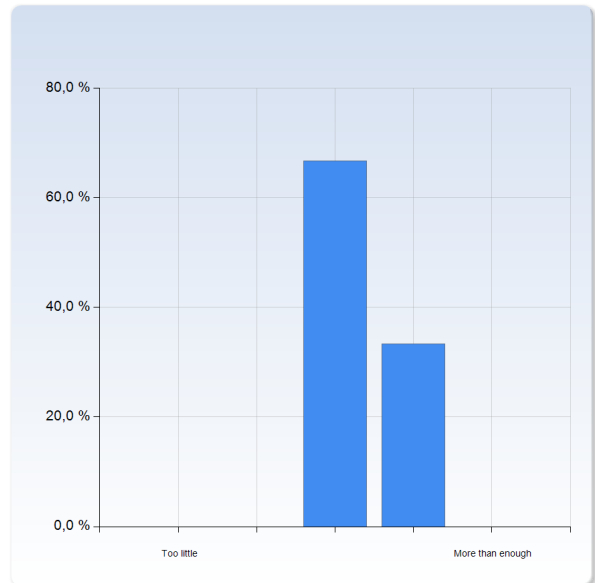
The student can describe the basic features of the scientific method models by Popper, Kuhn and Feyerabend as well as discuss common criticism against these theories	Number of Responses
Too little	0 (0,0%)
	0 (0,0%)
	9 (75,0%)
	3 (25,0%)
More than enough	0 (0,0%)
	12
Total	(100,0%)



	Mean	Standard Deviation
The student can describe the basic features of the scientific method models by Popper, Kuhn and Feyerabend as well as discuss common criticism against these theories	3,3	0,5

### The student can describe how thought experiments and real experiments can interact with phenomenology and model construction in the emergence of scientific theories

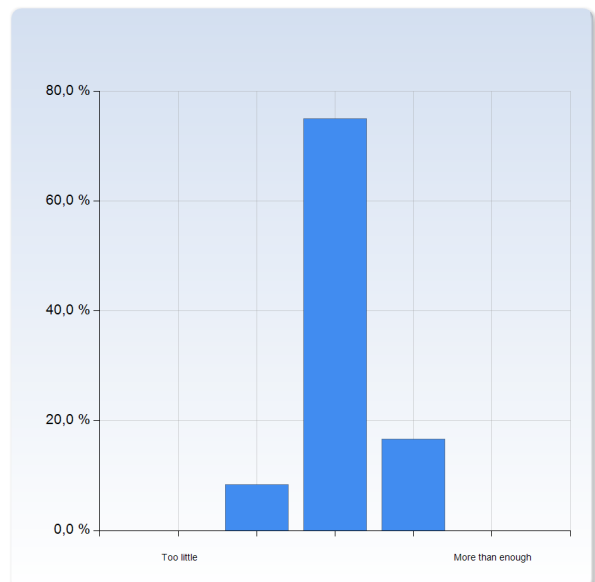
The student can describe how thought experiments and real experiments can interact with phenomenology and model construction in the emergence of scientific theories	Number of Responses
Too little	0 (0,0%)
	0 (0,0%)
	8 (66,7%)
	4 (33,3%)
More than enough	0 (0,0%)
	12
Total	(100,0%)



	Mean	Standard Deviation
The student can describe how thought experiments and real experiments can interact with phenomenology and model construction in the emergence of scientific theories	3,3	0,5

### The student can relate a given scientific theory to models of scientific method as well as critically discuss in what way the theory is scientific

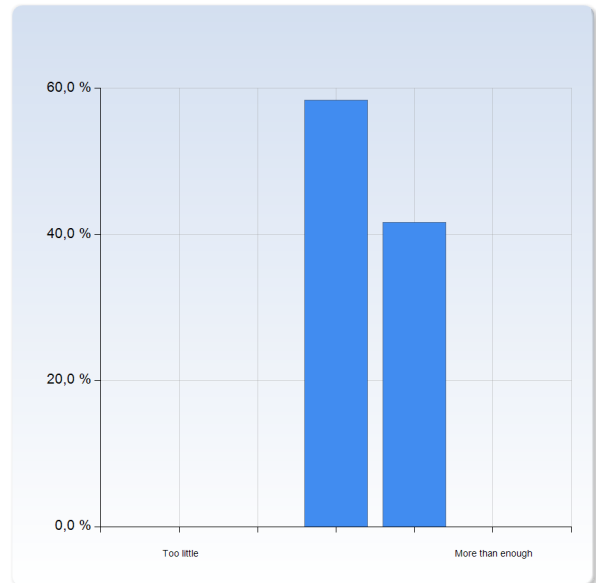
The student can relate a given scientific theory to models of scientific method as well as critically discuss in what way the theory is scientific	Number of Responses
Too little	0 (0,0%)
	1 (8,3%)
	9 (75,0%)
	2 (16,7%)
More than enough	0 (0,0%)
	12
Total	(100,0%)



	Mean	Standard Deviation
The student can relate a given scientific theory to models of scientific method as well as critically discuss in what way the theory is scientific	3,1	0,5

### The student can discuss the relationship between faith and knowledge, and critically examine the concept of non-overlapping magisteria of science and religion

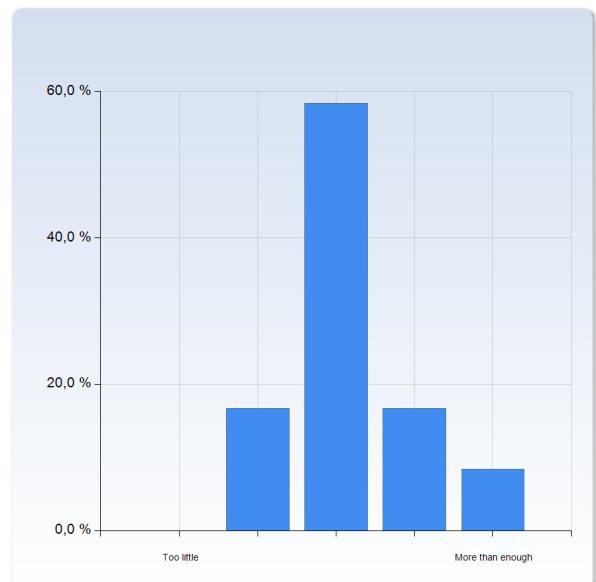
The student can discuss the relationship between faith and knowledge, and critically examine the concept of non-overlapping magisteria of science and religion	Number of Responses
Too little	0 (0,0%)
	0 (0,0%)
	7 (58,3%)
	5 (41,7%)
More than enough	0 (0,0%)
	12
Total	(100,0%)



