



GEM – Course Evaluation

Alternative Learning Spaces



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GEM – Course Evaluation

Alternative Learning Spaces

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This course evaluation provides a brief overview of “Alternative Learning Spaces”, the first GEM course which was held in autumn 2022. The course served as a testing of methods for integration of nature into curricula and as a prototype for further such courses in the GEM project.

The main part of this document is the evaluation of the survey conducted directly after the course, which essentially evaluates thematic guided walks in nature for inspiration as a didactic method (Nature Walks). A further section documents the evaluation of tutor feedback, covering the entire course. The evaluation of the feedback summarises course observations and take-aways for further GEM courses. Finally, conclusions and insights are drawn from both surveys.

Further details on the course concept and experiences can be found in the document: [Alternative Learning Spaces Course Concept](#).

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Introduction

In this first GEM-Course called Alternative Learning Spaces, nature served as a learning inspiration for the creation of virtual worlds. The course was organised in autumn/winter 2022 in a hybrid format involving online activities and onsite activities at the local departments of each partner university as well as at outdoor locations in natural environments in regional localities

Course Goals and Course Schedule

In this course the role of nature in artistic and design practices is to be questioned and redefined. Students should gain practical experience on how to render their ideas in a digital format. Students should experience nature and create nature-inspired digital artworks in the form of digitized drawings, photos and videos or scans of collected artefacts.

The time schedule of the course was:

1. **Week 1:** Common online workshop 1: kick-off and student briefing in an Online Workshop (Approx.: 2 hours).
2. **Week 1:** Implementation of Nature Walks at all locations of the partner universities to seek inspiration in nature for students digital artworks (Approx.: 8 hours).
3. **Week 2:** Common workshop 2 with presentations of the Nature Walks results and insights gained as well as presentations of ideas developed so far (5 hours preparation and 4 hours session).
4. **Week 3 – Week 4:** Building the prototypes in smaller teams (Approx.: 20-25 hours).
5. **Week 4:** Common workshop 3 with virtual walks in the provided Mozilla Hubs rooms, in order to experience the prototypes created for the digital artworks. (Approx.: 5 hours preparation and 2 hours session).

As the course took place in November this meant, at least for the students and tutors in northern Europe, that weather conditions were unfavourable

Basis of this evaluation

This evaluation is based on 2 feedback documents that were prepared to evaluate the course and activities:

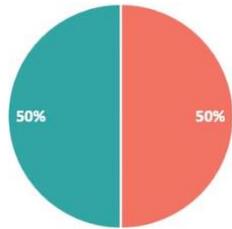
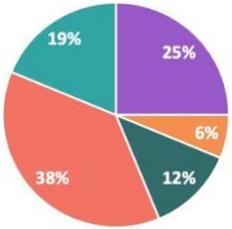
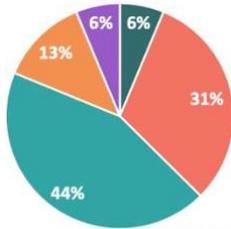
1. A survey for students and tutors focusing mainly on the Nature Walk experience consisting of 21 questions.
2. An online feedback board on Mural summarising the findings of the tutors and observations of the whole course.

Survey

questions [SC/1–11], and 7 open questions [FT/1–7], allowing free text. Only the most essential socio-demographic questions were covered by the 3 multiple choice questions. The scale questions, with a range from 1 to 10, evaluated the usefulness, implementation and practicability of the first part of the course, which consisted of the Nature Walk from the students' and tutors' perspectives.

Further 7 open questions were formulated to obtain additional detail. Question FT/1–5 elaborated on the scales given and FT/6–7 allowed comments on the entire course. The survey was completed by a total of 16 people, half of whom were students and the remainder tutors or staff members who participated in the Nature Walk. Thus one third of the students who stayed until the end of the course and 89% of the actively participating tutors took part in the survey.

