



Natural Resource and Environmental Economics NA0165, 20015.1314

7.5 Hp

Pace of study = 50%

Education cycle = Basic

Course leader = Katarina Elofsson

Evaluation report

Evaluation period: 2013-12-15 - 2014-02-09

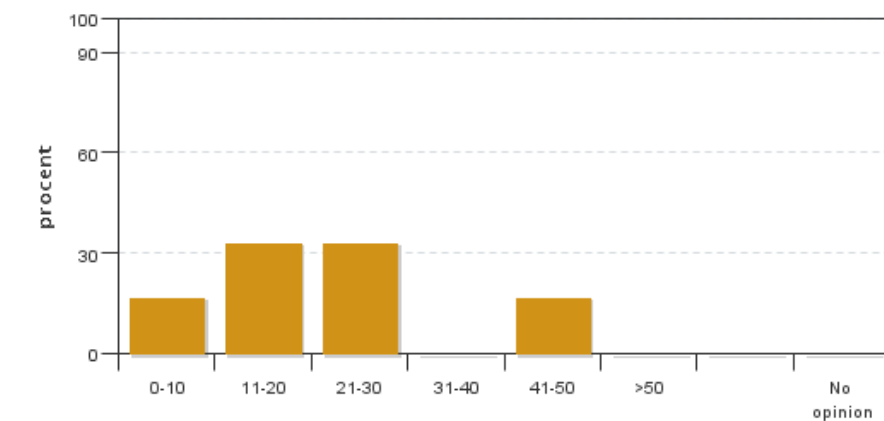
Answers 6

Number of students 19

Answer frequency 31 %

Mandatory standard questions

1. How many hours per week have you on average spent on the course, including scheduled time?

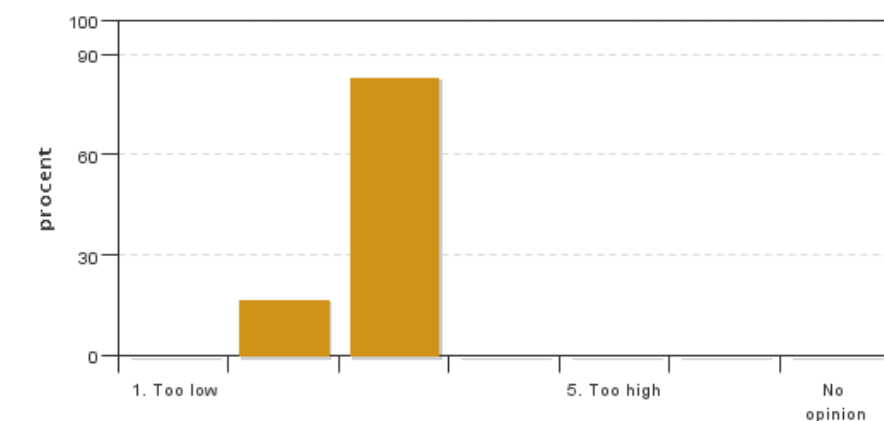


Answers: 6
Medel: 21,7
Median: 11-20

0-10: 1
11-20: 2
21-30: 2
31-40: 0
41-50: 1
>50: 0

No opinion: 0

2. How do you estimate your background knowledge before the course?