	Mean	Standard Deviation
The student can discuss the relationship between faith and knowledge, and critically examine the concept of non-overlapping magisteria of science and religion	3,4	0,5

### The student can discuss possible female and male approaches to scholarship or whether science as such is gender-neutral

The student can discuss possible female and male approaches to scholarship or whether science as such is gender-neutral	Number of Responses
Too little	0 (0,0%)
	2 (16,7%)
	7 (58,3%)
	2 (16,7%)
More than enough	1 (8,3%)
	12
Total	(100,0%)

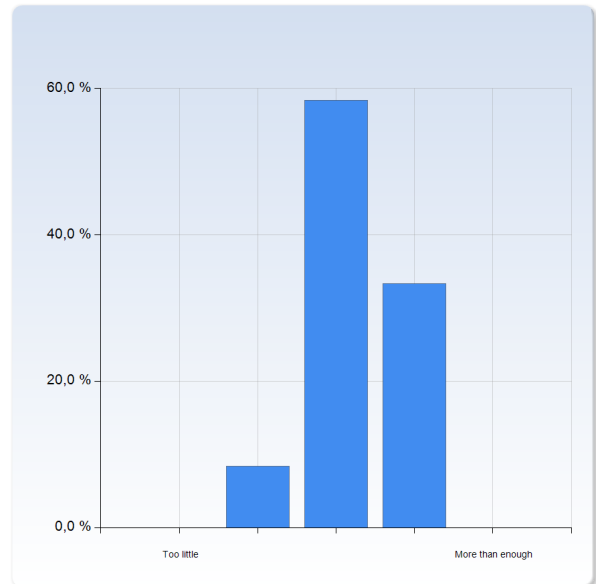




	Mean	Standard Deviation
The student can discuss possible female and male approaches to scholarship or whether science as such is gender-neutral	3,2	0,8

### The student can discuss gender issues in the scientific environment

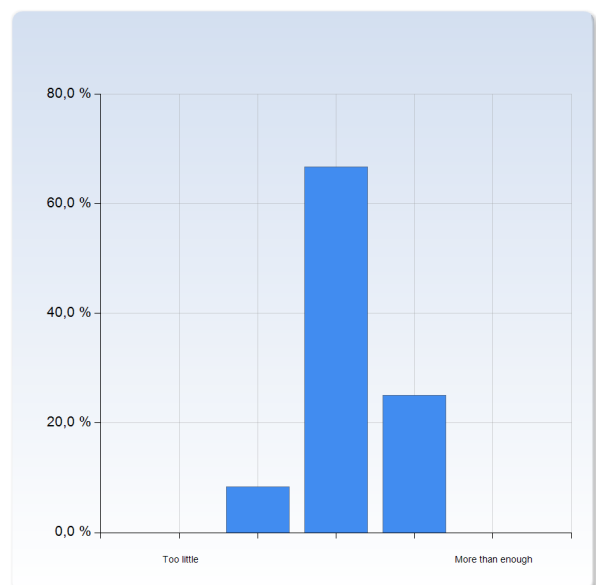
The student can discuss gender issues in the scientific environment	Number of Responses
Too little	0 (0,0%)
	1 (8,3%)
	7 (58,3%)
	4 (33,3%)
More than enough	0 (0,0%)
Total	12 (100,0%)



	Mean	Standard Deviation
The student can discuss gender issues in the scientific environment	3,3	0,6

### The student can discuss how research is related to other creative activities, such as art, literature and music as well as reflect over what creativity actually is and how ideas are borne

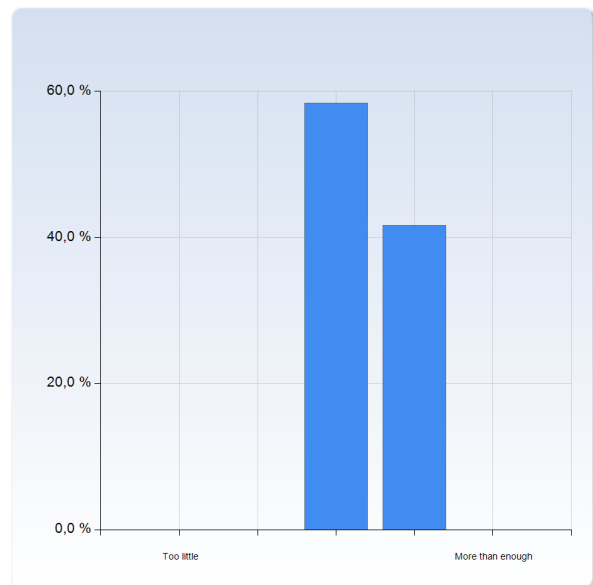
The student can discuss how research is related to other creative activities, such as art, literature and music as well as reflect over what creativity actually is and how ideas are borne	Number of Responses
Too little	0 (0,0%)
	1 (8,3%)
	8 (66,7%)
	3 (25,0%)
More than enough	0 (0,0%)
Total	12 (100,0%)



	Mean	Standard Deviation
The student can discuss how research is related to other creative activities, such as art, literature and music as well as reflect over what creativity actually is and how ideas are borne	3,2	0,6

### The student can independently discuss what separates proper science from pseudoscience and argue against the latter in a scientific and, for the public, understandable way