Socio-demographic Information

MC/1: Are you...	MC/2: At which location did you do the nature walk?	MC/3 Your age is...
		
 A lecturer/staff member: 8	 Tampere: 6/38%	 Under 20: 1/6%
 A student: 8	 Athens: 4/25%	 20 to 30: 5/31%
	 Zagreb: 3/19%	 30 to 50: 7/44%
	 Malta: 2/12%	 50 to 65: 2/13%
	 Berlin: 1/6%	 No response: 1/6%

Scale Evaluation

Legend:

n= Number of responses

M = Median

$\bar{0}$ = Average

No	Labels (1-10)	Question	All-n	All-M	All-Ø	Students-n	Students-M	Students-Ø	Tutors/Staff-n	Tutors/Staff-M	Tutors/Staff-Ø
SC/1	1=No; 10=Yes	Did you enjoy the walk?	16	10	9,06	8	10	9,13	8	9,5	9,00
SC/2	1=No; 10=Yes	Do you feel you learned something?	16	8	8,07	8	7	7,63	8	9	8,57
SC/3	1=No, I was distracted; 10=Yes, very much	Could you concentrate on your thoughts and ideas?	16	8	8,27	8	8	8,13	8	9	8,43
SC/4	1=The environment disturbed my concentration; 10=The environment enhanced my concentration	Did the environment make it easier or more difficult to concentrate on the topic?	16	9,5	8,63	8	8,5	8,38	8	10	8,88
SC/5	1=Mostly not; 10=Yes, most of the time	Could you hear what the lecturer was saying?	14	9,5	8,93	8	9,5	9,38	6	9	8,33
SC/6	1= No; 10=Yes, quite a lot	Did you experience any physical discomfort?	16	1	2,81	8	2	3,25	8	1	2,38
SC/7	1=No; 10=Yes, quite a lot	Did the possible physical discomfort distract or disturb you from the topic?	14	1	2,38	8	1	2,38	6	1	2,40
SC/8	1=No; 10=Yes, I did	Did you have discussions with other participants during or right after the walk?	16	10	9,31	8	10	9,63	8	9,5	9,00
SC/9	1=The discussions were distracting; 10=The discussions were on the topic	If you had discussions with others, were they distracting or did they deepen and enrich your immersion in the topic?	16	10	8,53	8	10	8,88	8	8	8,14
SC/10	1=The lesson was too long; 10=The lesson was too short	Would you liked to have a shorter or a longer lesson?	16	6,5	6,75	8	5	6,00	8	8	7,50
SC/11	10=The time given was too long; 1=Time ran out	Was enough time given for an assignment (if there was one)?	16	5	4,13	8	5	4,43	8	3,5	3,88

SC/1: All participants, students and tutors alike, enjoyed the walk.

SC/2: All participants felt that they learned something. Tutors and staff felt this a little more strongly than student participants.

SC/3: Almost all participants were able to concentrate on their thoughts and ideas.

SC/4 The environment enhanced concentration for every student (Scale answers 6–10). With one exception, the same applies to participating tutors and staff members.

SC/5: During the walk the lecturer/s input was adequately audible.

SC/6–7: Almost none of the participants experienced any discomfort during the walk. And even if this was the case in individual cases, it did not distract the participants from the topic.

SC/8–9: All participants had discussions during the walk in nature which contributed to the deepening of their immersion in the topic. This is especially true for students (**Median= 10**).

SC/10: While the students found the length of the lesson appropriate (Median= 5), the teachers and tutors rather found it too short (Median= 8).

SC/11: Most of the participants do not think that the time given for the assignment was too long. Most of the participants do not think that the time given for the assignment was too long. For students the time seemed to be appropriate (Median= 5). Tutors rather felt, that the time for the assignment was insufficient (Median= 3,5).

Free Text Evaluation

FT/1: What was the topic of the walk?

