



## Sustainability and Financial reporting FÖ0460, 10154.2223

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Uliana Gottlieb

### Evaluation report

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**Evaluation period: 2022-10-21 - 2022-11-14**

Answers 5

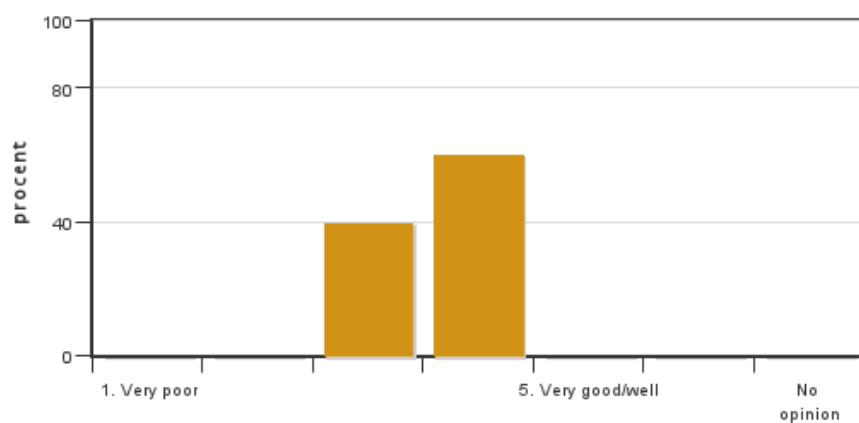
Number of students 9

Answer frequency 55 %

### Mandatory standard questions

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#### 1. My overall impression of the course is:



