Environmental Policy
NA0130, 40047.1718

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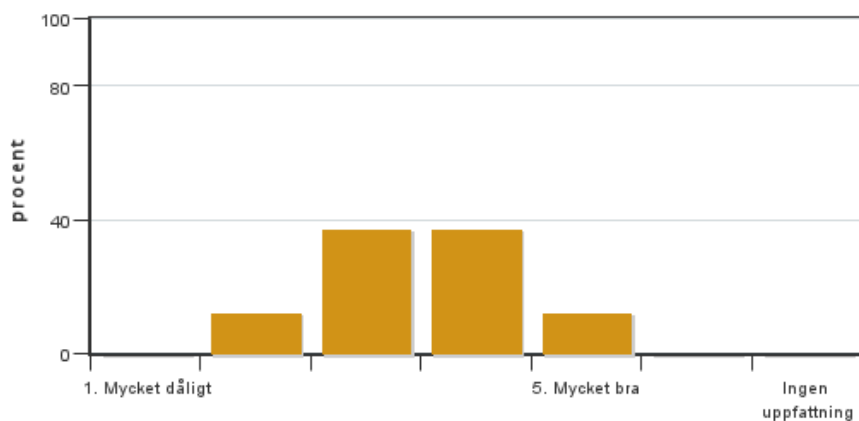
Värderingsresultat

Värderingsperiod: 2018-04-12 - 2018-05-10

Antal svar	8
Studentantal	14
Svarsfrekvens	57 %

Obligatoriska standardfrågor

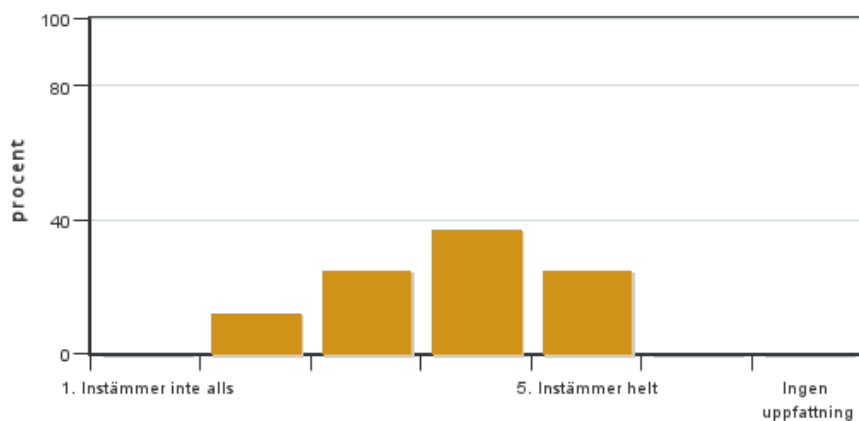**1. Mitt helhetsintryck av kursen är:**

Antal svar: 8
Medel: 3,5
Median: 3

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

Har ingen uppfattning: 0

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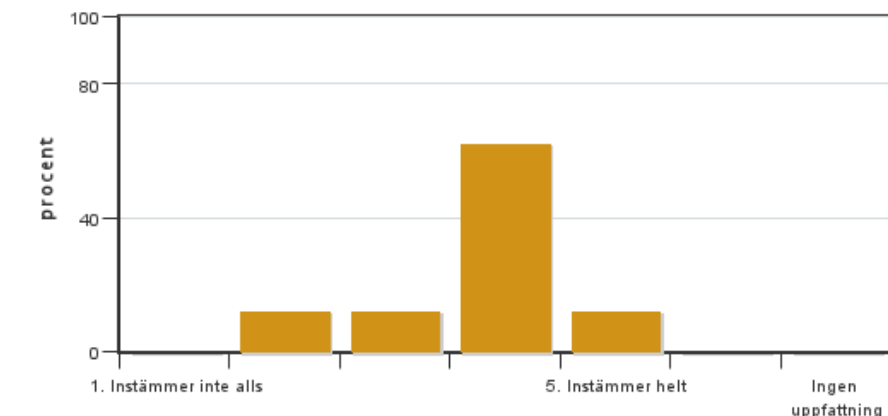