There was no perceived uniform theme for all universities, so the answers vary widely; even within institutions the responses differ, which suggests that there was no clear topic or that the topic had not been communicated clearly. For example, teacher and staff from Tampere have answered the question with: “How to digitalize the nature?” and “Walking in the Kauppi area, exploring what our senses tell us.” Students from Tampere answered: “Nature Walk at Kauppi” and “I’m not sure about a topic but we sort of explored about what nature make you feel”. Responses were also not uniform for the other locations.

FT/2: If yes, what made you enjoy it?

As question SC/1 shows, all participants enjoyed the Nature Walk. One of the most frequently cited reasons for this is that nature itself was simply enjoyed. Significant and named by six participants was the answer that nature brings quietness, calm and relaxation. Reasons for the enjoyment of the Walk also included the guided conversations, the experienced inspiration, the development of projects and also the physical activity.

FT/3 Did the environment make it easier or more difficult to concentrate on the topic?

As question SC/4 revealed, most participants were not distracted. Only six participants could identify distractions. For two students, the limited time available was a distraction, one participant was distracted by a construction area and another one stated that no real

thriving nature was available. One student was distracted by not being alone and another student felt that contemplation in nature combined with work (looking for inspiration) was in itself a contradiction. that no real thriving nature was available. One student was distracted by not being alone and another student felt that contemplation in nature combined with work (looking for inspiration) was a contradiction.

FT/4: Please describe the physical discomfort you had, if there was any.

Only 5 participants mentioned any discomfort at all, but most did not feel any discomfort (cf. question SC/6). Two of these students were from Finland and related to the cold. One teacher was distracted by the installation of the 360-degree equipment and one student noted that after living in the city, one has to readapt to nature.

FT/5: Describe your state of mind / thoughts / emotions after the walk!

A majority of teachers and students noted that they felt inspired after the Nature Walk. There are also many mentions that state that they felt relaxed and calm after the Walk. Some others also describe their state as happy. All other individual nominations can be viewed in the [appendix](#).

FT/6-7: How did you like the workshop series (walk and online sessions) overall?

Anything else you want to tell us? Overall, the students liked the course, but some of them expressed that the online sessions were rather confusing and that the topic was not always clear. There were also comments referring to technical difficulties.

Tutor Feedback

Course observations

Already during the course, tutors and staff members were asked to note down their observations on digital Post-its. The questions asked were: What went well? What didn't go well? And what insights do I take with me? (See also the [Appendix](#)). In a subsequent meeting, it was ensured that all participants could review the individual notes and agree or contradict them if necessary.

In a subsequent discussion, the main takeaways for follow-up courses were identified. The results were clustered into thematic areas for a better overview, and contextualised further where needed for better understanding

Scheduling, Applications and attendance

Despite relatively short notice, the expected minimum number of registrations was far exceeded. A minimum of 20 students had been expected, but a total of 32 students registered for the course. It can be thus assumed that nature as a topic is appealing. After the first workshop, 3 students dropped out and more followed in the process of the course. Only about a third of the original enrolment was present for the final workshop. However, according to the tutors, many more students participated in the process, but they were unable to attend the last session due to illness or other commitments. Moreover, and in general, students simply could not free up more time despite their interest.

Method / Nature walks

Nature Walks as a method were perceived as rewarding and valuable, despite the challenging weather in Germany and Finland. Partners want to continue to integrate nature walks in different academic courses. By walking in nature (or in inner-city parks) students gained inspirational insights regardless of their academic orientation. Where students initially considered that they had no time for walking in nature, they subsequently indicated that they derived a lot of inspiration from the experience, and saw this as a valuable investment of time, despite the paucity of 'real' nature in cities.

This methodology inspired one partner to create a collaboration with a nature conservancy, and also provoked related discussions such as ‘What is the meaning of nature, or of bio-diversity?’ Overall, the “Nature Walks” were a good method of getting to know each other.