Answers: 5

Medel: 3,6

Median: 4

1: 0

2: 0

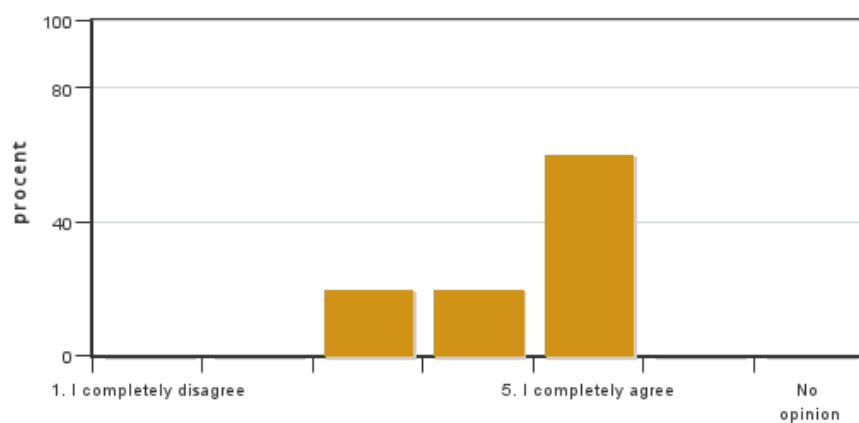
3: 2

4: 3

5: 0

No opinion: 0

#### 2. I found the course content to have clear links to the learning objectives of the course.



Answers: 5

Medel: 4,4

Median: 5

1: 0

2: 0

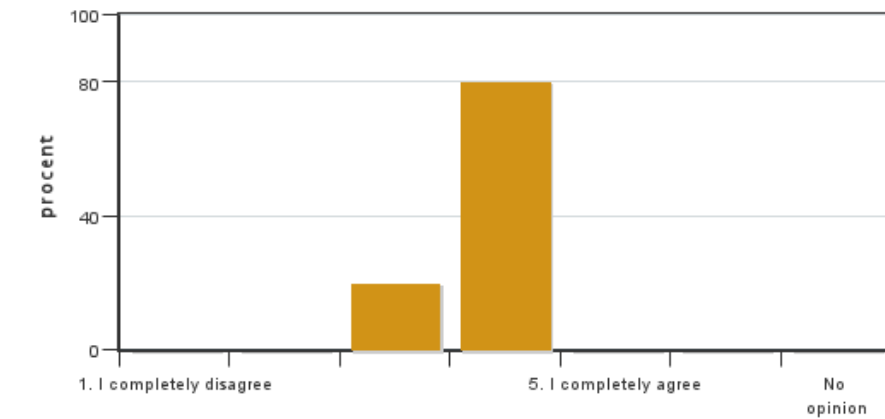
3: 1

4: 1

5: 3

No opinion: 0

**3. My prior knowledge was sufficient for me to benefit from the course.**

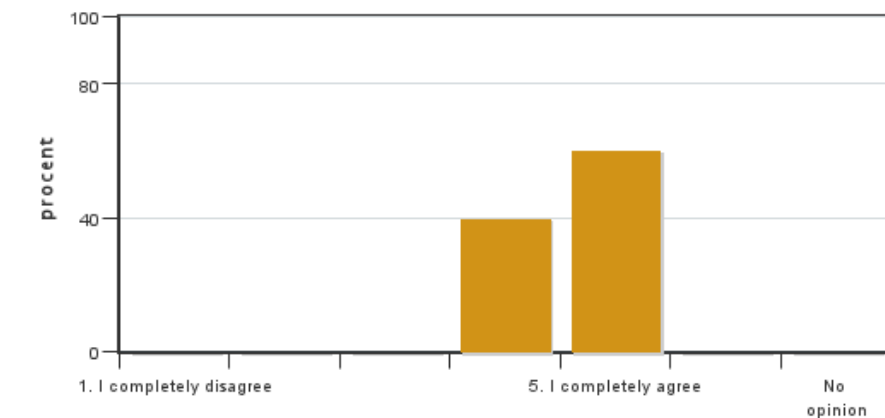


Answers: 5  
Medel: 3,8  
Median: 4

1: 0  
2: 0  
3: 1  
4: 4  
5: 0

No opinion: 0

**4. The information about the course was easily accessible.**

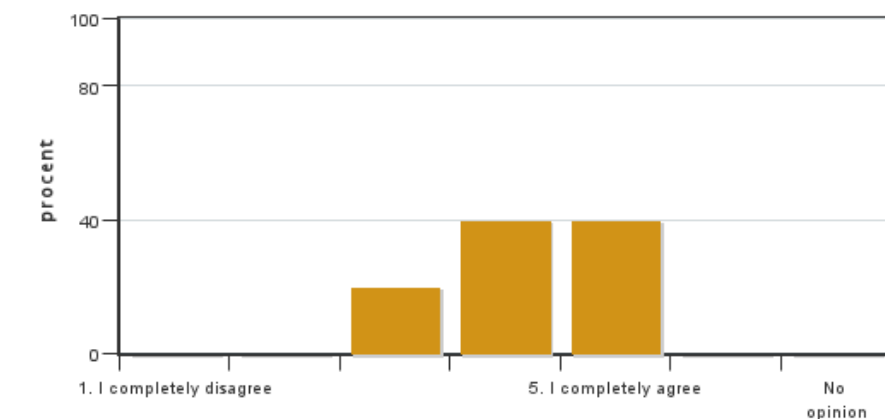


Answers: 5  
