



## Samhälle och miljö MX0127, 20010.1718

### Värderingsresultat

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Värderingsperiod: 2018-01-16 - 2018-01-28

Antal svar 4

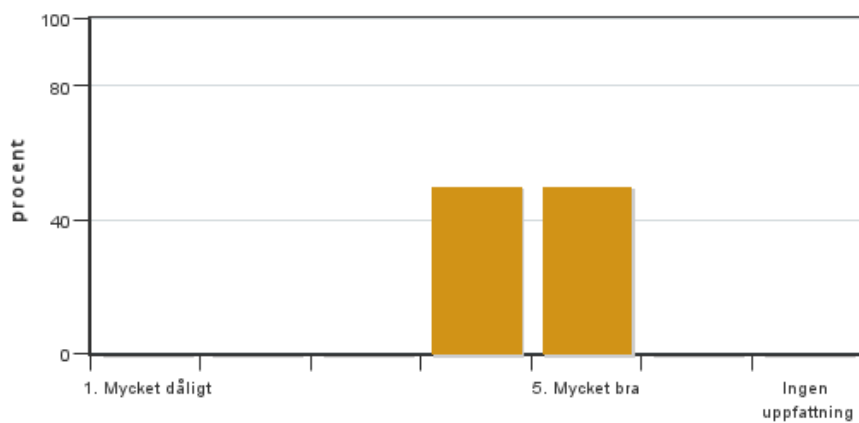
Studentantal 0

Svarsfrekvens

### Obligatoriska standardfrågor

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#### 1. Mitt helhetsintryck av kursen är:



