Environmental Policy
NA0130, 40035.1617

7.5 Hp
Studietakt = 100%
Nivå och djup = Avancerad
Kursledare = Katarina Elofsson

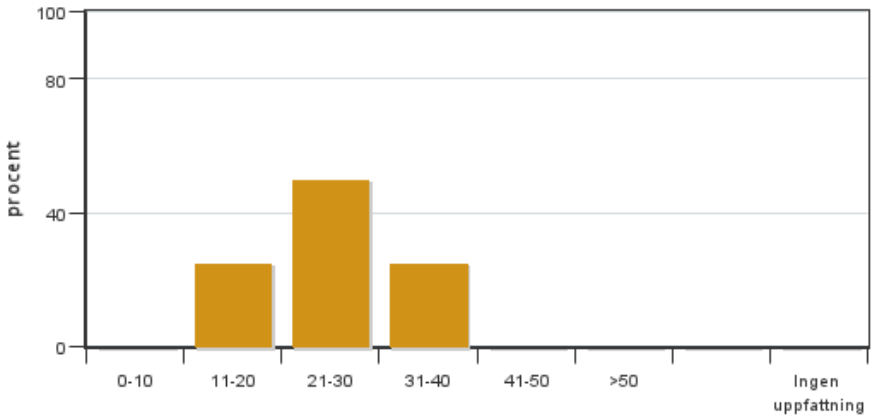
Värderingsresultat

Värderingsperiod: 2017-04-17 - 2017-06-24

Antal svar	4
Studentantal	13
Svarsfrekvens	30 %

Obligatoriska standardfrågor

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

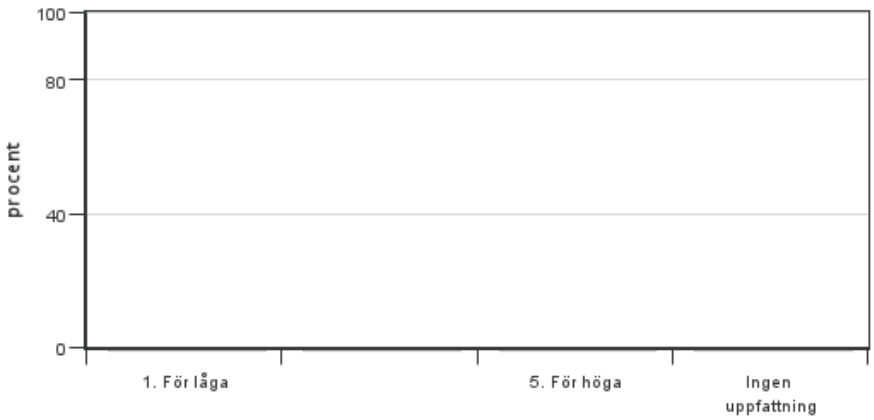


Antal svar: 4
Medel: 25,0
Median: 21-30

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

Har ingen uppfattning: 0

2. Vad anser du om dina förkunskaper inför kursen?



Antal svar: 4
Medel: 3,0
Median: 3

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

Har ingen uppfattning: 0

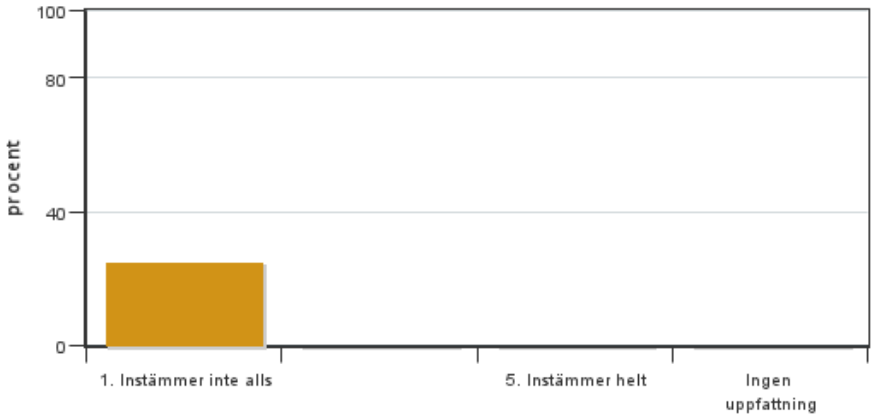
3. Hur har informationen/administrationen i samband med kursen fungerat?