Antal svar: 8
Medel: 3,8
Median: 4

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

Har ingen uppfattning: 0

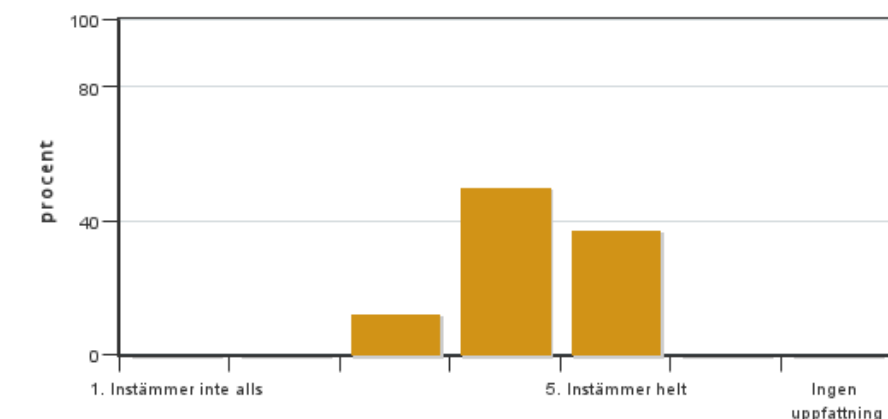**3. Mina förkunskaper var tillräckliga för att tillgodogöra mig kursen.**

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

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

Har ingen uppfattning: 0

4. Jag anser att kursinformationen var lättillgänglig.
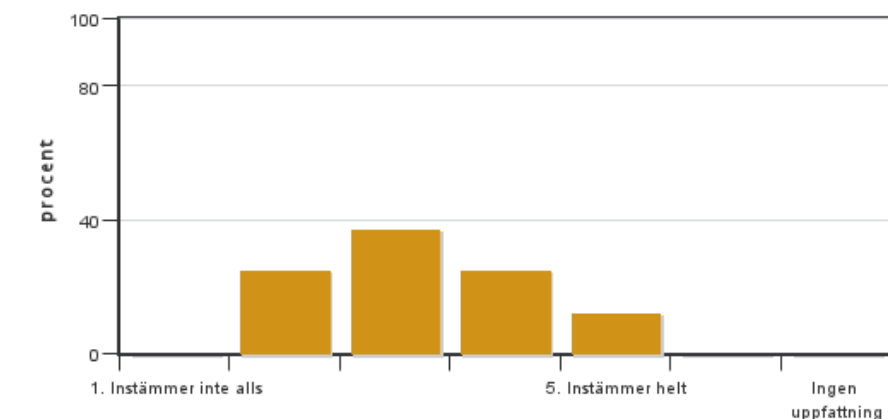

Antal svar: 8
Medel: 4,3
Median: 4

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

Har ingen uppfattning: 0

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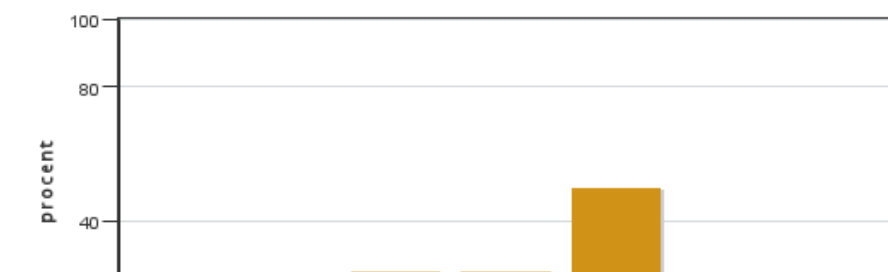