Antal svar: 4

Medel: 4,5

Median: 4

1: 0

2: 0

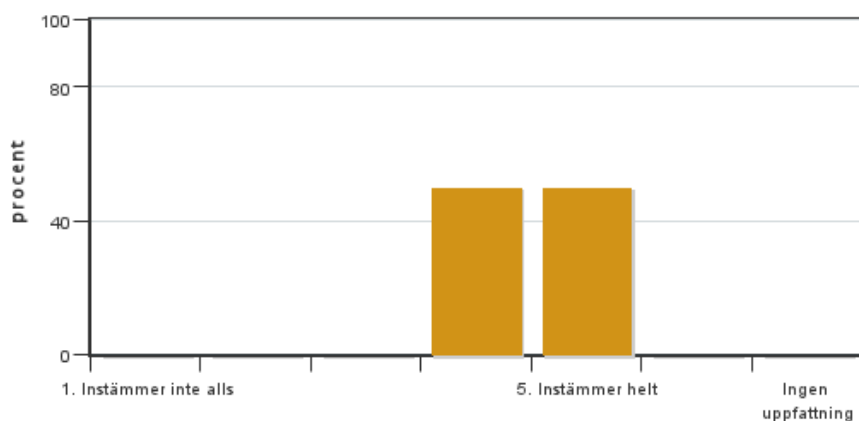
3: 0

4: 2

5: 2

Har ingen uppfattning: 0

#### 2. Jag anser att kursens innehåll hade en tydlig koppling till kursens lärandemål.



Antal svar: 4

Medel: 4,5

Median: 4

1: 0

2: 0

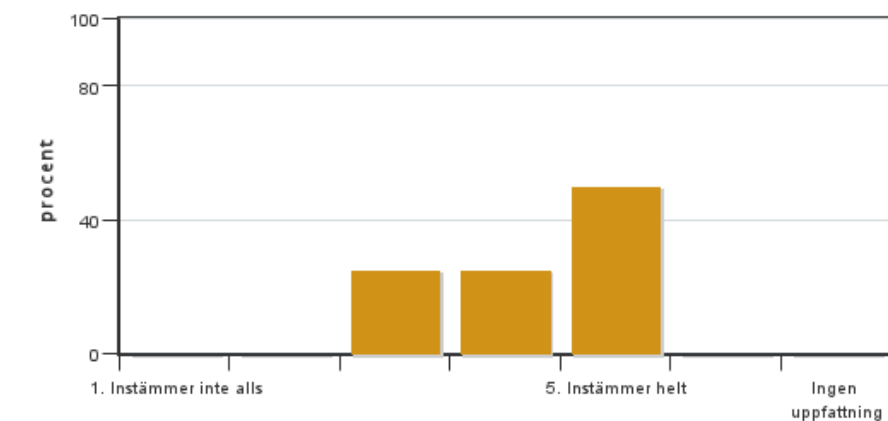
3: 0

4: 2

5: 2

Har ingen uppfattning: 0

#### 3. Mina förkunskaper var tillräckliga för att tillgodogöra mig kursen.

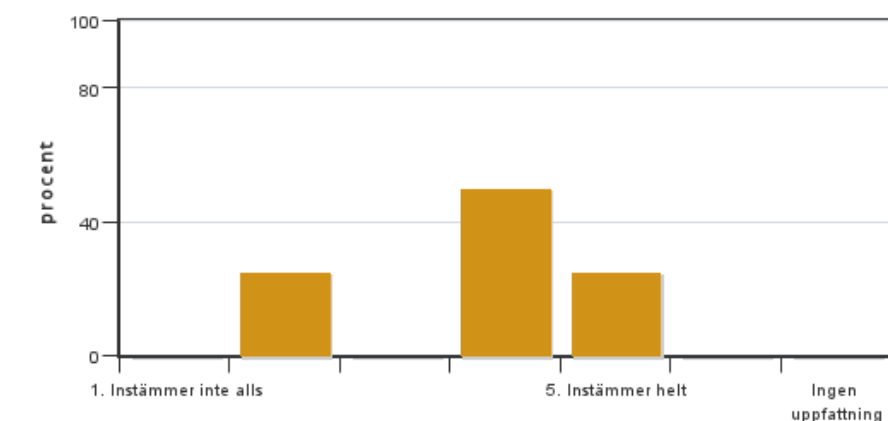


Antal svar: 4  
Medel: 4,3  
Median: 4

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

Har ingen uppfattning: 0

#### 4. Jag anser att kursinformationen var lättillgänglig.

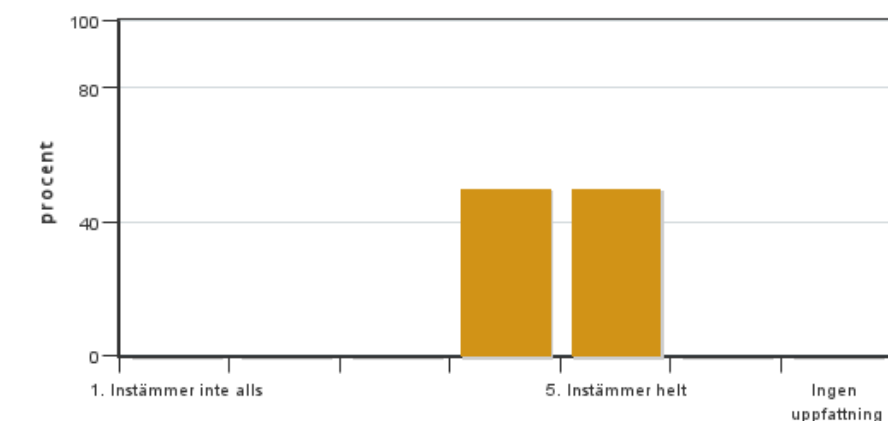


Antal svar: 4  
Medel: 3,8  
Median: 4