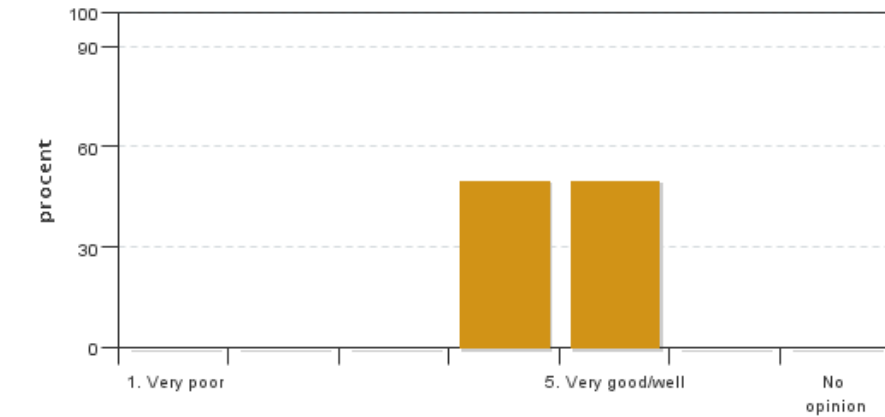


Answers: 6
Medel: 2,8
Median: 3

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

No opinion: 0

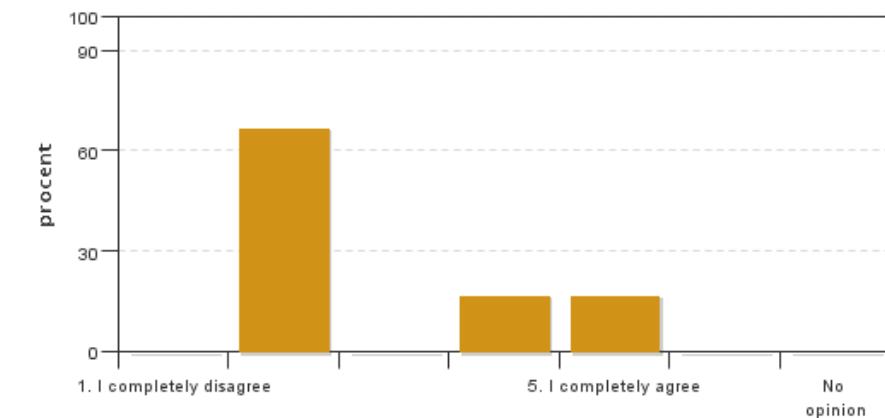
3. How has the administration of the course worked?



Answers: 6
 Medel: 4,5
 Median: 4

1: 0
 2: 0
 3: 0
 4: 3
 5: 3
 No opinion: 0

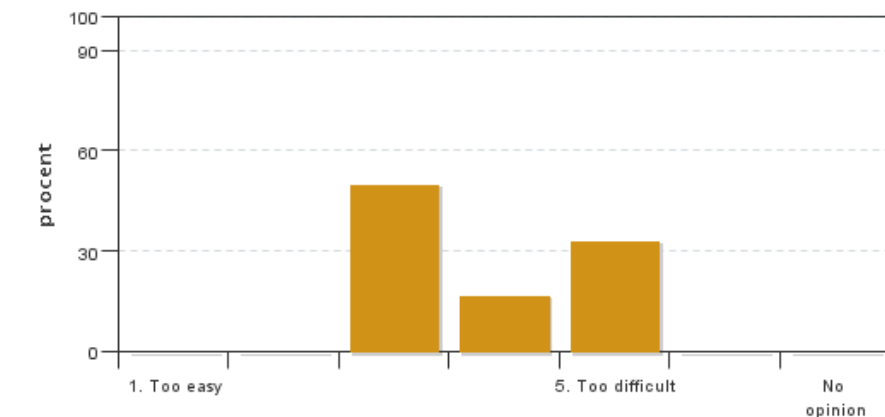
4. The overall impression of the course is very good.



Answers: 6
 Medel: 2,8
 Median: 2

1: 0
 2: 4
 3: 0
 4: 1
 5: 1
 No opinion: 0

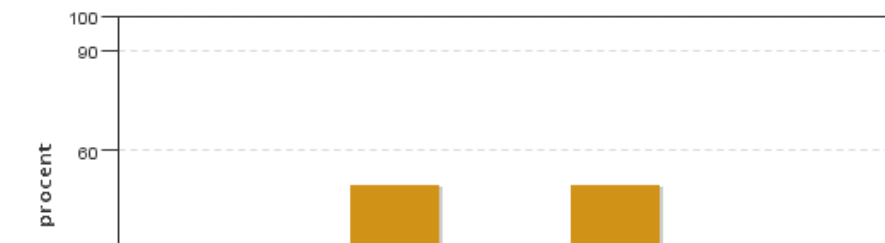
5. The level of difficulty for this course has been