Antal svar: 8
Medel: 3,3
Median: 3

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

Har ingen uppfattning: 0

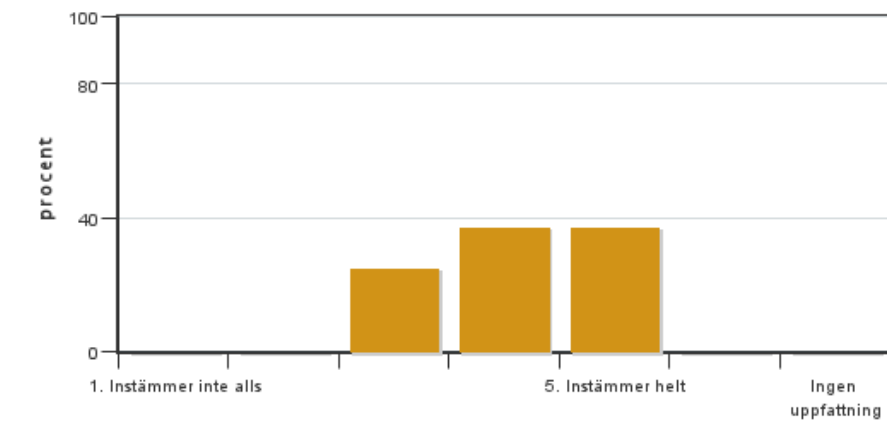**6. Jag anser att den sociala lärmiljön har varit inkluderande där olika tankar respekterades.**

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

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

Har ingen uppfattning: 0

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

Antal svar: 8
Medel: 4,1
Median: 4

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

Har ingen uppfattning: 0

8. Examinationen/-erna gav mig möjlighet att visa vad jag lärt mig under kursen, se lärandemål.
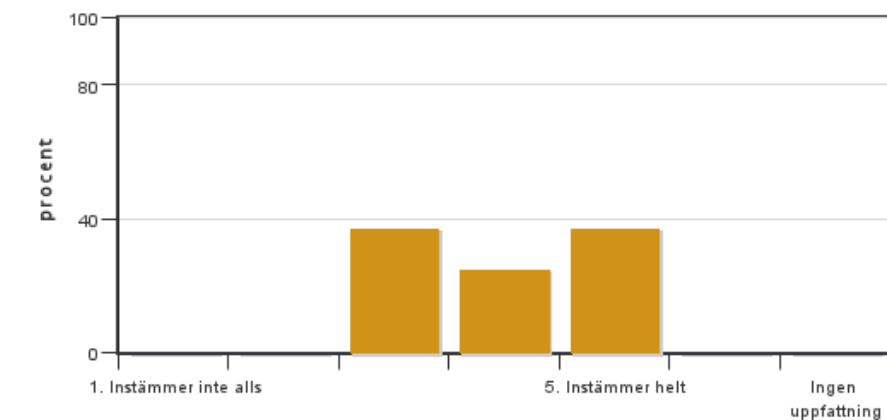
Antal svar: 8
Medel: 4,0
Median: 4

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

Har ingen uppfattning: 0

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

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

1: 0
2: 0
3: 1
4: 2
5: 5
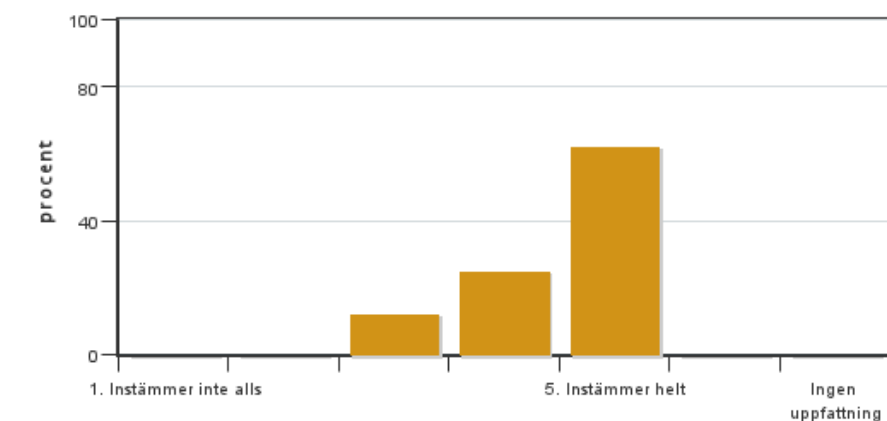
Har ingen uppfattning: 0