Medel: 4,6  
Median: 5

1: 0  
2: 0  
3: 0  
4: 2  
5: 3

No opinion: 0

**5. The various course components (lectures, course literature, exercises etc.) have supported my learning.**



Answers: 5  
Medel: 4,2  
Median: 4

1: 0  
2: 0  
3: 1  
4: 2  
5: 2

No opinion: 0

**6. The social learning environment has been inclusive, respecting differences of opinion.**

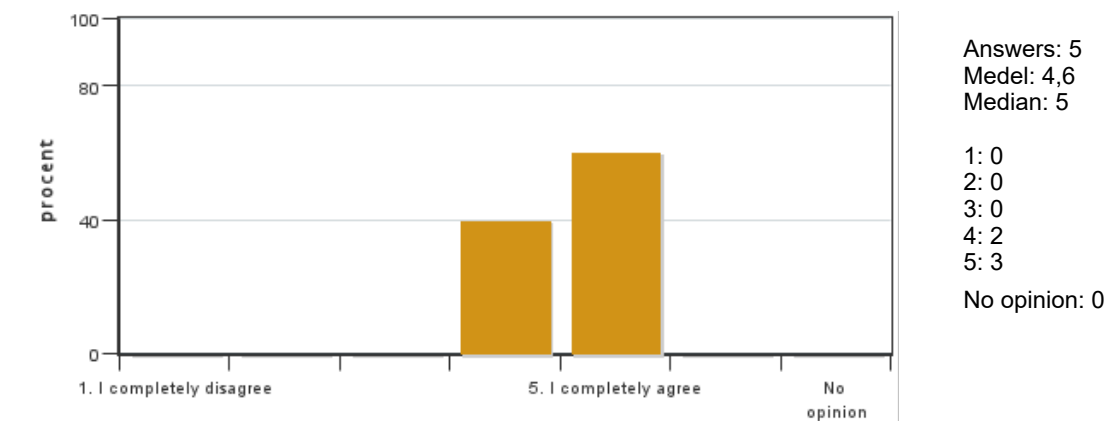


Answers: 5  
Medel: 4,8  
Median: 5

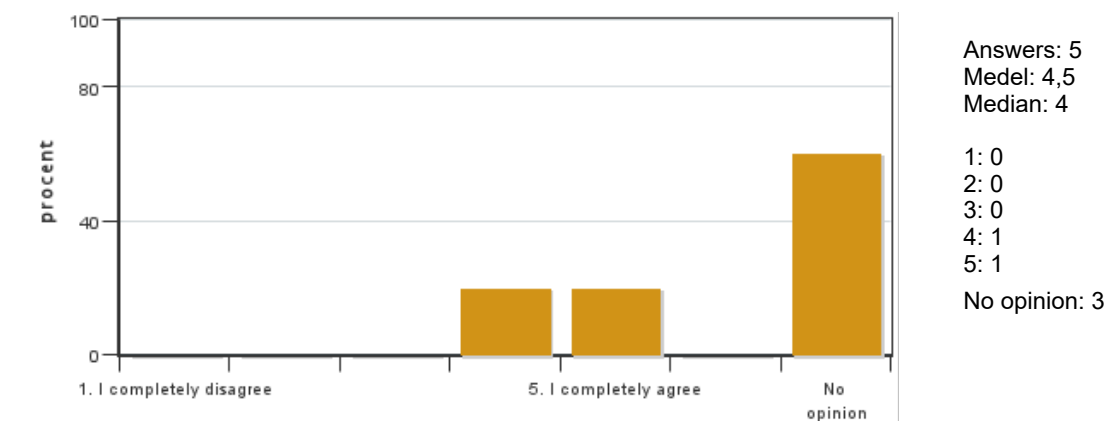
1: 0  
2: 0  
3: 0  
4: 1  
5: 4



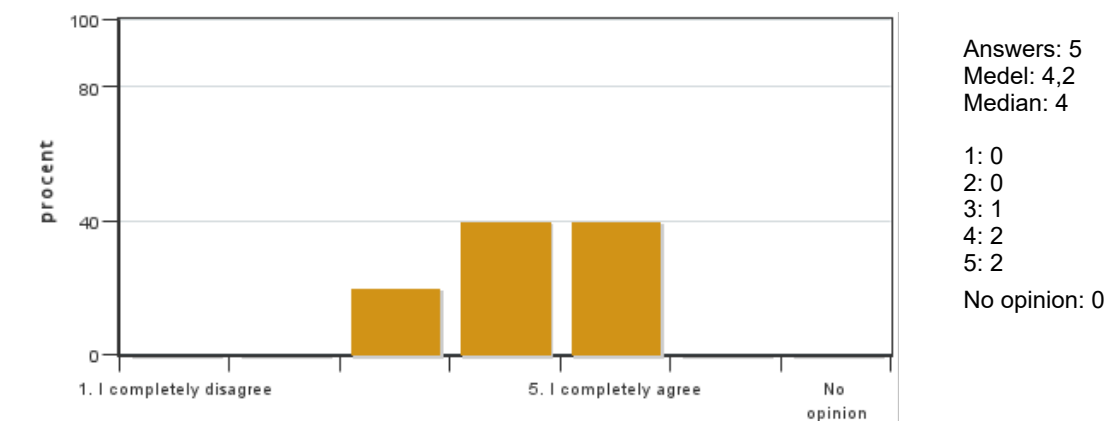
**7. The physical learning environment (facilities, equipment etc.) has been satisfactory.**