Interdisciplinary work

Due to geographical distances, the groups initially remained largely among themselves. In the second workshop, however, some groups joined forces. A doctoral student from Lodz with a residency in Berlin joined the team from Malta and also Tampere and Zagreb pooled their resources and developed artwork in Mozilla Hubs. According to the feedback the interdisciplinarity of the groups contributed to the process of conceptualization. Apart from that, and apart from the 3 workshops, most of the exchange among ideas and technics took place asynchronously.

Used applications

The tutors observed that the students were not interested in the postproduction with Mozilla Hubs. All Participants had trouble designing and filling the Mozilla Hubs space with their digital artworks, because of interrupted web connections. The final presentations were also somewhat slow due to insufficient internet connections or because some participants took part using mobile phones. Nevertheless it was noted that artistic works can be created in Mozilla Hubs

Overall course organisation

Due to full timetables it was not possible to conduct Nature Walks in the first week, or to align workshops so that they fitted everyone. Not every university in the consortium participated. According to the tutors, the course time was overall too short and too condensed and students were not playing a main role, meaning that the co-creation with international group members was a little too short. The cooperation between the partners could have been more intensive, and it was not always clear to everyone how the roles and tasks were distributed.

Course Information and Learning Material

Overall the course goals were not clear for the students. Students needed more support and learning material, and perhaps an information platform.

Outcome

Even though time was limited and students were faced with some technical problems, many ideas about how to transform the nature experience into a digital world were generated. Some ideas were transformed into artistic expression in VR, or trans-medial improvements of art projects and were integrated into other developments and preproduction activities, including script writing.

Takeaways for further GEM Courses

- In a very large consortium, courses have to be organised even earlier than is usual.
- Consideration should also be given to making the courses compulsory. The main challenges here are the strongly divergent semester schedules. Compulsory courses should then either be compact courses or recurring over a long period of time. The schedule should be also agile for allowing asynchronous collaboration.
- In general, the university and department groups should be well mixed and the students of varied disciplines, such as drama students, should be better integrated.
- Additional emphasis on storytelling and also on design should be integrated
- The planning of the courses should be more precise and it should be clear which methods will be used and tested. Overall, the collaboration between the tutors should be intensified.
- Students should receive more support. This should include a detailed explanation of why nature is included in the courses.
- The methodology of Nature Walks should be further examined, to gain a clearer picture of how this approach can lead to positive results and outcomes.

Conclusion & Insights

The theme of nature or more specifically Nature Walks seems to be generally very appealing because, even despite short notice, the expected numbers of registrations were exceeded. So the need among students clearly seems to exist and therefore future GEM-courses will integrate Nature Walks.

The aim of Nature Walks as providing a source of inspiration was also achieved. In addition, Nature Walks provided an incentive for reflection on nature itself. In accordance with the task given, Nature Walks the participants reflected on how nature can be digitised and how nature can be represented in digital space. Besides that the Walks seem to have the general benefits of enhancing concentration and well-being.

The Nature Walk can be used as a general inspirational method outside the immediate context of the digital transformation/rendering of nature. Drama students were also able to draw profitable insights from the experience, feeling able to experiment with various forms of expression. Many participants noted that nature makes one calm and relaxed and that this state of mind can be useful when developing a project. The next step would be to consider in which further courses the Nature Walk can be used as a method.

It was noticeable that the selected topics were not clear or not remembered correctly. It can therefore only be assumed that the results of this survey would have been more positive with more precise task definitions. Accordingly, it would be good to test this with further Nature Walks. The unclear assignment was not only problematic during the Nature Walks, but has been identified throughout the whole course, leading to some irritation on the part of some students and teachers. At the beginning of a course, it must be ensured that all teachers involved have the same understanding of the task. This is the only way to ensure that this can be effectively communicated to the students. A common understanding of the task should then also be reached with the students.

