Environmental Policy
NA0130, 40039.1415

7.5 Hp
Studietakt = 100%
Nivå och djup = Avancerad
Kursledare = Luca Di Corato

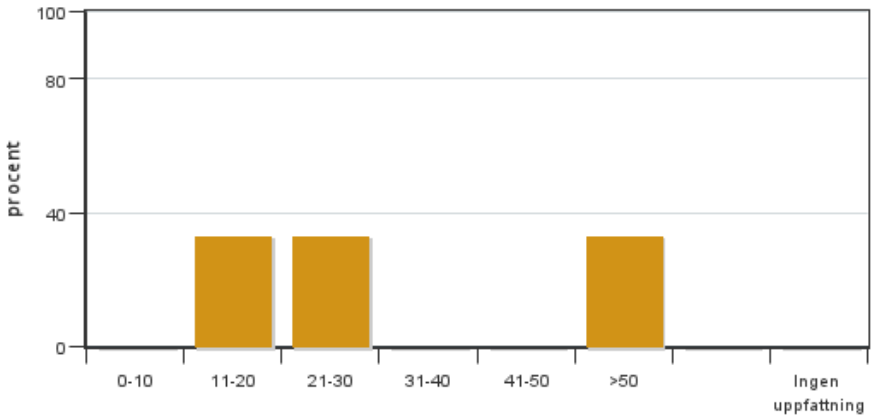
Värderingsresultat

Värderingsperiod: 2015-05-07 - 2015-05-28

Antal svar	3
Studentantal	14
Svarsfrekvens	21 %

Obligatoriska standardfrågor

1. Hur många timmar per vecka har du i genomsnitt lagt ner på kursen (inklusive schemalagd tid)?

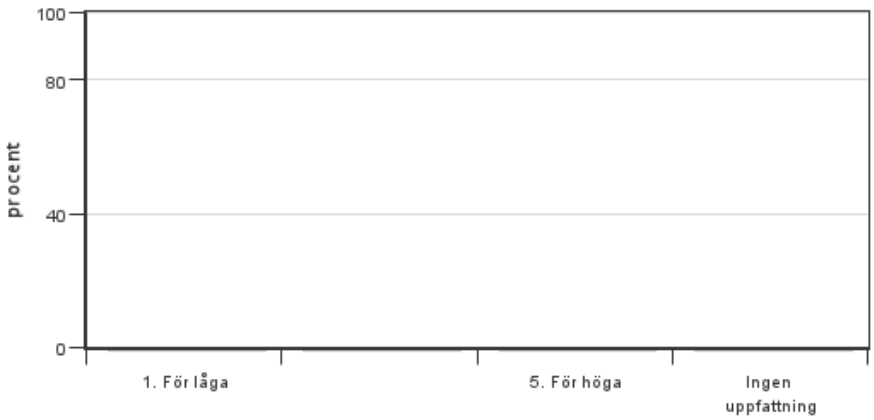


Antal svar: 3
Medel: 31,7
Median: 21-30

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

Har ingen uppfattning: 0

2. Vad anser du om dina förkunskaper inför kursen?

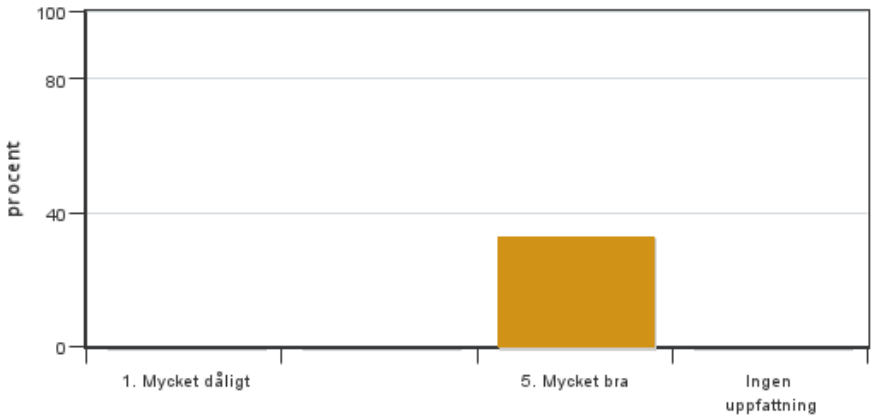


Antal svar: 3
Medel: 2,7
Median: 3

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

Har ingen uppfattning: 0

3. Hur har informationen/administrationen i samband med kursen fungerat?