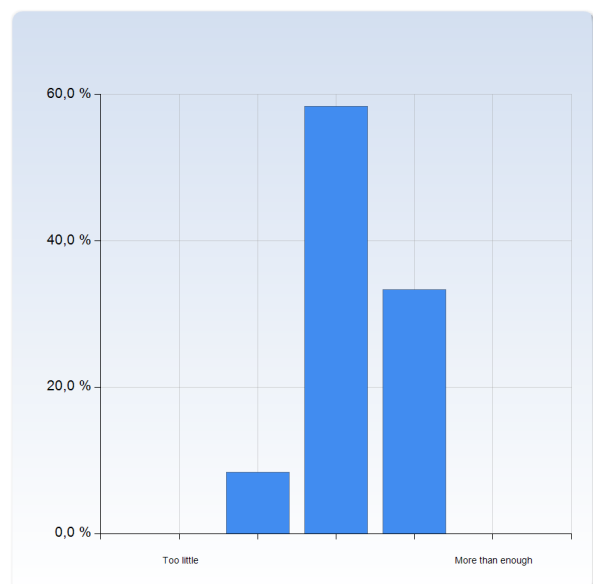
The student can independently discuss what separates proper science from pseudoscience and argue against the latter in a scientific and, for the public, understandable way	Number of Responses
Too little	0 (0,0%)
	0 (0,0%)
	7 (58,3%)
	5 (41,7%)
More than enough	0 (0,0%)
	12
Total	(100,0%)



	Mean	Standard Deviation
The student can independently discuss what separates proper science from pseudoscience and argue against the latter in a scientific and, for the public, understandable way	3,4	0,5

### The student can discuss what separates science from charlatany and downright cheating, and reason about how one as a scientist protects oneself against such perversions

The student can discuss what separates science from charlatany and downright cheating, and reason about how one as a scientist protects oneself against such perversions	Number of Responses
Too little	0 (0,0%)
	1 (8,3%)
	7 (58,3%)
	4 (33,3%)
More than enough	0 (0,0%)
	12
Total	(100,0%)



	Mean	Standard Deviation
The student can discuss what separates science from charlatany and downright cheating, and reason about how one as a scientist protects oneself against such perversions	3,3	0,6

**Comment**

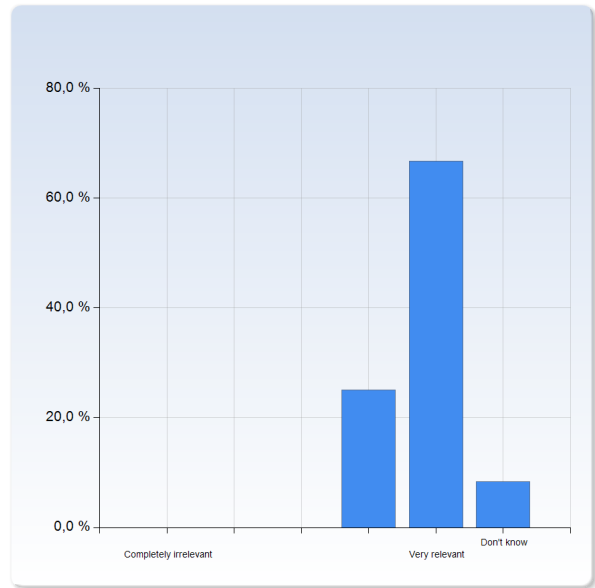
It wasnt that the gender part of the the course was to little it was just not very good.

## Relevance of the lectures

Please assess the relevance of the different lectures.

### Galileo Galilei and the birth of science (Leif Lönnblad)

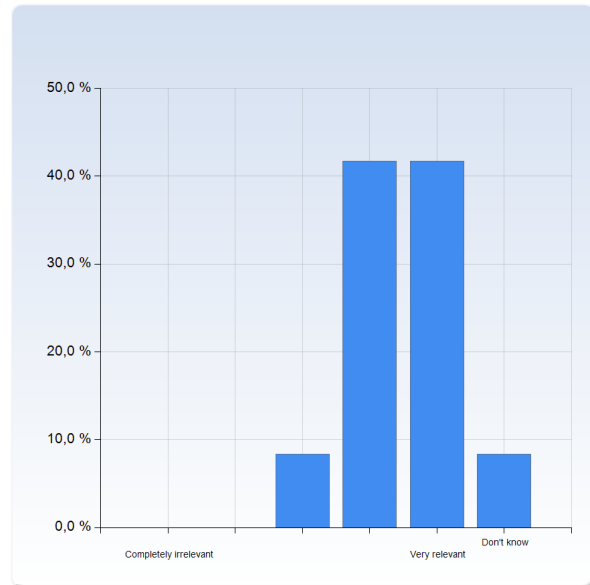
Galileo Galilei and the birth of science (Leif Lönnblad)	Number of Responses
Completely irrelevant	0 (0,0%)
	0 (0,0%)
	0 (0,0%)
	3 (25,0%)
Very relevant	8 (66,7%)
Don't know	1 (8,3%)
Total	12 (100,0%)



	Mean	Standard Deviation
Galileo Galilei and the birth of science (Leif Lönnblad)	4,7	0,5

### Can life be studied scientifically? (Bengt Olle Bengtsson)

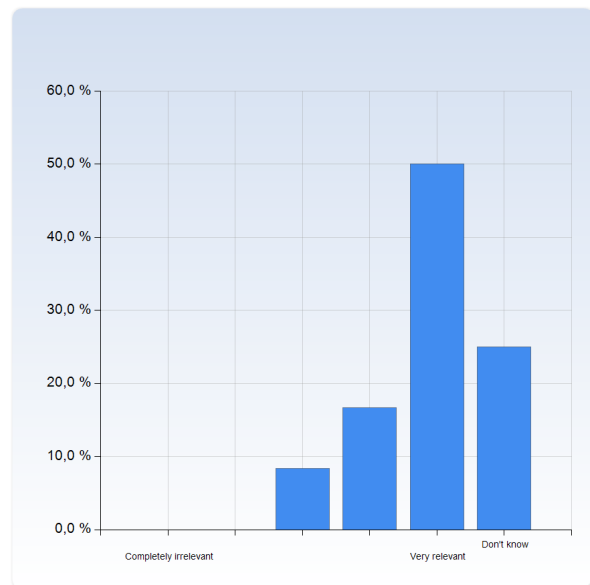
Can life be studied scientifically? (Bengt Olle Bengtsson)	Number of Responses
Completely irrelevant	0 (0,0%)
	0 (0,0%)
	1 (8,3%)
	5 (41,7%)
Very relevant	5 (41,7%)
Don't know	1 (8,3%)
Total	12 (100,0%)