It has become very clear that it takes a lot of time to develop a course with many parties. This first course in the GEM project took place shortly after the start of the project, so the time for planning was short. This is reflected in numerous responses from tutors who wished for closer and more detailed collaboration beforehand, as well as for a more precise planning of the course, and the frequent comments that the time was too short, both for preparation and for the conducting of the course itself.

In general, it is challenging to schedule an undertaking of this size in the first 3 months of a new project. The result can be seen as a quick prototype that delivered numerous insights about course design in a large and diverse consortium. However, most of these insights refer to the Nature Walk and not to the entire course. This rapid prototype was also very useful to help the consortium grow together and to make it clear to everyone what is important in course-planning in this group.

In a diverse and large consortium, the course goals for joint courses should be very broad. A way should be found to ensure that students of different levels of knowledge and disciplines can participate equally. Another option would be to create different knowledge strands, such as basic knowledge, basic skills and advanced skills.

Due to the shortness of time, the assignment may not have been thought through consistently. In any case, this is an insight that should be taken into account in the next GEM course.



GEM project (wp2): Nature & Creativity walks feedback form

by Carita Forsgren / Tampere University of Applied Sciences (TAMK) with additions from Sophie Tummescheit (FBKW)

* Erforderlich

Are you...

- A student
- A lecturer or other university staff member

At which location did you do the nature walk? *

- Athen
- Babelsberg / Berlin
- Krakow
- Lodz
- Tampere
- Zagreb
- Sonstiges: _____

Your age is...

- Under 20
- 20 to 30
- 30 to 50
- 50 to 65
- over 65

What was the topic of the walk? *

Meine Antwort _____

Did you enjoy the walk?

- | | | | | | | | | | | | |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| No | <input type="radio"/> | Yes |

If yes, what made you enjoy it?

Meine Antwort _____

Do you feel you learned something?

- | | | | | | | | | | | | |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| No | <input type="radio"/> | Yes |

Could you concentrate on your thoughts and ideas?

1 2 3 4 5 6 7 8 9 10

No, I was distracted Yes, very much

Did the environment make it easier or more difficult to concentrate on the topic?

1 2 3 4 5 6 7 8 9 10

The environment disturbed my concentration The environment enhanced my concentration

If you were distracted, what were the main distractions to you?

Meine Antwort _____

Could you hear what the lecturer was saying?

1 2 3 4 5 6 7 8 9 10

Mostly not Yes, most of the time

Did you experience any physical discomfort?

1 2 3 4 5 6 7 8 9 10

No Yes, quite a lot

Please describe the physical discomfort you had, if there was any.

Meine Antwort _____

Did the possible physical discomfort distract or disturb you from the topic?

1 2 3 4 5 6 7 8 9 10

Not at all Yes, quite a lot

Did you have discussions with other participants during or right after the walk?

1 2 3 4 5 6 7 8 9 10

No Yes, I did

If you had discussions with others, were they distracting or did they deepen and enrich your immersion in the topic?

1 2 3 4 5 6 7 8 9 10

The discussions were distracting The discussions were on the topic

Would you liked to have a shorter or a longer lesson?

1 2 3 4 5 6 7 8 9 10

The lesson was too long The lesson was too short

Was enough time given for an assignment (if there was one)?

1 2 3 4 5 6 7 8 9 10

Time ran
out

The time given was too
long

Describe your state of mind / thoughts / emotions after the walk!

Meine Antwort

How did you like the workshop series (walk and online sessions) overall?

Meine Antwort

Anything else you want to tell us?

Meine Antwort

Thank you for participating!

