



Natural Resource and Environmental Economics NA0165, 20034.1617

7.5 Hp
Pace of study = 50%
Education cycle = Basic
Course leader = Katarina Elofsson

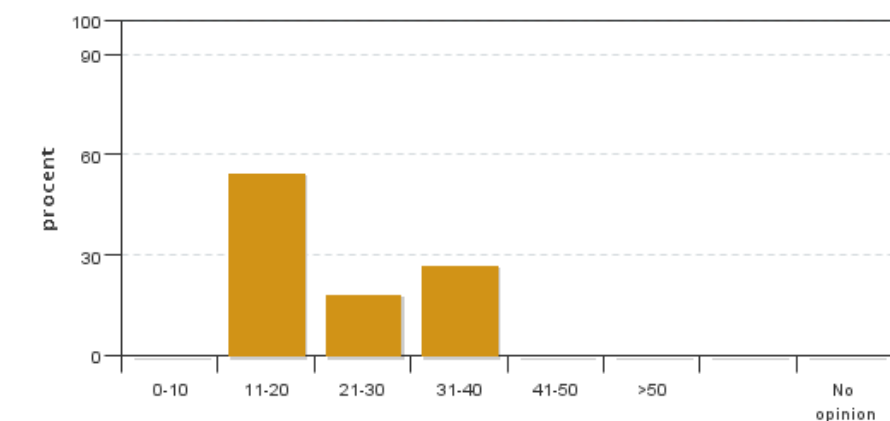
Evaluation report

Evaluation period: 2016-11-21 - 2017-03-19

Answers 11
Number of students 18
Answer frequency 61 %

Mandatory standard questions

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

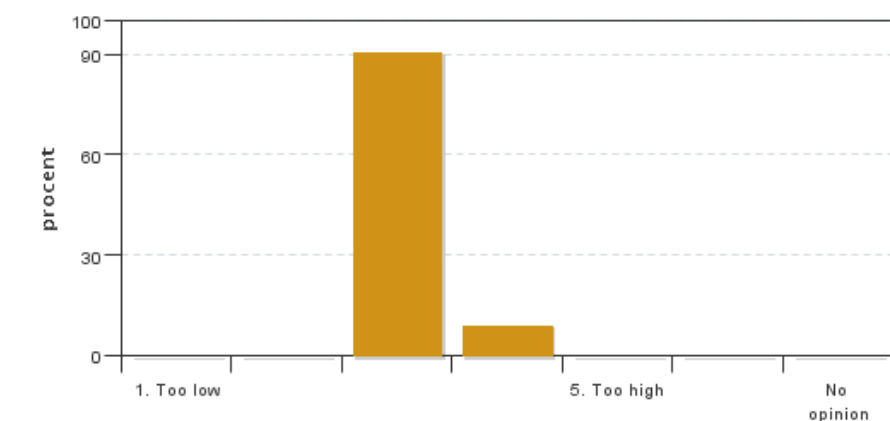


Answers: 11
Medel: 22,3
Median: 11-20

0-10: 0
11-20: 6
21-30: 2
31-40: 3
41-50: 0
>50: 0

No opinion: 0

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