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: 8
Medel: 4,4
Median: 5

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

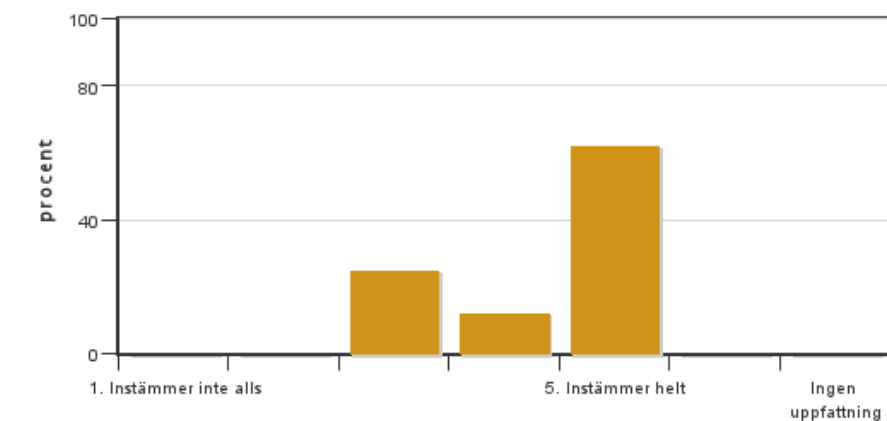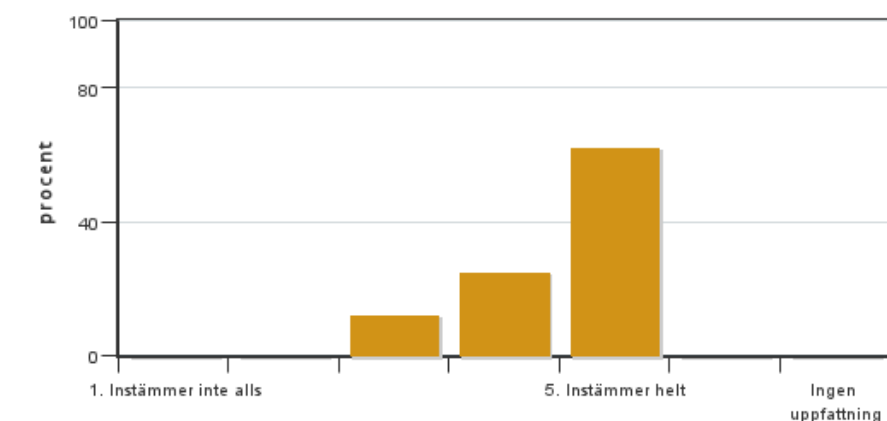Har ingen uppfattning: 0

11. Jag anser att kursen har berört internationella perspektiv.

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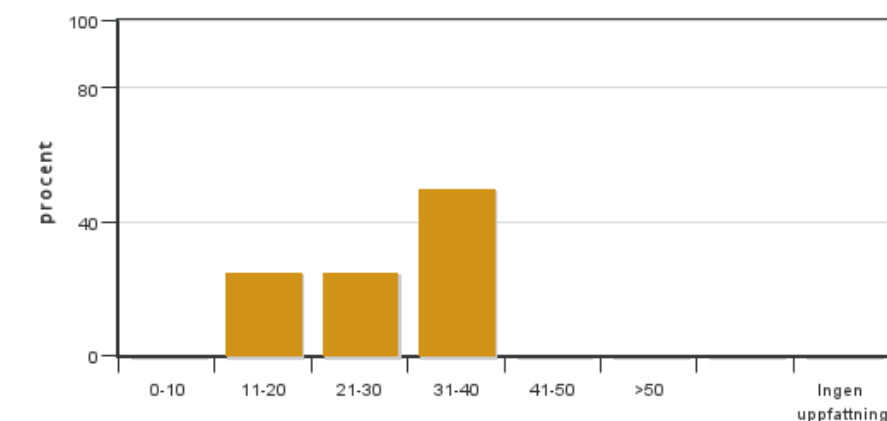Medel: 4,5
Median: 5