Senden

Alle Eingaben löschen

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Google Formulare

Results of the survey (individual responses)

MC/1	MC/2	MC/3	FT/1
Are you...	At which location did you do the nature walk?	Your age is...	What was the topic of the walk?
A lecturer or other university staff member	Tampere	50 to 65	How to digitalize the nature?
A lecturer or other university staff member	Tampere		Walking in the Kauppi area, exploring what our senses tell us
A lecturer or other university staff member	Włodawa, Swamps Nature Park; Lodz Film School Park; Tempelhof Filed, Berlin, Germany	30 to 50	1. Swamps and Eastern Europe Folk Culture, 2. Eco Ritual for Killed Animals
A lecturer or other university staff member	Athen	50 to 65	A walk to the seaside
A lecturer or other university staff member	Malta	30 to 50	Bird Sanctuary & Lunar Landscape
A lecturer or other university staff member	Zagreb	30 to 50	Body within the natural space/ Nature as a site of performance
A lecturer or other university staff member	Athen	30 to 50	Ideation in nature
A lecturer or other university staff member	Malta	30 to 50	What parts of nature we consider as nature? We looked at rocks and ecosystems of organisms they host.
A student	Tampere	20 to 30	Experiencing and observing nature
A student	Tampere	Under 20	About the detail in the nature that we usually take for granted , and what exactly, makes the nature feels real.
A student	Athen	20 to 30	To view the nature and work with it, by 3d scanning
A student	Athen	20 to 30	Observe nature
A student	Zagreb	30 to 50	How body can communicate and connect within and with nature.
A student	Zagreb	20 to 30	Nature as a place of performance (untouched nature vs. man made natural stage), connection between the artiat and the nature and how it affects acting work.
A student	Tampere	30 to 50	Nature Walk at Kauppi
A student	Tampere	20 to 30	I'm not sure about a topic but we sort of explored about what nature make you feel

SC/1	FT/2	SC/2	SC/3
10=Yes		10=Yes	10=Yes, very much
Did you enjoy the walk?	If yes, what made you enjoy it?	Do you feel you learned something?	Could you concentrate on your thoughts and ideas?
10	Something different, it was nice to be in nature and experience it with the students		
10	The nature and the company I was with, having interesting conversations while walking in the forest	8	8
7	immersion into Nature, inspiration, developing of projects	7	4
8	the fact that I paused from the speed of everyday work-life and concentrated on the landscape, its qualities, characteristics, elements and somehow started thinking about it as a source of inspiration for creating digital artworks	7	8
10	The bird's view of the sanctuary	10	10
8		9	9
9	The quietness of nature, helped me to empty my mind of other thoughts and concentrate on the present moment.	9	10
10	I had worked with this topic before and had continued my explorations.	10	10
10	It was pretty calming and interesting. I got many ideas on how to implement nature in virtuality.	6	8
8	I just like nature in general. We don't have snow in my home country so I love to walk around and see the snow shining	6	5
8	The peacefulness, the clean air and the sounds	7	8
7	The beautiful landscape, the sharing of ideas, the conversation we had with our teachers, the new things we learned	7	7
10	Nature enviroment.	10	9
10	The peace of the woods, the sounds, the smell, the breeze, relaxing my mind and just letting go of everything.	8	10
10	I enjoy walking. I usually walk around 10000-20000 steps everyday. One of my hobbies is bird watching.	10	10
10	It was insightful	7	8

SC/4	FT/3	SC/5	SC/6	FT/4
10=The environment enhanced my concentration		10=Yes, most of the time	10=Yes, quite a lot	
Did the environment make it easier or more difficult to concentrate on the topic?	If you were distracted, what were the main distractions to you?	Could you hear what the lecturer was saying?	Did you experience any physical discomfort?	Please describe the physical discomfort you had, if there was any.
10		10	1	
8	Nearby, there was a huge construction site with loud machines	10	3	
5	contradiction of contemplating nature and work / look for inspiration / develop project	5	8	it was cold and wet
8		8	1	
10		10	3	setting up 360 recording in 'non-human' environment
10	I was not distracted		1	I haven't had any
10	limited time		1	
10		7	1	
9	The main distraction from my ideas was the lack of time :D	9	1	
7		10	4	
7		10	1	
6	It was more of a barren land than thriving nature	9	1	
10	That I am not alone.	9	9	New virtual world.
10		10	6	At the beginning yes, it was a bit anxious because I feel like i got used to the city life and my being is shocked whenever I get to stay in nature until it get used to the new situation
10		8	3	My hands were freezing.
8		10	1	