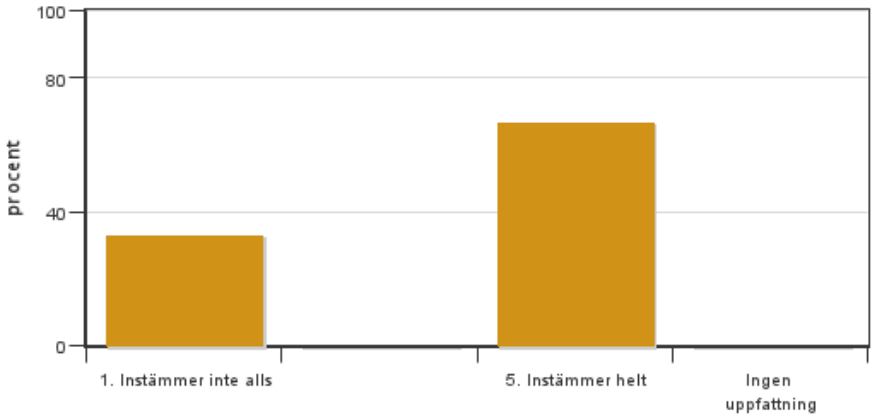


Antal svar: 3
Medel: 4,3
Median: 4

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

Har ingen uppfattning: 0

4. Jag anser att helhetsintrycket av kursen är mycket gott

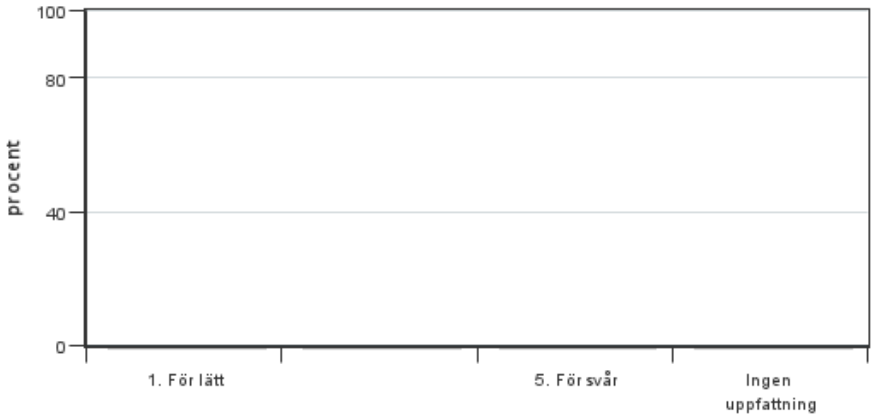


Antal svar: 3
Medel: 3,7
Median: 5

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

Har ingen uppfattning: 0

5. Jag anser att kursens svårighetsgrad har varit

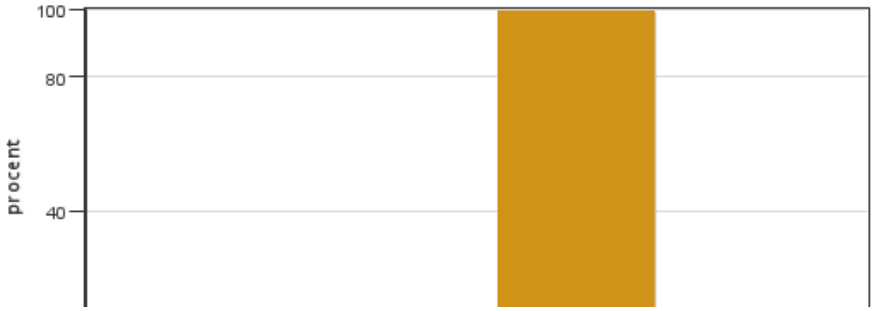


Antal svar: 3
Medel: 3,3
Median: 3

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

Har ingen uppfattning: 0

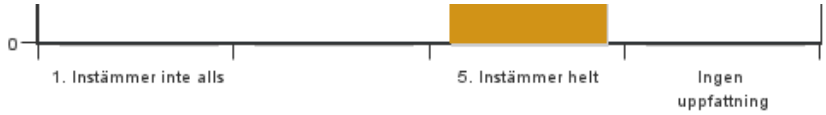
6. Jag anser att kursen har behandlat alla lärandemål som anges i kursplanen. Om Du markerar (1), (2), (3), eller (4) ange vilket/vilka lärandemål som blivit otillräckligt behandlade.