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

Har ingen uppfattning: 0

#### 5. Kursens lärandemoment (föreläsningar, litteratur, övningar med mera) har stöttat mitt lärande.

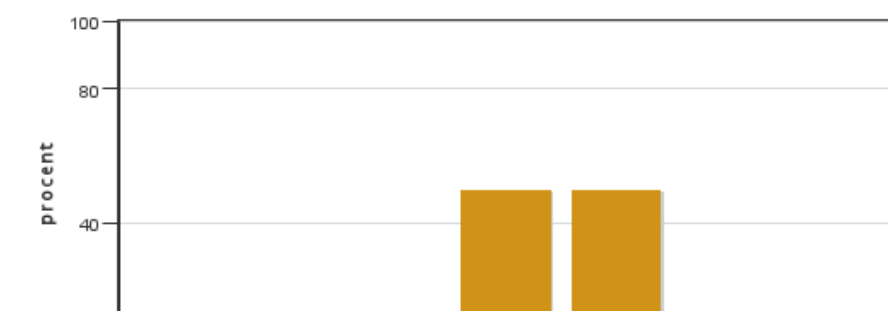


Antal svar: 4  
Medel: 4,5  
Median: 4

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

Har ingen uppfattning: 0

#### 6. Jag anser att den sociala lärmiljön har varit inkluderande där olika tankar respekterades.



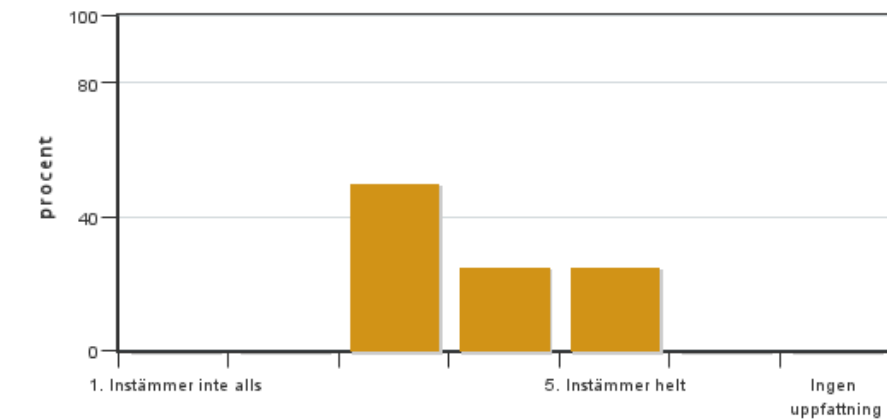
Antal svar: 4  
Medel: 4,5  
Median: 4

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

Har ingen uppfattning: 0



**7. Jag anser att den fysiska lärmiljön (exempelvis lokaler och utrustning) var tillfredställande.**



Antal svar: 4

Medel: 3,8

Median: 3

1: 0

2: 0