Answers: 6
 Medel: 3,8
 Median: 3

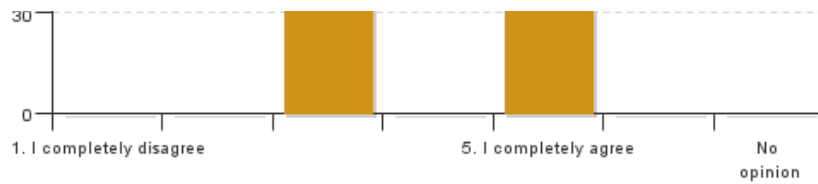
1: 0
 2: 0
 3: 3
 4: 1
 5: 2
 No opinion: 0

6. I consider that this course has taken up all of the learning outcomes described in the course syllabus. If you select (1), (2), (3), or (4) please describe which learning outcome(s) has/have not been sufficiently covered.



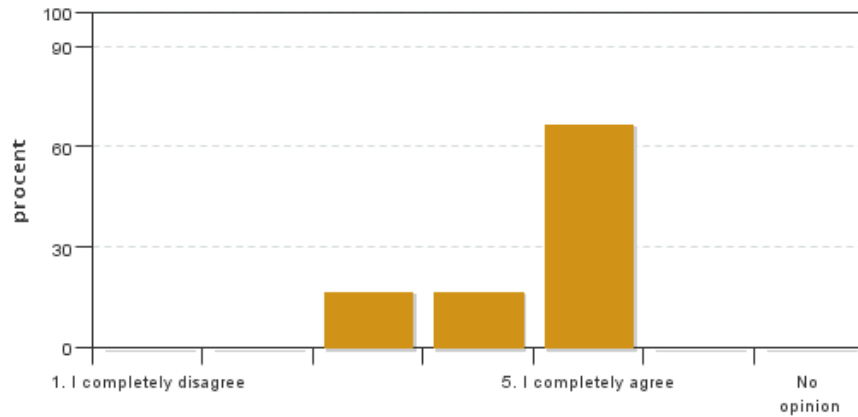
Answers: 6
 Medel: 4,0
 Median: 3

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



5: 3
No opinion: 0

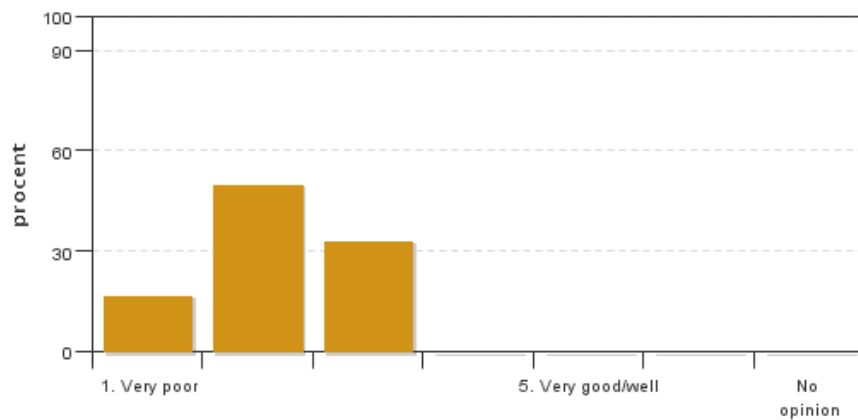
7. The grading criteria were clear and easy to understand