Antal svar: 4
Medel: 2,5
Median: 2

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

Har ingen uppfattning: 0

4. Jag anser att helhetsintrycket av kursen är mycket gott

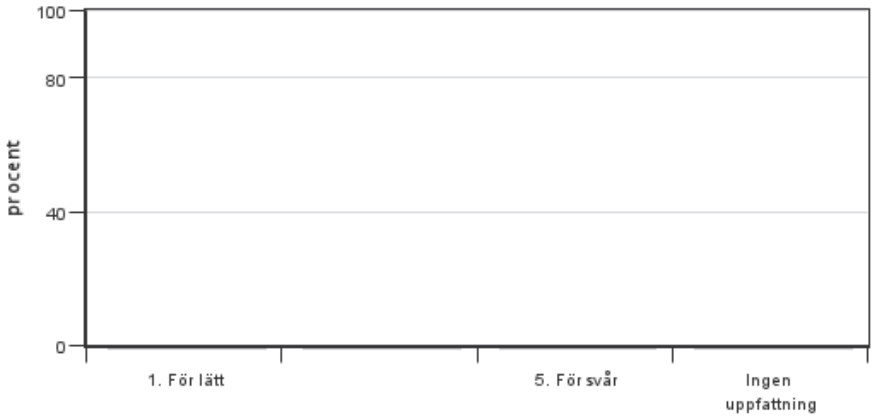


Antal svar: 4
Medel: 2,3
Median: 2

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

Har ingen uppfattning: 0

5. Jag anser att kursens svårighetsgrad har varit

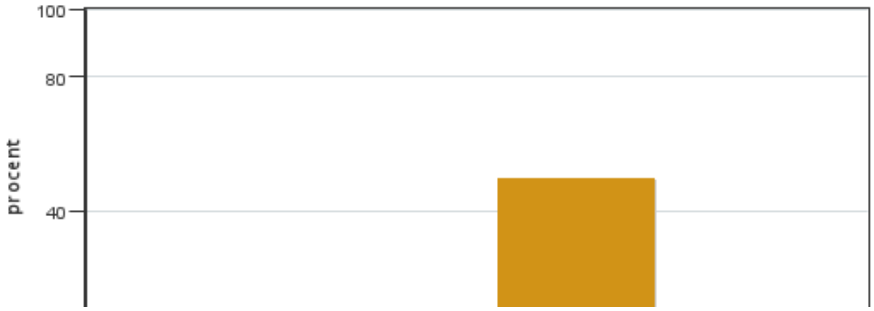


Antal svar: 4
Medel: 3,5
Median: 3

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

Har ingen uppfattning: 0

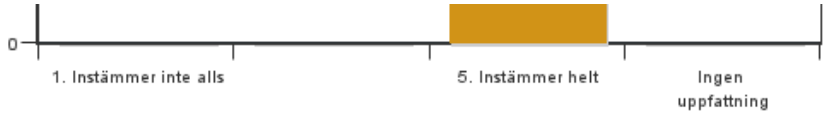
6. Jag anser att kursen har behandlat alla lärandemål som anges i kursplanen. Om Du markerar (1), (2), (3), eller (4) ange vilket/vilka lärandemål som blivit otillräckligt behandlade.