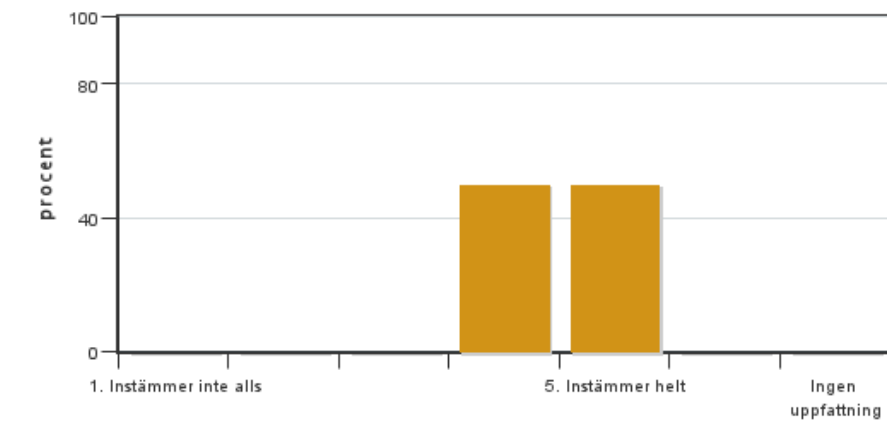
3: 2

4: 1

5: 1

Har ingen uppfattning: 0

**8. Examinationen/-erna gav mig möjlighet att visa vad jag lärt mig under kursen, se lärandemål.**



Antal svar: 4

Medel: 4,5

Median: 4

1: 0

2: 0

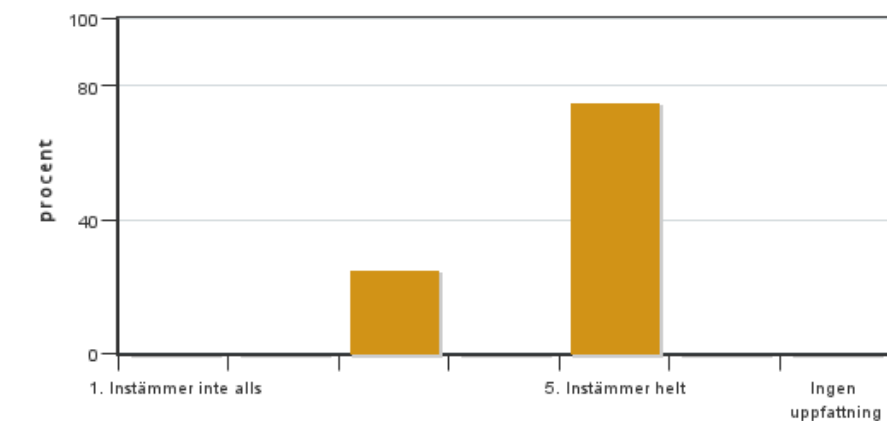
3: 0

4: 2

5: 2

Har ingen uppfattning: 0

**9. Jag anser att kursen har berört hållbar utveckling (miljömässig, social och/eller ekonomisk hållbarhet).**



Antal svar: 4

Medel: 4,5

Median: 5

1: 0

2: 0

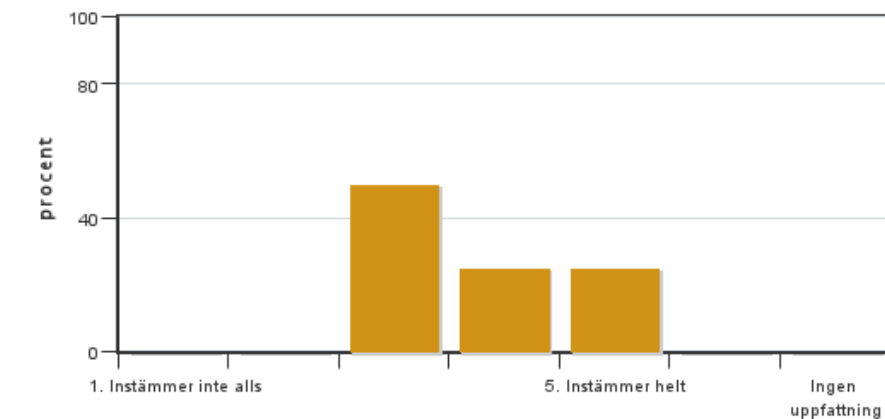
3: 1

4: 0

5: 3

Har ingen uppfattning: 0

**10. Jag anser att kursen har berört ett genus- och jämställdhetsperspektiv i innehåll och praktik (t. ex. perspektiv på ämnet, kurslitteratur, fördelning av taltid och förekomst av härskartekniker).**