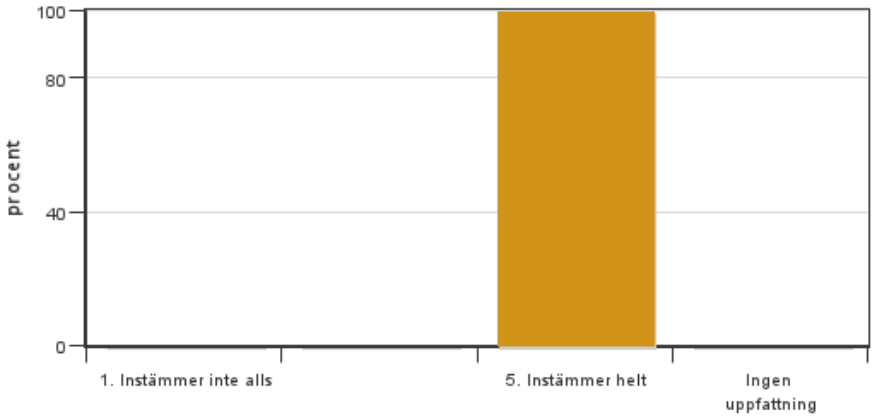
Antal svar: 3
Medel: 5,0
Median: 5

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

Har ingen uppfattning: 0



7. Betygskriterierna var tydligt formulerade och enkla att förstå

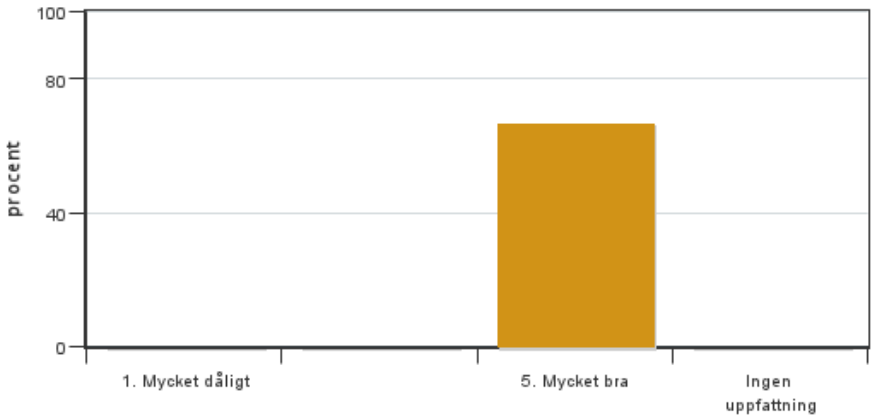


Antal svar: 3
Medel: 5,0
Median: 5

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

Har ingen uppfattning: 0

8. Jag anser att diskussionsklimatet under kursen har varit bra.

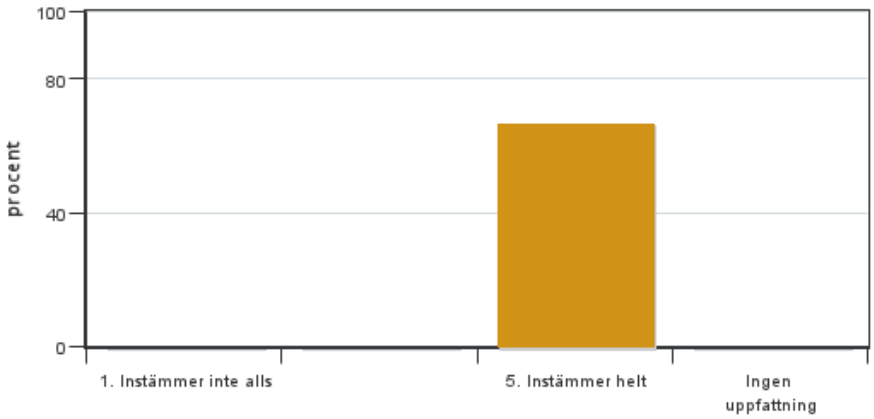


Antal svar: 3
Medel: 4,7
Median: 5

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

Har ingen uppfattning: 0

9. Jag anser att nödvändig infrastruktur kring undervisningen som lokaler och utrustning har fungerat ändamålsenligt.



Antal svar: 3
Medel: 4,3
Median: 5

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

Har ingen uppfattning: 0

Kursledarens kommentarer

General - My impression about the implementation and the outcome of the course Environmental policy (NA0130, advanced course, Spring 2015) is positive. Students have been participating in an active and enthusiastic way. This has permitted the development of a very productive and rewarding teaching/learning experience.

Class involvement - The class has showed a vivid interest in the topics proposed and has actively participated in the course activities (i.e., lectures, exercise sessions and seminars). Students have maturely and conscientiously handled the project task assigned (review and presentation of an assigned paper + discussion of another paper).

Program - The schedule has been respected and the program has been fully developed. Apart from an in depth development of the program, space has been given to constructive and formative discussions. In this respect, the internal seminar where groups (two students) have been asked to i) present a paper (selected from relevant and recent literature in the field) and ii) discuss the paper presented by another group has been a very stimulating moment. Students have in fact been given the opportunity to i) work on their critical ability and presentation skills and ii) get in touch with the current research frontier in the field of Environmental Policy.

Learning - Apart from having met the learning targets fixed, I have been glad to notice a general improvement in the level of discussion and analytical attitude. This is very important when assessing the contribution of the course with respect to the initial background knowledge and skills held by the students.

Exam – Students have reached a very good level of preparation on the topics taught. This has been fully and positively reflected in the final overall performance. The following figures illustrate this positive result:

Exam (written, April 2015, 12 participants): 12 pass (final average mark: 3.833),

Project task (paper report, April 2015, 12 participants): 12 pass.