SC/7	SC/8	SC/9	SC/10	SC/11	FT/5
10=Yes, quite a lot	10=Yes, I did	10=The discussions were on the topic	10=The lesson was too short	10=The time given was too long	
Did the possible physical discomfort distract or disturb you from the topic?	Did you have discussions with other participants during or right after the walk?	If you had discussions with others, were they distracting or did they deepen and enrich your immersion in the topic?	Would you liked to have a shorter or a longer lesson?	Was enough time given for an assignment (if there was one)?	Describe your state of mind / thoughts / emotions after the walk!
	10	10	6	3	Relaxing, inspired
2	10		7	5	My state of mind was quite good - there were many thoughts and ideas from previous years that I remembered again
7	7	7	8	3	inspired, relaxed
	8	6	8	4	A bit calm and happy to have had some ideas regarding the relation of the environment and forms of its representation
1	10	8	3	5	certain sadness about extinction of species
1	10	10	9	2	I was thinking about the potentials of a field work with the students at other classes and workshops.
	9	10	9	3	we should restore our connection with nature / we should be more respectful to nature / humans are just a tiny (and insignificant) part of nature / nature reclaims whatever belongs to it
1	8	6	10	6	I was hosting the walk, and was pretty happy that the student I walked learned to do 3D scanning and was interested in the rocks.
1	10	9	5		Inspired and had some ideas.
1	8	5	3	3	
1	9	7	5	5	I was calm, relaxed and happy
1	10	10	5	5	Happy, relaxed, peaceful, inspired, a bit threatened because of the wild nature
9	10	10	9	5	Fresh mind, new ideas.
3	10	10	6	5	The mind was peaceful, nature inspires me to get new points of view when working in theatre, nature is the basis for any artistic work, it cleanses our minds and makes us feel small and in peace. It gets us back to ourselves
2	10	10	10	3	Pleased. I enjoy being outside.
1	10	10	5	5	Calm, inspired

MC/1	FT/6	FT/7
Are you...	How did you like the workshop series (walk and online sessions) overall?	Anything else you want to tell us?
A lecturer or other university staff member	Very nice, but it was too short overall, we didn't had time to really work with the art and prototypes	
A lecturer or other university staff member	I have liked them - though there could have been more sunlight	
A lecturer or other university staff member	very much	I was also sometimes as a participant, due also my doctoral student status
A lecturer or other university staff member	I enjoyed the sessions very much. I would probably like to have longer intervals between the meetings so as to have more sessions for walk in nature and to have more time to work on each project developed in VR.	
A lecturer or other university staff member	it was great seeing all the results coming together	
A lecturer or other university staff member	I did not feel personal connection to the topic but I had a feeling that it has opened a space for sharing ideas with many great students and teachers.	As teacher I was doing this for the first time. I think there is a great potential in this kind of formats, but I did not feel like I was prepared enough (had enough information) before I started working with the students. Yet, it was very inspiring and it was great to meet you.
A lecturer or other university staff member	The workshop was really interesting and a lot of ideas came out through brainstorming during local sessions and online sessions. More time is required to elaborate on these ideas and transform them in other forms	
A lecturer or other university staff member		Maybe for the next meeting we could figure out a solid method of communications. It's a trial and error for now. Hubs don't seem to be a reliable option. We seem to loose each other in between spaces. I can suggest to open a discord server. It allows for voice and video and works really well with other open tabs that have sound.