	Mean	Standard Deviation
Can life be studied scientifically? (Bengt Olle Bengtsson)	4,4	0,7

### From sloppiness, to pseudoscience and downright cheating (Leif Lönnblad)

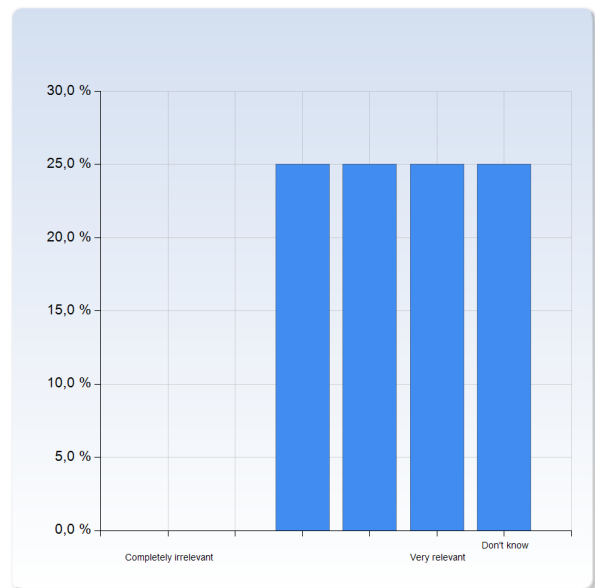
From sloppiness, to pseudoscience and downright cheating (Leif Lönnblad)	Number of Responses
Completely irrelevant	0 (0,0%)
	0 (0,0%)
	1 (8,3%)
	2 (16,7%)
Very relevant	6 (50,0%)
Don't know	3 (25,0%)
Total	12 (100,0%)



	Mean	Standard Deviation
From sloppiness, to pseudoscience and downright cheating (Leif Lönnblad)	4,6	0,7

## Philosophy in the life of a scientist (Bengt Olle Bengtsson)

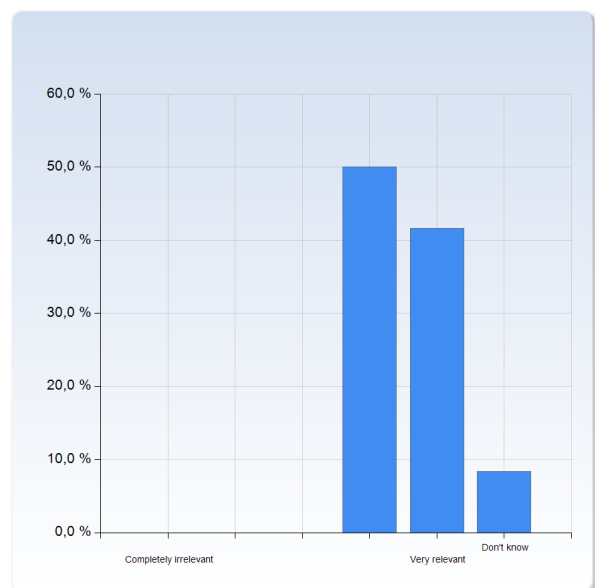
Philosophy in the life of a scientist (Bengt Olle Bengtsson)	Number of Responses
Completely irrelevant	0 (0,0%)
	0 (0,0%)
	3 (25,0%)
	3 (25,0%)
Very relevant	3 (25,0%)
Don't know	3 (25,0%)
Total	12 (100,0%)



	Mean	Standard Deviation
Philosophy in the life of a scientist (Bengt Olle Bengtsson)	4,0	0,9

## Science and religion (Leif Lönnblad)

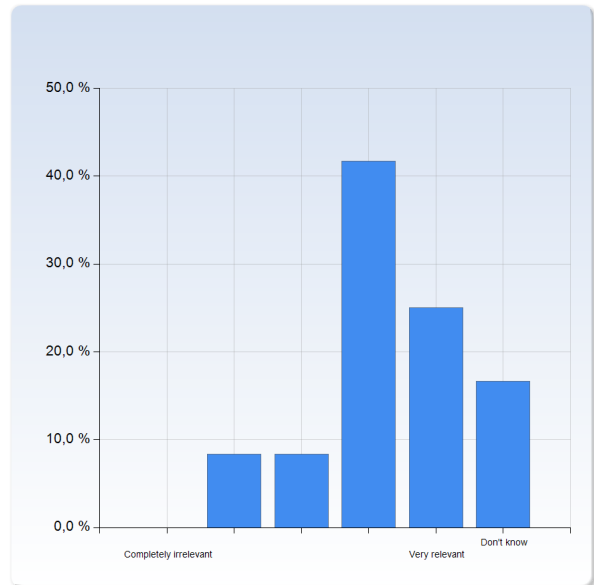
Science and religion (Leif Lönnblad)	Number of Responses
Completely irrelevant	0 (0,0%)
	0 (0,0%)
	0 (0,0%)
	6 (50,0%)
Very relevant	5 (41,7%)
Don't know	1 (8,3%)
Total	12 (100,0%)