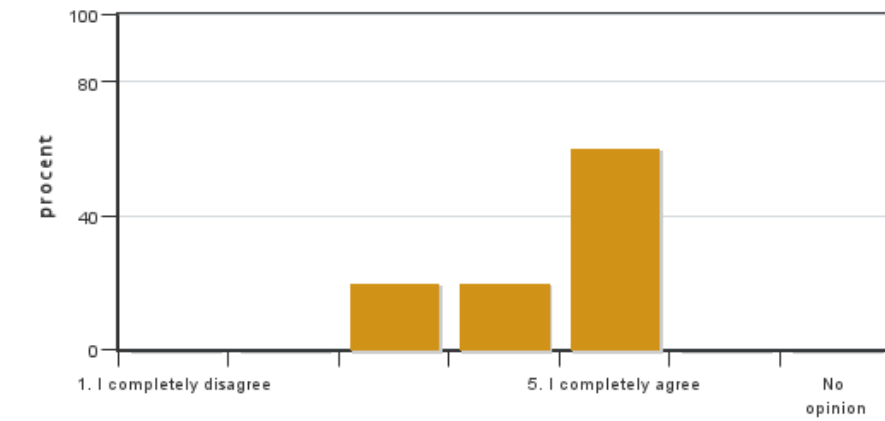
**8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).**