MC/1	FT/6	FT/7
Are you...	How did you like the workshop series (walk and online sessions) overall?	Anything else you want to tell us?
A student	At first I was not certain what the outcome of it would be, but that also left a lot of freedom for the ideation and creation process. Overall I liked it!	
A student	Feels a bit all over the place and the task is a bit vague for me. Other than that, is nice seeing people invested so much effort for this	
A student	It was nice overall	We should love and visit nature more
A student	It was a very engaging experience and we learned a couple of new things	
A student	I like the process.	
A student	I liked the walk but I didn't like the online sessions because we all had a number of technical problems, it often seemed like a waste of time and very confusing instead of being constructive. However, it was a nice exchange of nature materials.	The topic of this session is very strange and I don't know if I got the point. Nature is the way it is in the first place because you have to go there, and when you take it to digital it becomes like a video game which can be amusing but it cannot change nature. So I would say this could have been presented like a workshop where the stress is on creating technologically something, more than it has to do with nature. Taking nature to virtual places makes me feel uncomfortable.
A student	I liked the idea very much but due to technical issues the online walk didn't succeed. Mozilla Hubs kept crashing and loading all the time. In the end, that was also very exciting as it represents the troubles and frustrations of the digital world. The real world can be very difficult too. Sometimes the communication is not working and people get stuck. I think it's valuable to experience the inactions as well.	I give all the permissions to use the audio track I recorded if there's ever any need

Mural Feedback-Board for Tutors

2 Write down on **pink** sticky notes, what didn't go well

Please make clear which Workshop or session you refer to, or if this is a general comment. Note also if you were a Tutor of this course, our observing.

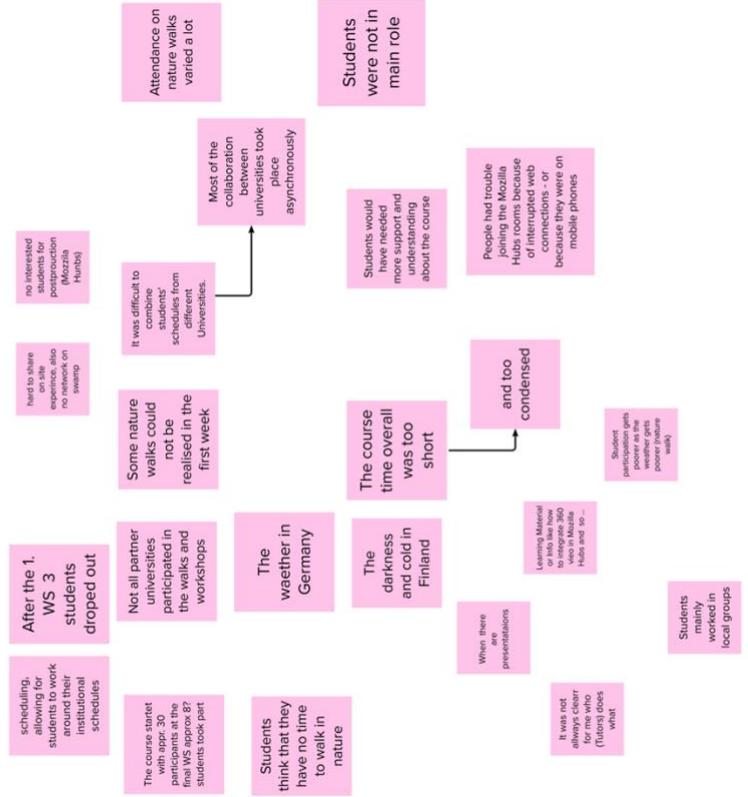
1 Write down on **green** sticky notes, what went well

Please make clear which Workshop or session you refer to, or if this is a general comment. Note also if you were a Tutor of this course, our observing.

What went well?



What didn't go well?



3 Write down on blue sticky notes, what insights you gained...
 What would you do differently?
 Please make clear which Workshop or session you refer to, or if this is a general comment. Note also if you were a Tutor of this course, our observing.

What insights do I take with me?



4 Discussion on what problems should be prioritized and what Actions should be taken.

Takeaways for the next course