	Mean	Standard Deviation
Science and religion (Leif Lönnblad)	4,5	0,5

### Science and art (Leif Lönnblad)

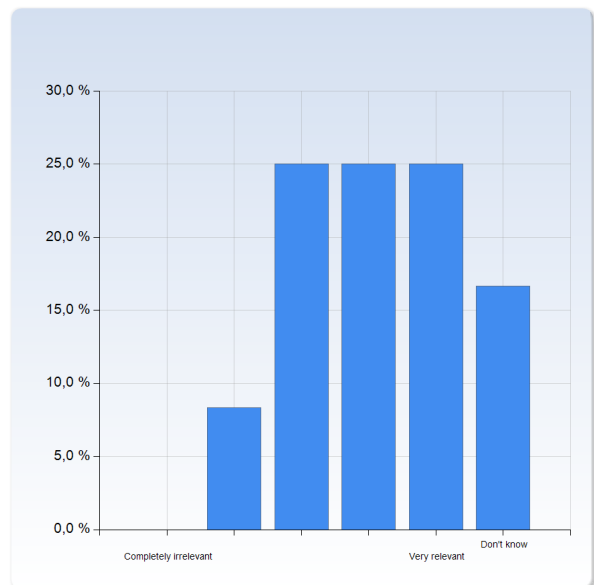
Science and art (Leif Lönnblad)	Number of Responses
Completely irrelevant	0 (0,0%)
	1 (8,3%)
	1 (8,3%)
	5 (41,7%)
Very relevant	3 (25,0%)
Don't know	2 (16,7%)
Total	12 (100,0%)



	Mean	Standard Deviation
Science and art (Leif Lönnblad)	4,0	0,9

### The importance of models (Per Lundberg)

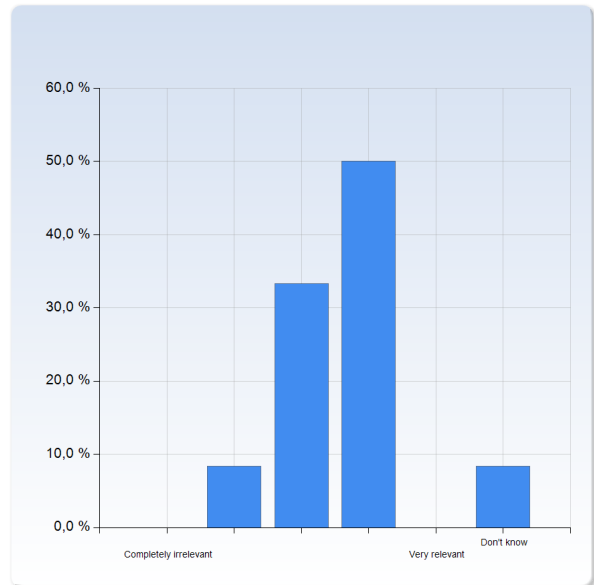
The importance of models (Per Lundberg)	Number of Responses
Completely irrelevant	0 (0,0%)
	1 (8,3%)
	3 (25,0%)
	3 (25,0%)
Very relevant	3 (25,0%)
Don't know	2 (16,7%)
Total	12 (100,0%)



	Mean	Standard Deviation
The importance of models (Per Lundberg)	3,8	1,0

## Gender in science (Kerstin Sandell)

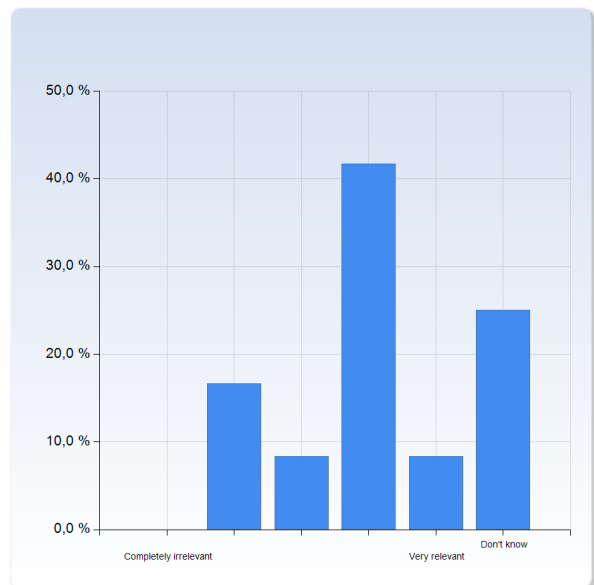
Gender in science (Kerstin Sandell)	Number of Responses
Completely irrelevant	0 (0,0%)
	1 (8,3%)
	4 (33,3%)
	6 (50,0%)
Very relevant	0 (0,0%)
Don't know	1 (8,3%)
Total	12 (100,0%)



	Mean	Standard Deviation
Gender in science (Kerstin Sandell)	3,5	0,7

## Science and the society (Adam Droppe)

Science and the society (Adam Droppe)	Number of Responses
Completely irrelevant	0 (0,0%)
	2 (16,7%)
	1 (8,3%)
	5 (41,7%)
Very relevant	1 (8,3%)
Don't know	3 (25,0%)
Total	12 (100,0%)



	Mean	Standard Deviation
Science and the society (Adam Droppe)	3,6	1,0

### Comment

Jag kan inte se hur föreläsningen om konst kan kopplas till den vetenskapliga metoden.

Föreläsningen om genus hade varit mer relevant om informationen hade presenterats tydligare. Presentationen innehöll blandad svenska och engelska, avklippta tabeller och "walls of text" vilka ingen förständig person läser.

Föreläsningen om samhället listar jag som ganska orelevant eftersom jag alltid har betraktat sociologi som vetenskap men efter att på föreläsningen ha hört vilka metoder de faktiskt använder så är jag tveksam.

Tycker föreläsningen om genus i vetenskapen var dåligt förberedd och det var svårt att hänga med vad Kerstin pratade om. Är ett intressant ämne så tycker att en mer förberedd föreläsning hade varit roligare.