Answers: 6
Medel: 4,5
Median: 5

1: 0
2: 0
3: 1
4: 1
5: 4
No opinion: 0

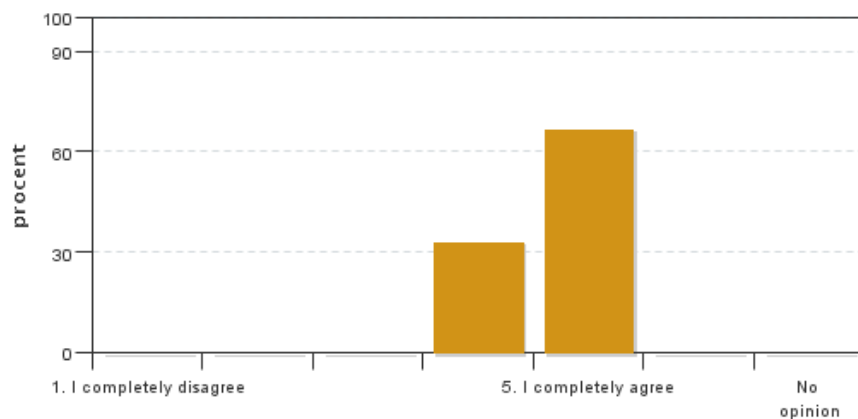
8. I believe that the discussion climate during the course has been good



Answers: 6
Medel: 2,2
Median: 2

1: 1
2: 3
3: 2
4: 0
5: 0
No opinion: 0

9. I believe that the necessary infrastructure, such as teaching facilities and equipment, has functioned effectively.



Answers: 6
Medel: 4,7
Median: 5

1: 0
2: 0
3: 0
4: 2
5: 4
No opinion: 0

Course leaders comments

Six out of a total of 19 students which have followed the course have also filled in the course evaluation, implying a response rate equal to 32%. Out of these six, two were on the overall happy with the course, rating the overall impression 4 and 5, respectively, and four were unhappy, rating it 2. This implies an average of 2.8, which is very low. The students were happy with the administration of the course, but those that rated the overall impression as low, have felt that the lectures were too dense, with too little room for discussions. Also, voices were raised that there was too little time for the exercises. No comments were made on the guest lecture, and only a single, positive, comment was made regarding the project work and the associated seminar. Three of the six students judged that all course goals had been addressed (5), while three felt this could only be given a grade 3, comments which explain this were not given. The grading criteria were well understood (4.5 on average).

Students performed on the overall well on the exam as well as on the project work, wherefore it is hard to see a clear link between the poor average rating of the overall impression and the overall learning outcome. I agree, however, that lectures have been too dense. For the next year, the lectures will, to a larger extent, be mixed with discussions and various types of experiments and exercises. To make this possible, some of the theoretical material as well as much of the lecture material which discusses how economic theory relates to actual policy will be replaced by activities where students are encouraged to actively discuss and analyze the latter issues. When possible, the number of course goals could be reduced for the course to better fit the 7.5 credit format.

Student representatives comments

Firstly, the response rate of less than a third of the students will obviously affect the reliability of the results from this evaluation.

Summing up the answers, there are a few points that are coming back from several students.

- Many point out that they think that the course was too intense. Related to this, some students argued that the lectures were covering too much and thus made it hard to follow and difficult to understand the content.

Furthermore, the overall content of the course was thought to correspond to more than 7,5 ECTS, leaving some students arguing that either the course should be leaner or it should reward more ECTS. Others thought more importantly that the teaching style lacked pedagogical quality, and that was the reason why it was difficult to follow and understand.

- The exercises seem to have been appreciated and especially the lessons with Sarah Säll. However, many commented that they wanted more time for those lessons, less exercises but more in-depth discussion about each one, and that the answers for the exercises should be handed out before each session so that the students knew which ones they wanted to spend the lesson on discussing.

- The overall impression seems to be that there was very little room for discussions and that this hampered the quality of the course and the learning abilities of the students. The point was either made that there were no discussions during the course or that there was too little time to have them. Some suggested that seminars should be held in smaller groups in order to facilitate discussion.

- The prerequisite for the course seems to have been appropriate. The information seems to have gotten through to everyone. The course seems to have met the "lärandemålen" in an adequate way. The equipment available seems to have been enough and mainly utilized in a good way.

All and all the main issues seem to be:

- Too much content with regard to number of ECTS and lectures.

- Too many exercises and too little time for lessons to go through them. Answer sheets were desired.

- Too little discussions, partly due to lack of seminars and partly due to the too intense lectures.