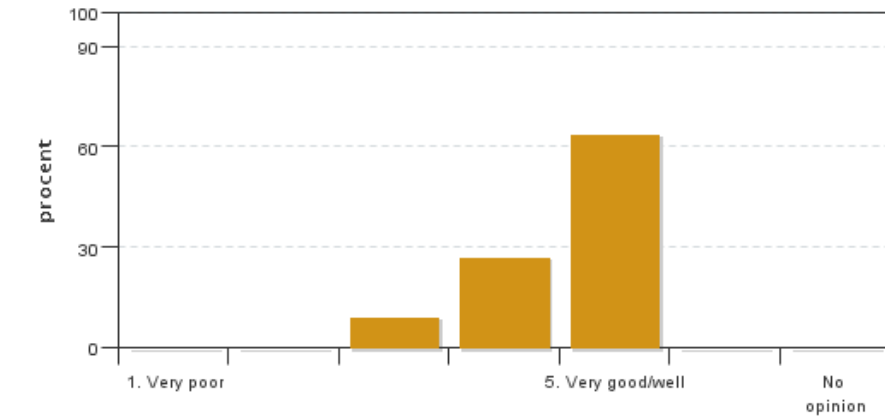


Answers: 11
Medel: 3,1
Median: 3

1: 0
2: 0
3: 10
4: 1
5: 0

No opinion: 0

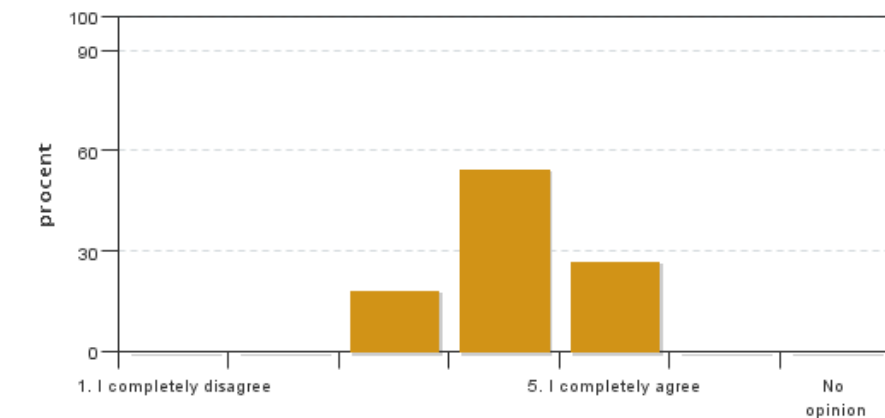
3. How has the administration of the course worked?



Answers: 11
 Medel: 4,5
 Median: 5

1: 0
 2: 0
 3: 1
 4: 3
 5: 7
 No opinion: 0

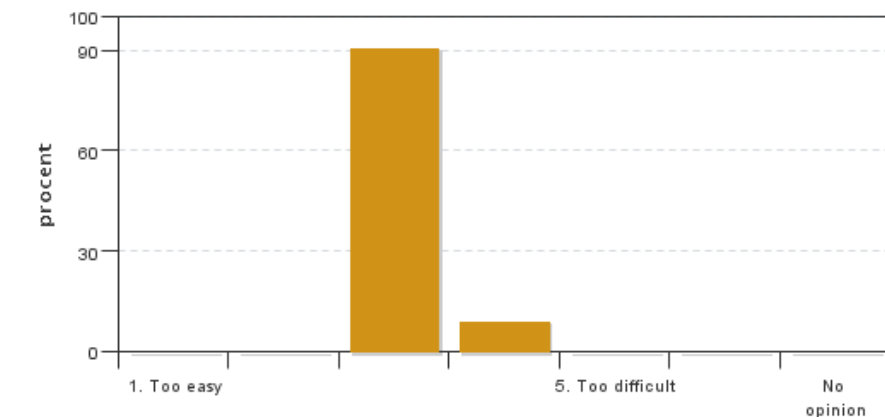
4. The overall impression of the course is very good.



Answers: 11
 Medel: 4,1
 Median: 4

1: 0
 2: 0
 3: 2
 4: 6
 5: 3
 No opinion: 0

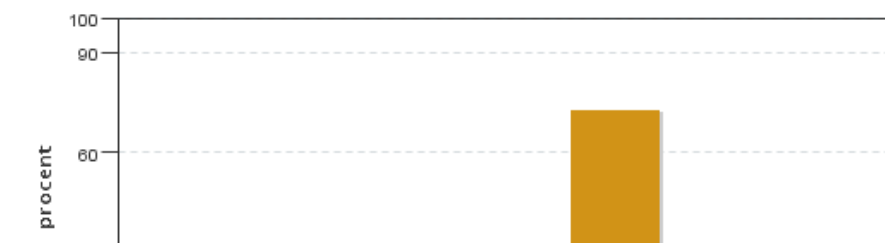
5. The level of difficulty for this course has been