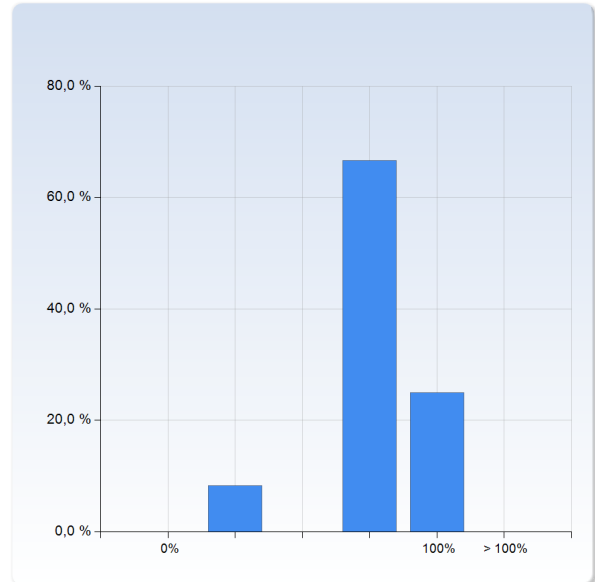
I övrigt tar föreläsningarna upp intressanta punkter. Hade varit nyttigt med en del anknytningar till teorierna i Chalmers, hade gett större insikt om teorierna. Vet att vi gjorde egna föreläsningar om Chalmers innehåll men repetition skadar ju aldrig.

## Workload

Here we want you to assess how much work you did for the course. (Note that the course is half time during ten weeks, which corresponds to 25 complete work days)

### How many lectures did you attend (or watch on-line)?

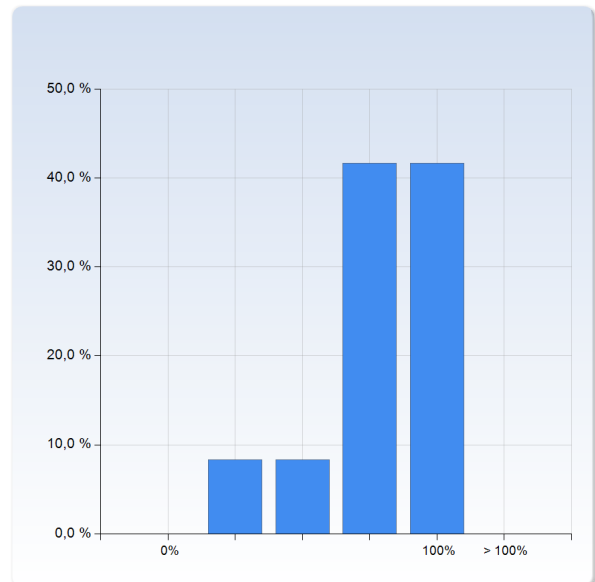
How many lectures did you attend (or watch on-line)?	Number of Responses
0%	0 (0,0%)
	1 (8,3%)
	0 (0,0%)
	8 (66,7%)
100%	3 (25,0%)
> 100%	0 (0,0%)
Total	12 (100,0%)



How many lectures did you attend (or watch on-line)?	Mean	Standard Deviation
	4,1	0,8

### How many group discussions did you attend?

How many group discussions did you attend?	Number of Responses
0%	0 (0,0%)
	1 (8,3%)
	1 (8,3%)
	5 (41,7%)
100%	5 (41,7%)
> 100%	0 (0,0%)
Total	12 (100,0%)

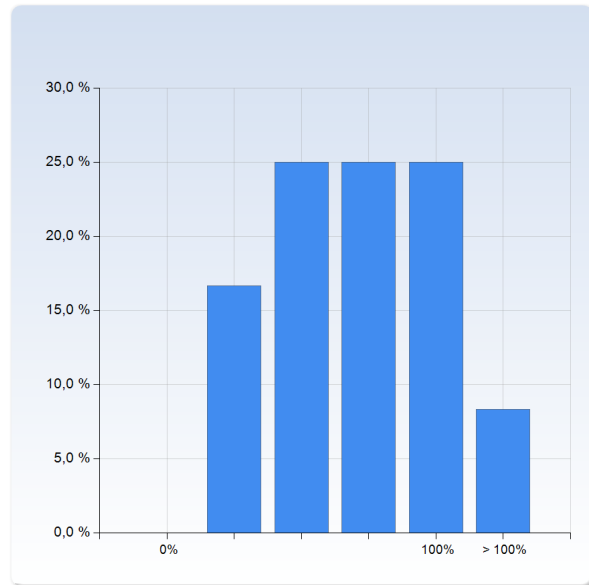


How many group discussions did you attend?	Mean	Standard Deviation
	4,2	0,9



### How much time did you spend on preparing your seminar (100% corresponds to two full working days)

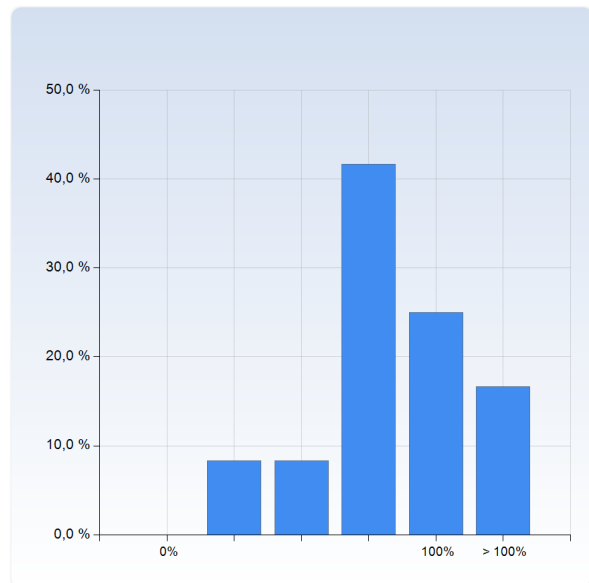
How much time did you spend on preparing your seminar (100% corresponds to two full working days)	Number of Responses
0%	0 (0,0%)
	2 (16,7%)
	3 (25,0%)
	3 (25,0%)
100%	3 (25,0%)
> 100%	1 (8,3%)
Total	12 (100,0%)



	Mean	Standard Deviation
How much time did you spend on preparing your seminar (100% corresponds to two full working days)	3,8	1,3