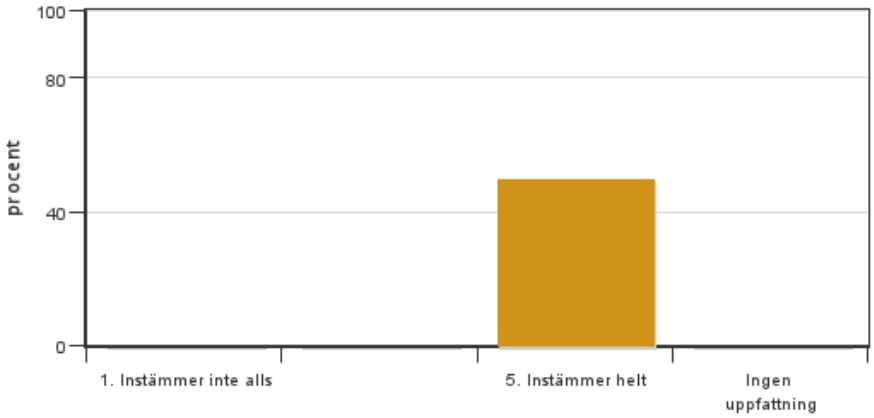
Antal svar: 4
Medel: 3,8
Median: 3

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

Har ingen uppfattning: 0



7. Betygskriterierna var tydligt formulerade och enkla att förstå

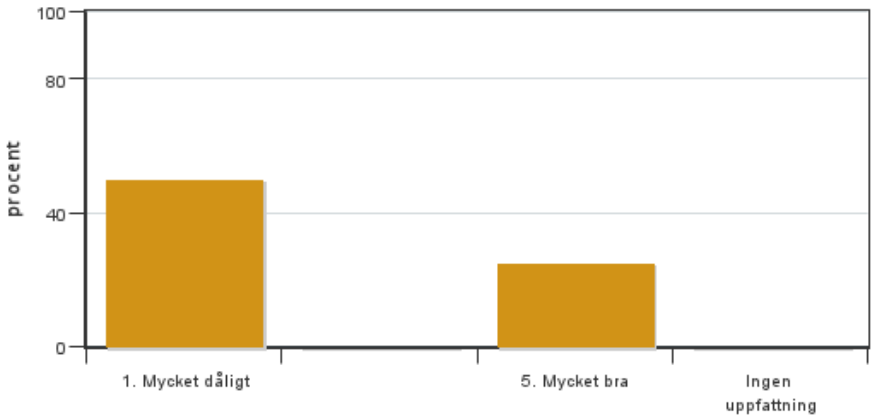


Antal svar: 4
Medel: 4,3
Median: 4

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

Har ingen uppfattning: 0

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

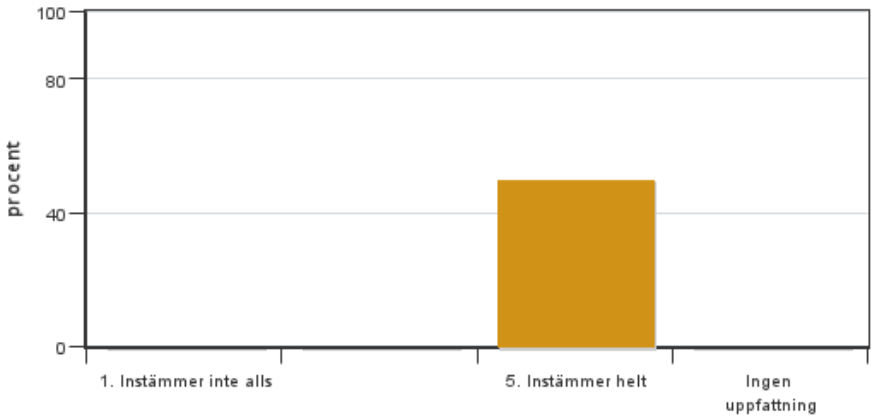


Antal svar: 4
Medel: 2,5
Median: 1

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

Har ingen uppfattning: 0

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



Antal svar: 4
Medel: 3,8
Median: 3

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

Har ingen uppfattning: 0

Kursledarens kommentarer

1. Kommentera alla de fritextkommentarer som känns relevanta i utvärderingsrapporten -- både bra och dåliga.

4 out of a total of 13 students which have followed the course have also filled in the course evaluation, implying a response rate equal to 30%. Three of the respondents were dissatisfied with the course, rating the overall impression as 1 or 2, and one was satisfied, rating it 4. The dissatisfied students were dissatisfied with the administration of the course, where pdf's from the lectures and exercises were placed, while simple messages were placed in Slunik. One of them meant that all course goals were not dealt with, and one had not seen course goals or grading criteria. This student also asked for time-edit schedules to be implemented. These students also felt that the course was too technical, and that this should be replaced by more knowledge about actual policies. Two of the students were strongly dissatisfied because the literature was not provided by the teacher, and only one copy of the course book was available in the library, and they were unwilling to pay the cost for the main course book, which is somewhat above 1000 SEK. One of these students said the book was too old to be used, as it was published two decades ago.

Dissatisfaction with the fact the course literature was not provided by the teacher and only available in one copy at the library was raised by a couple of students at the first lecture during the course. It was clarified that copyright regulations must be complied with, and a request was sent to the library for an additional copy to be purchased and held as a reference book. To my knowledge, all students had access to the course book material within a couple of days from course start. There are few alternative course books published at later dates, except one course book that is currently used in one of the bachelor level courses where there are later editions. Course goals and grading criteria were available on the Slunik course homepage, and were presented during the first lecture. It is correct that the course is mainly technical, aiming to provide the students with the analytical tools to analyze environmental policy. When different analytical models were presented, students were encouraged to discuss situations where these models are relevant, and limitations of their use.

The following changes are planned for the next year: 1) only one platform will be used for the course material and information, 2) the course material will undergo a revision where some of the technical material will be exchanged and replaced by empirical works that can be studied by the students to provide a better understanding of the empirical relevance of the theory.

2. SLU har ett övergripande mål att ”Öka kunskapen om hållbar utveckling och hållbart nyttjande av naturresurser hos våra studenter”. Kommentera nedan hur du anser att kursen har bidragit till kursdeltagarnas kunskaper om hållbar utveckling och hållbart nyttjande av naturresurser.

The courseis about environmental policy and hence about the tools to provide instruments that ensure a sustainable development and sustainable use of resources.

Studentrepresentantens kommentarer

1. Kommentera alla de fritextkommentarer som känns relevanta i utvärderingsrapporten -- både bra och dåliga.

There has been problems regarding the course literature since the course book was not labeled as a course book in the student library. There was only one copy of the book and no reference ex as it should have. This was pointed out by students who did the course evalution as well as that the course book was very expensive and old.

Furthermore several students thought that it was confusing and unnecessary two use two different platforms, both the course homepage and Fronter.

Some of the students thought that the content of the course was to thechnical and would have wanted more exapmles from real life policy implementations. The report in the end was thought to be a good part but but one student thought that it would have been enough to have either a presentation or a report submission since the content of the report and the presentation wa the same.

Several students thought that the teacher was not open to discussion and did not feel comfortable asking questions during the lectures.

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