Background knowledge – This year the average background knowledge in microeconomic theory, mathematics and statistics was quite good. However, few students had to work on it in order to catch up. In this respect, it must be stressed that the course design is in line with the requirements set on background knowledge in economics, mathematics and statistics. As usual, it is recommendable students wanting to include this course in their study plan to refresh the basics on their own before the course starts. This can be done using a good Microeconomics textbook and the notes for both Maths and Stats (or any textbook) available on the course website before the course start (8 weeks before).

Studentrepresentantens kommentarer

Course Evaluation Environmental Policy – NA0130 / 2015

Administration

The course administrator always expressed his willingness to adapt to wishes from the student, both within the theoretical lectures and the exercises. Additionally he made himself available for questions after course hours. Students received appropriate information about the schedule and modifications of it.

Overall impression

The course administrator showed flexibility in integrating questions and requests from the students and made an effort to create a positive atmosphere in the class. The lecturer was eager to explain the theory with an understandable lingo and supply us with practical examples. Nevertheless the subject matter itself has a high level of abstraction, which made it occasionally challenging to relate to it. In future this could be encountered with emphasising on the link to its practical application and discussions about it. Overall the class agreed that the presentations about theory and findings from selected papers conducted by the students themselves and the following discussion was a very valuable and rich educational process. Especially when drawing the connection to application of the theory and potential extensions. The class was generally convinced that this had a higher learning effect compared to the final exam itself. A suggestion would be to focus rather on the presentations and papers and extent it than on the final exam or even integrate a second presentation round and rather replace the written sit in exam.

Background knowledge/ Level of difficulty

The students estimated their own background knowledge for this course rather satisfactory (majority) up to insufficient. Reasons might be the occasional strong focus on the mathematical analysis. Some sections of the mathematical analysis appeared to have a too high level of abstraction for the purpose of this course. This can be found in students rating level of difficulty for this course slightly too high.

Learning outcomes reached/ grading criteria

Learning outcomes have been sufficiently introduced in the beginning of the course and successfully realized. The grading criteria have been explained comprehensively and were transparent to the students of the class.

Discussion climate

The lecturer encouraged the students to verbally contribute to the lectures. Participation in discussions increased and discussion climate improved during the presentation part of the course.

Infrastructure

Teaching facilities and equipment have been sufficiently provided.