### How much time did you spend on your essay? (Reading the book and writing. 100% corresponds to five working days.)

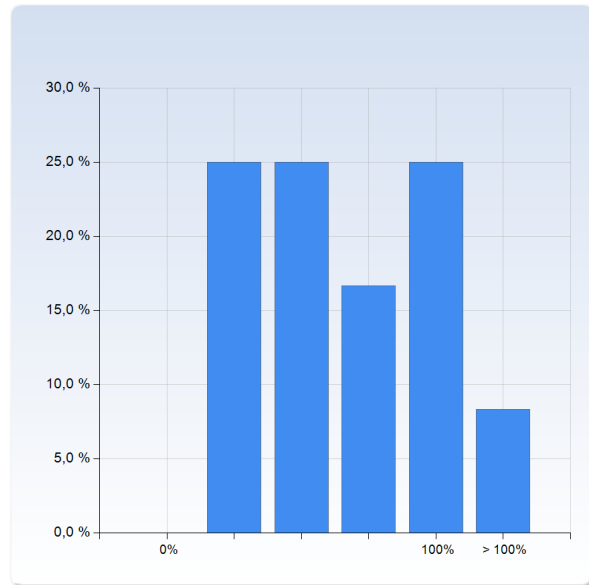
How much time did you spend on your essay? (Reading the book and writing. 100% corresponds to five working days.)	Number of Responses
0%	0 (0,0%)
	1 (8,3%)
	1 (8,3%)
	5 (41,7%)
100%	3 (25,0%)
> 100%	2 (16,7%)
Total	12 (100,0%)



	Mean	Standard Deviation
How much time did you spend on your essay? (Reading the book and writing. 100% corresponds to five working days.)	4,3	1,2

### How much time did you spend on reading the course book? (100% corresponds to four working days)

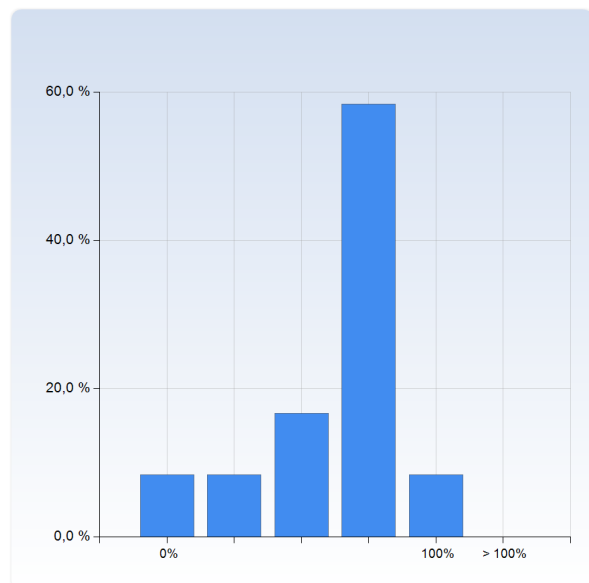
How much time did you spend on reading the course book? (100% corresponds to four working days)	Number of Responses
0%	0 (0,0%)
	3 (25,0%)
	3 (25,0%)
	2 (16,7%)
100%	3 (25,0%)
> 100%	1 (8,3%)
Total	12 (100,0%)



	Mean	Standard Deviation
How much time did you spend on reading the course book? (100% corresponds to four working days)	3,7	1,4

### How much time did you spend on the interviews and writing the report? (100% corresponds to five working days)

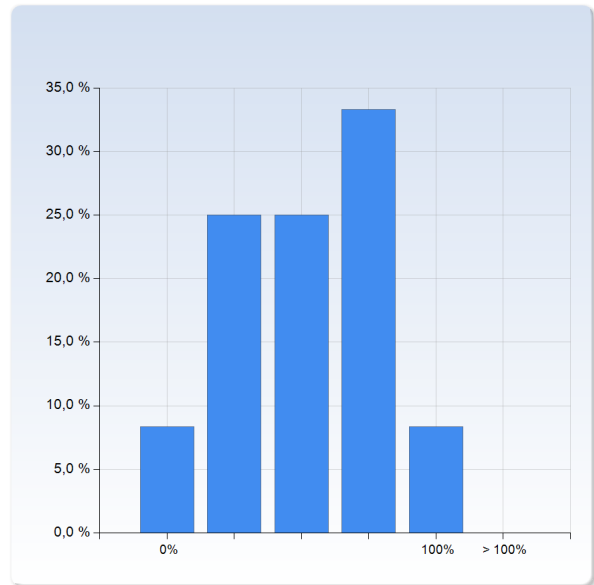
How much time did you spend on the interviews and writing the report? (100% corresponds to five working days)	Number of Responses
0%	1 (8,3%)
	1 (8,3%)
	2 (16,7%)
	7 (58,3%)
100%	1 (8,3%)
> 100%	0 (0,0%)
Total	12 (100,0%)



	Mean	Standard Deviation
How much time did you spend on the interviews and writing the report? (100% corresponds to five working days)	3,5	1,1

## How much time did you spend on digesting and thinking about the content of the course? (100% corresponds to five working days)

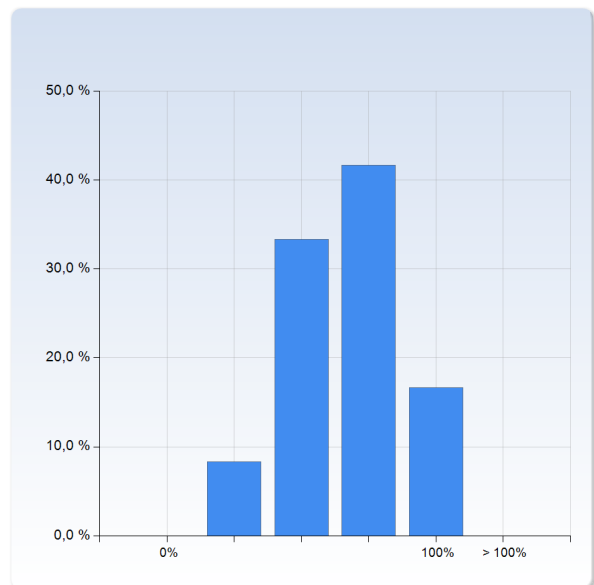
How much time did you spend on digesting and thinking about the content of the course? (100% corresponds to five working days)	Number of Responses
0%	1 (8,3%)
	3 (25,0%)
	3 (25,0%)
	4 (33,3%)
100%	1 (8,3%)
> 100%	0 (0,0%)
Total	12 (100,0%)