Answers: 11
 Medel: 3,1
 Median: 3

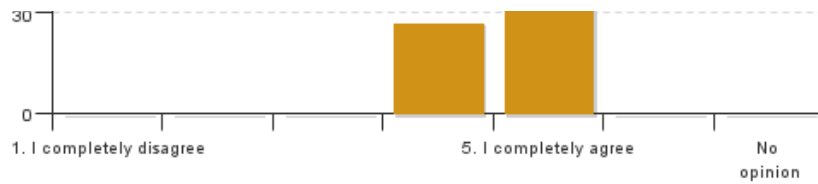
1: 0
 2: 0
 3: 10
 4: 1
 5: 0
 No opinion: 0

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.



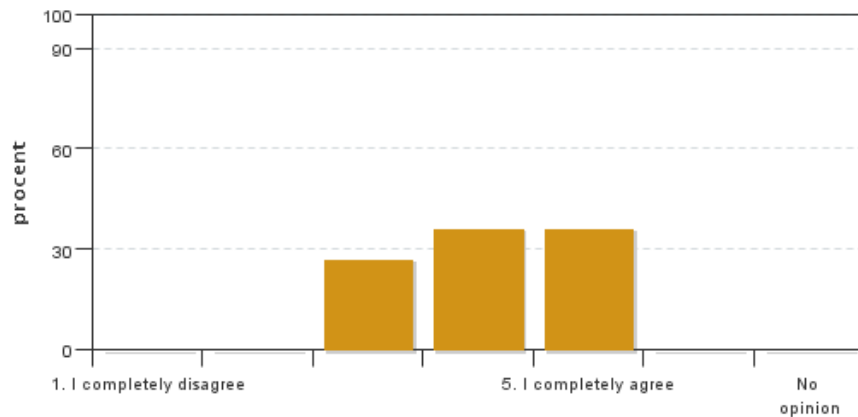
Answers: 11
 Medel: 4,7
 Median: 5

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



5: 8
No opinion: 0

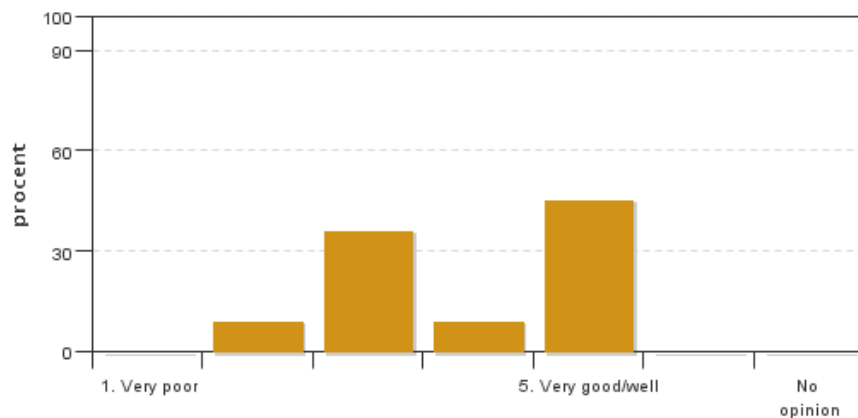
7. The grading criteria were clear and easy to understand