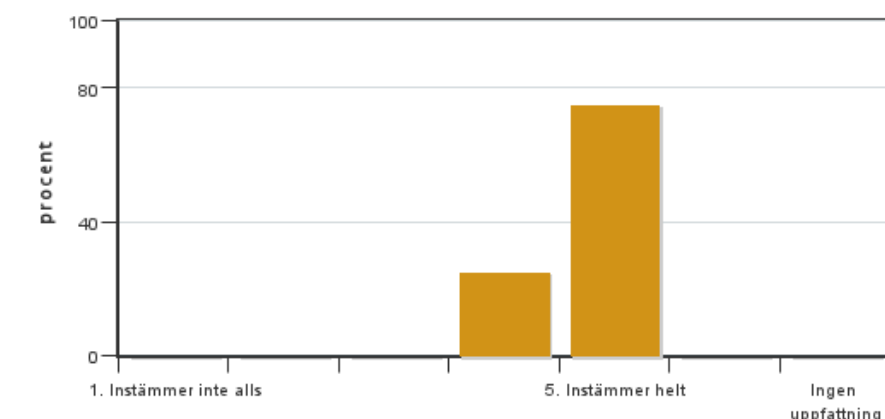


Antal svar: 4  
Medel: 3,8  
Median: 3

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

Har ingen uppfattning: 0

#### 11. Jag anser att kursen har berört internationella perspektiv.

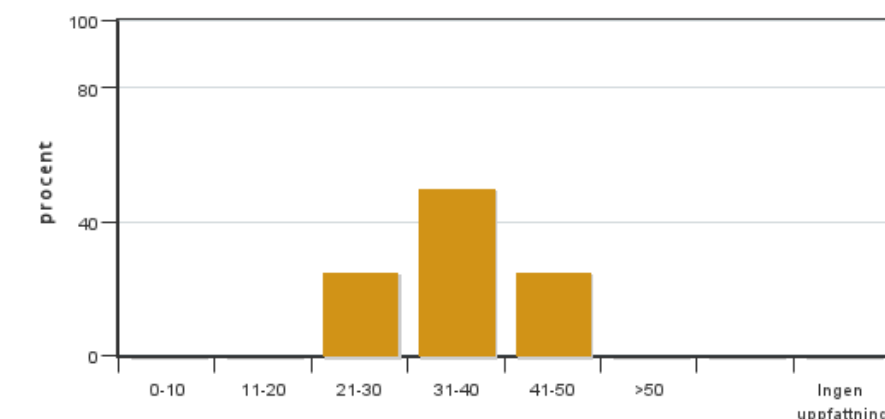


Antal svar: 4  
Medel: 4,8  
Median: 5

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

Har ingen uppfattning: 0

#### 12. Jag har i genomsnitt lagt ... timmar per vecka på kursen (inklusive schemalagd tid).



Antal svar: 4  
Medel: 35,0  
Median: 31-40

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

Har ingen uppfattning: 0

## Kursledarens kommentarer

### Comments on the course evaluation Society & Environment (S&E MX0127) 2017-18

Only 4 students filled in the on-line course evaluation, despite the fact that we (teachers) emphasised the importance of doing it. This is disappointing, and limits the conclusions one can draw from the on-line evaluation. However, a major discussion on how to improve the course and its role in the program took place by the end of the course, and forms the basis for what we consider could be improved on the course.

#### On-line evaluation:

The responses were overall positive, with average grades usually being 4 or above. There was only one clearly

negative assessment, that the accessibility of information was poor. There were also suggestions that gender perspectives could be given more emphasis.

Compared to 2016, the grades are usually better in 2017-18, but there were too few responses to draw any conclusions, except that there were no substantial negative feelings about the course (assuming that this would have constituted a good reason for filling in the on-line form). This is also evident from the course evaluation discussion (next paragraphs).

### Evaluation discussion

There were a number of suggestions for improvements:

- More teaching on systems thinking, including applications, practicals and exercises on real systems, before the case studies
- The economics should follow directly after systems thinking, and not placed just before Xmas.
- More political economy in the S&E course.
- Instructions on case studies need improvement.
- It is possible to cut down the number of guest lectures somewhat, and then join the dots to systems after each guest lecture.
- Schedule issues:
  - Clear themes for each week, and readings that relate to these themes.
  - Plan to not have several tasks at the same time
  - Plan for case study to be done in one (1) intensive week, and be done before Xmas.
  - Days should be planned as either "whole scheduled days" and free days for reading and planning.

A number of parts worked well, according to the students:

- The two main books
- Case studies (although some could be removed)
- The evaluation process, including a mid-term evaluation (maybe this is why many students may have thought that the on-line evaluation was less important, as they had already been given the opportunity to comment and improve on the course as it progressed)
- Indigenous peoples
- CSR (corporate social responsibility)
- The COP role play – although this was disputed, as on earlier courses. It should be better connected to rest of the course, and the preparation instructions can be improved to make it easier to understand the procedures.

### Suggestions for improvements regarding the SD program:

The students asked for a "new economics" course in the program, that provides perspectives on economics and sustainability.

The S&E course was positively commented on as "giving systems as a tool". In our (i.e. teachers) opinion this implies that the program would be further improved by better linkages between courses like this one (S&E), the IP course, and the Systems Analysis course that follows.

### Suggestions for improvements of the S&E course (in addition to the ones above)

It is obvious that there are a number of schedule issues that need to be fixed to make the course better and easier to follow for the students. The course is interrupted by a Xmas break when many students want to go home to their respective home countries. The program's courses need to be re-scheduled so that this is possible without causing too much stress for the students – and the teachers.

We have already, on the program teachers' day 29th January 2018, presented our views on such an improved schedule:

- Placing economy week earlier (after systems analysis and resilience basics)
- Finishing Case studies before X-mas
- This would mean:
  - Starting as early as possible in November
  - No interference S&E – World views & visions courses This means full weeks for S&E, full weeks for WVV after Xmas

This would result in a schedule that could look approximately like this. But to decide on it requires that the SD program makes such a decision regarding the other courses (although it does not need any new decisions further up in the hierarchy)

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Period SLU	Course Week	Dates	Topics
2a	1	Approx. 6 Nov-9 Nov	Intro, Reading, Systems
	2	12-16 Nov	Resilience, Case intro

	3	19-23 Nov	<b>Economics week</b>
	4	16-30 Nov	Social Perspectives
	5	3-7 Dec	International week
2b	6	10-14 Dec	<b>Case studies - work</b>
	7	(17)18-19 Dec	<b>Case study presentations</b>
		<i>X-mas break</i>	
		20-21 Dec or 2-8 Jan	Home exam
		--> 9-18 Jan 2019	<b>WV/sem &amp; assignments</b>
3a		20 Jan 2019	Next course (SLU?)

Uppsala 23 February 2018

Jan Bengtsson

Examiner and organiser

## **Studentrepresentantens kommentarer**

Studentrepresentanten har inte lämnat några kommentarer

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