	Mean	Standard Deviation
How much time did you spend on digesting and thinking about the content of the course? (100% corresponds to five working days)	3,1	1,2

## How much time did you spend on the course in total? (100% corresponds to 25 working days)

How much time did you spend on the course in total? (100% corresponds to 25 working days)	Number of Responses
0%	0 (0,0%)
	1 (8,3%)
	4 (33,3%)
	5 (41,7%)
100%	2 (16,7%)
> 100%	0 (0,0%)
Total	12 (100,0%)



	Mean	Standard Deviation
How much time did you spend on the course in total? (100% corresponds to 25 working days)	3,7	0,9

Comments (for example on the distribution of the workload and whether you feel you have been able to perform at the level you wanted to)

0 % är en avrundning av den halvtimmen det tog att skriva frågorna, de två timmar det tog att genomföra intervjuerna och de två timmarna det tog att skriva rapporten på 6 sidor. Undrar hur folk missade deadline när de hade 3 veckor på sig att göra ~5 timmars jobb?  
 Det som tog tid var att läsa böcker, då de var ganska utdragna, inte att skriva rapporter.

## Gender equality and equal opportunities

According to the Lund University Policy for gender equality, equal treatment and diversity, there is "zero tolerance of discrimination" and everyone has the right to be "treated with respect and consideration and being given the opportunity to develop on the basis of his or her personal circumstances".

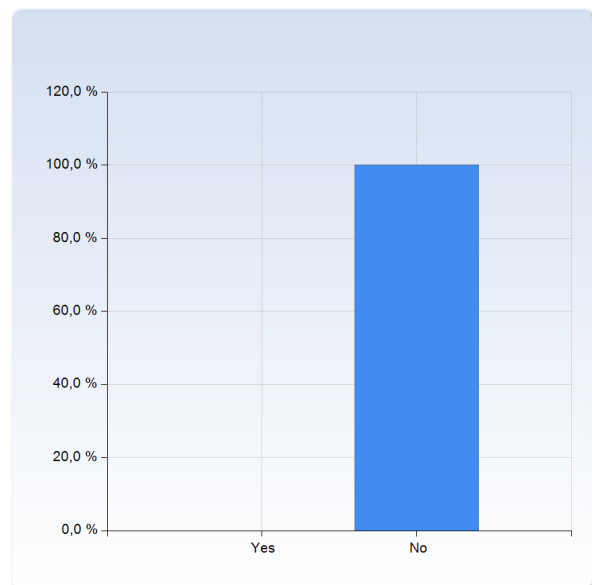
Have you become aware of any cases of discriminating behaviour or someone being treated disrespectfully during the course?

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Have you become aware of any cases of discriminating behaviour or someone being treated disrespectfully during the course?

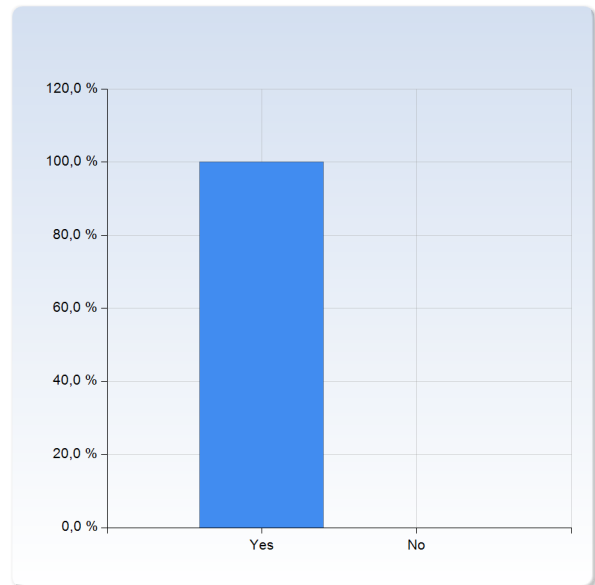
	Number of Responses
Yes	0 (0,0%)
No	12 (100,0%)
Total	12 (100,0%)



	Mean	Standard Deviation
<b>Gender equality and equal opportunities</b>		
According to the Lund University Policy for gender equality, equal treatment and diversity, there is "zero tolerance of discrimination" and everyone has the right to be "treated with respect and consideration and being given the opportunity to develop on the basis of his or her personal circumstances".		
Have you become aware of any cases of discriminating behaviour or someone being treated disrespectfully during the course?	2,0	0,0

## Do you think that everyone has had the same opportunity to benefit from the course?

Do you think that everyone has had the same opportunity to benefit from the course?	Number of Responses
Yes	12 (100,0%)
No	0 (0,0%)
Total	12 (100,0%)



	Mean	Standard Deviation
Do you think that everyone has had the same opportunity to benefit from the course?	1,0	0,0

## Feel free to suggest things that may improve the course

Feel free to suggest things that may improve the course

Mer obligatoriska moment. Anteckna närvaro på diskussionsektionerna.

I en kurs där man är beroende av att andra gör vad de ska måste det finnas ett sätt att se till att de gör det. Jag tror inte att man kan underkänna någon som missar en deadline men jag hade gärna sett att det var så i detta fall. Det finns tyvärr inte så mycket mer man kan hota med.

Vissa av föreläsningarna (vilka jag alla gillade), var väldigt mycket fakta, men gav inte jättestor grund till diskussionerna som jag tyckte var den bästa delen av kursen. Jag tror det skulle gynna kursen om föreläsningarna försökte att såklart ge fakta och förklara, men också lägga upp lite teman och frågor som kunde diskuteras.