Answers: 11
Medel: 4,1
Median: 4

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

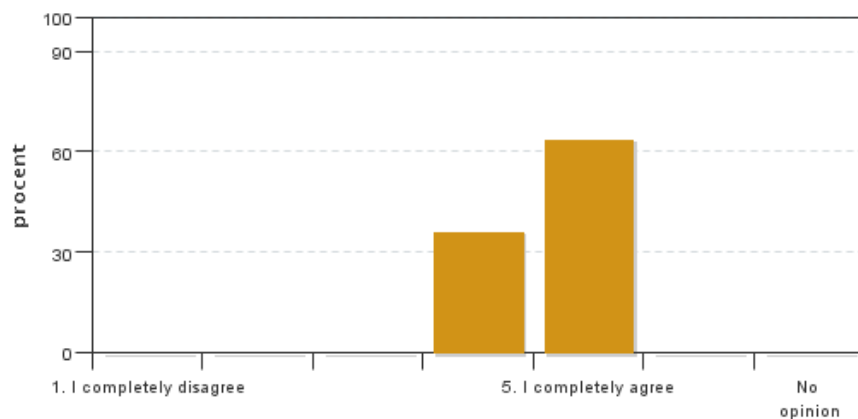
8. I believe that the discussion climate during the course has been good



Answers: 11
Medel: 3,9
Median: 4

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

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



Answers: 11
Medel: 4,6
Median: 5

1: 0
2: 0
3: 0
4: 4
5: 7
No opinion: 0

Course leaders comments

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

11 out of a total of 18 students which have followed the course have also filled in the course evaluation, implying a response rate equal to 61%. Personal efforts from the student representative in combination with a prolonged time for the course evaluation led to a doubling of the response rate, compared to the level achieved after reminders in course home page and during lecture.

All students rated the overall impression 3 or higher, with an average of 4.1. The students were satisfied with the administration of the course (average 4.5), the coverage of the course goals (average 4.8), and understandability of grading criteria (average 4.1). Workload seemed rather low (median 11-20), and prior knowledge was reasonably adequate (average 3.1, where 3 is "appropriate" prior knowledge).

Comments show that the students would have liked more examples from actual environmental policies. Much of that type of material was excluded from the course a couple of years ago, because the course was on the overall too dense, including many components of environmental economics in a relatively short time. Nevertheless, the project work, approximately 1/3 of the course, permits students to explore in detail some problem and its potential solutions, and during the lectures, examples from the real world are mentioned in connection with the theory, although not elaborated upon in detail. A couple of students wish to have detailed grading criteria for the projects, in spite of the general criteria for the course, which are now applied. Students have basically no earlier practice from earlier courses in writing projects so they might feel uncertainty during the writing process for that reason. I am uncertain whether additional sets of criteria are of much help, it might be that "learning-by-doing" is the only way. But I will discuss this with colleagues. Students note that that several topics are known from earlier courses, but that they have acquired new and deeper knowledge of methods used in this course, which is precisely in line with the aims.

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.

In its entirety, the course contributes 100% to increase students knowledge in this respect.

Student representatives comments

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

In overall, the estimated time students have put in the course is in correspondence with the extend of the course. A great majority state that the students' pre-knowledge were of a good level.

Information such as schedule and lecture notes were given in a good time, however, the students missed grade criteria for the essay. It is mentioned several times in the course evaluation that students wished to have access to the grade criteria in forehand, to know what the essay would be graded upon. Also, students wished to receive solution for the old exam we were given.

The course was found to be interesting for many of the students, but several raised the wish that the course leader would exemplify the theory in practice and "put in context", also discuss real environmental economics-problem. Also, the wish to discuss how voluntaril agreements concerning environmental problems are reached was raised.

The course was found to be neither too difficult nor too easy, however, it was a lot of repetition from the previous course environmental and agricultural economics (JOMEN), within the program.

An idea for coming years is to control the discussions yet more, for example hand out seminar questions in forehand which in class firstly are discussed in small groups and thereafter in the larger group. Some students are not completely satisfied with the course leader's response when asking questions in class, sometimes questions did not feel welcome.

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 course is probably the course within the Bachelor in Economics/first three years of the agronomist-economics program that contributes the most to this goal of SLU. Within the course the complexity of the access to, and the consequences of the use of natural resources are discussed.

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