**9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).**



**10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).**

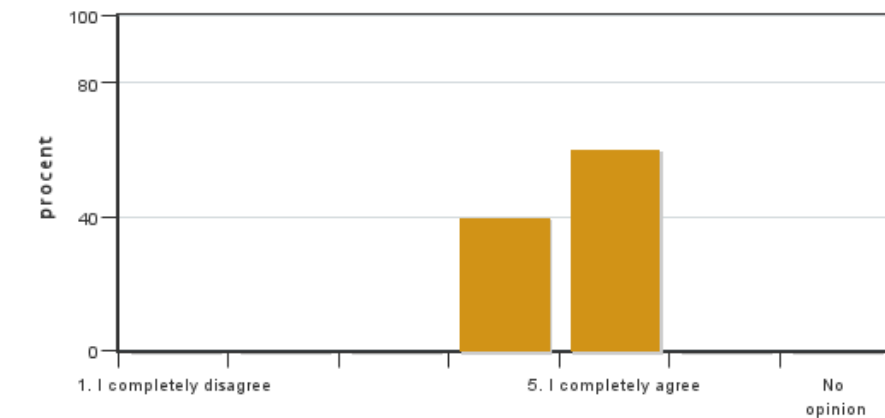


Answers: 5  
Medel: 4,4  
Median: 5

1: 0  
2: 0  
3: 1  
4: 1  
5: 3

No opinion: 0

**11. The course covered international perspectives.**

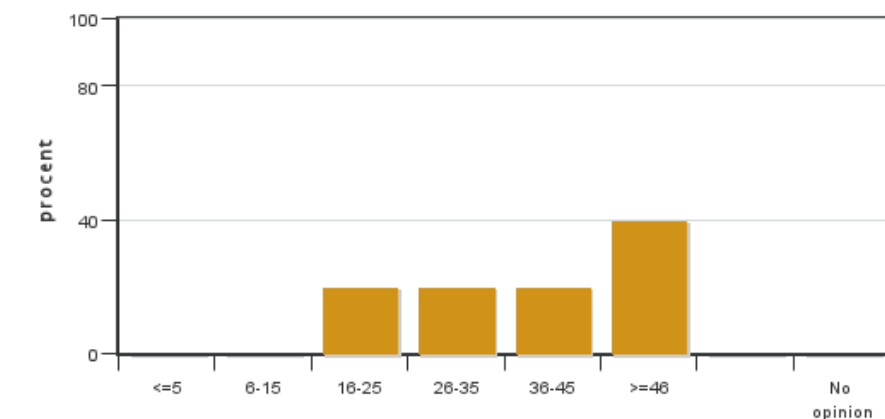


Answers: 5  
Medel: 4,6  
Median: 5

1: 0  
2: 0  
3: 0  
4: 2  
5: 3

No opinion: 0

**12. On average, I have spent ... hours/week on the course (including timetabled hours).**

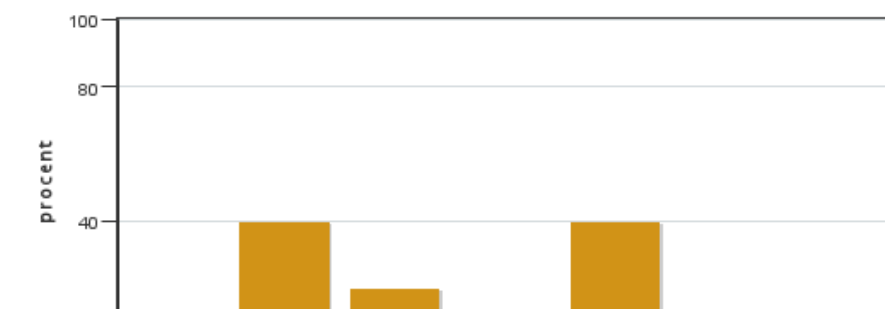


Answers: 5  
Medel: 36,4  
Median: 36-45

≤5: 0  
6-15: 0  
16-25: 1  
26-35: 1  
36-45: 1  
≥46: 2

No opinion: 0

**13. If relevant, what is your overall experience of participating in all or part of your course online?**



Answers: 5  
Medel: 3,4  
Median: 3

1: 0  
2: 2  
3: 1  
4: 0  
5: 2

No opinion: 0



**14. If relevant, please share what worked well when participating in teaching on distance**

**15. If relevant, please share what worked less well when participating in teaching on distance**

## Course leaders comments

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An extended course evaluation building on the learning experience questionnaire (Borglund et al., 2015) suggests that, overall, two out of three key aspects of the course received positive feedback, namely meaningfulness and comprehensibility. Students particularly appreciated working with up to date and interesting issues and literature, an open and inclusive atmosphere, being able to learn by trying out own ideas, receiving regular feedback and support and key concepts being given priority. The manageability aspect of the course would however need some revision to improve students' learning experience. We will consider how to improve two main issues here: offering more activities on campus and revising some parts of the course in a way that preserves the positive issues mentioned by the students. Overall, the students who participated in the course activities were very engaged and contributed to interesting discussions and term papers. Their high engagement is reflected not the least in several useful suggestions on how to further develop the course, which I would gladly take on board for the next year, e.g., revising the points of the term paper, learning objectives for each week, posting past exam earlier on, more preparation for the numerical exercises, and more instances of recalling what we went through so far.

## Student representatives comments

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The overall impression of the course was positive among the students. The students thought the social learning environment was inclusive and that different thoughts were respected. However, many students would have liked to have on-campus classes instead of pre-recorded lectures. At the same time, some students said they were thankful for having online and pre-recorded lectures since it enabled them to go back and listen to the lecture material once more. Many students also stated that they were satisfied with the hybrid solution for the seminars.

Regarding the course content, the students believed the content had a clear connection to the purpose of the course, emphasised international perspectives, and brought up a diversity of topics, but primarily linked to economic and environmental sustainability and that their previous knowledge was enough to pursue the course. Some students would, however, have liked to have a lecture/example/preparation before the farm bookkeeping and forest fair value assignments and more examples before the assignment in carbon accounting.

The course evaluation shows that the students were able to get support if they needed it and stated the teachers had been very encouraging and helpful during the course. The students also stated the assessment on the course had been fair and honest, but some exercises were experience tougher than others and should therefore have been given more credits. Many students were however happy with the point system and stated it made them keep on top of the content each week.

Regarding the workload, the students say some course contents have been challenging because of the volume of assignments. The students have in general studied 36,4 hours per week.

On the question of what advice, you would like to give to further participants, many students recommended other students to study and to try to look at the assignment first to prioritize articles to be read or lectures to watch.