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

Har ingen uppfattning: 0

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

Antal svar: 8
Medel: 27,5
Median: 21-30

0-10: 0
11-20: 2
21-30: 2
31-40: 4
41-50: 0
>50: 0

Har ingen uppfattning: 0

Kursledarens kommentarer

Comments on course evaluation for NA0130 spring 2018
8 out of a total of 15 students which have followed the course have also filled in the course evaluation, implying a response rate equal to 53%. One of the respondents was dissatisfied with the course, rating the overall impression as 2, and seven were satisfied, rating it 3 to 5. All student rated course linkage to learning objectives 3 to 5 (average 3,8), all but one rated their own prior knowledge as sufficient, being rated 3 to 5 (average 3,8). Information of the course was good (average 4,3), and course components were considered to support learning, rated 3 to 5, by six student, while two students rated it 2. The social and physical learning environment were rated good (average 4,3 and 4,1), and discussions during lectures were appreciated. Also the question on whether the examination(s) provided opportunity to demonstrate what the student had learnt during the course was positively responded to (average 4). Sustainability issues were well covered (average 4,5), and so were international perspectives (average 4,5). Two of the students reported their own workload to be 11-20 hours per week, which is low for a full time course,

the remaining students reported higher work loads. The question on whether the course included a gender and equality aspect, regarding content as well as teaching practices was rated 4 on average, answers ranging between 3 and 5.

Comments which indicated where there could be a potential for improvement show that the students felt the seminar in the end of the course was too long (one day) and took time from preparation for the exam. Also, one or two students seem to have experienced that the theoretical lectures were more difficult, already during the course this led to switching from powerpoints to whiteboard presentations where equations appear one by one, and where more material is in front of you at the same time. This change was obviously appreciated.

The following changes are suggested for the future: 1) changing the course from full time to half time would likely benefit student learning as well as the potential for students to plan their own time, 2) if would be good to change the course book, which is rather technical, instead aiming to find a course book that is still advanced while also fits with the level of other courses provided, 3) in my view it has become clear that many students in environmental economics have too little training in optimization when reaching the end of their study, this could be addressed by encouraging more students to follow the course Production Economics, and/or by adding such training (e.g. using Excel Solver) within the framework of this course, and (4) the course plan would benefit from rewriting as it currently covers so many topics that it is difficult to add training on optimization, the time is fully used working with theory and fundamental exercises related to that.

Studentrepresentantens kommentarer

Course evaluation for Environmental Policy

Number of answers were 8/15. In general, the course was well rated. Since only 8 people answered the evaluation, I will focus on the comments rather that the diagrams.

Exam and Presentations

The exam was very reasonable. About the presentation of the articles, it might be better to split the class in two and have two groups because it is hard to concentrate and listen for 6 hours. Or maybe have the students do the presentation in pairs. It was interesting to know how the methods can be applied empirically and how researchers use them. Unfortunately, it was hard to concentrate during all presentations and it was too much for one day. Someone thought that the presentations were too close to the exam, but I think that is a matter of study strategy, and if you plan the presentation ahead it should be fine. Maybe the extended information about the assignment could be uploaded earlier so that it is clear what is expected from the start of the course.

Also during the presentation seminar, I noticed that people had interpreted the task about discussion questions differently. I understood it like we were supposed to come up with discussion questions/topics that the class could discuss together. Others had prepared very specific questions about technical issues in the paper that were not possible for someone who had not read paper to know anything about. Maybe it is good to specify that the discussion questions should be more general and not very technical (if that is the thought) so that everyone more easily can join in the discussion and not only the presenter and discussant.

Lecture notes

A few people commented that it was hard to follow the slides both during lectures and when looking at them afterwards. It was easy to get a bit lost and knowing if we had moved on to something else or were still at the same equation. The content was good but the lectures were easier to understand when the board was used instead.

The tutorial answer slides were sometimes difficult to follow as a number of intermediate steps were not derived and students had to rely a lot on their own intuition. Maybe the tutorial slides could also be more clear about what question and what partial question was answered in what slide and if the questions were answered in the same order as the questions/exercises. Someone also requested examples with real numbers in connection with going through the more general models. I think this has to do with it being hard to connect the different models and approaches with the type of question/exercise they would be used in. For example, I did not always understand what approach to use given some information in an exercise and it was hard to find the right approach using the slides and literature. I do not think the exercises were too hard but it was hard to solve them before the lectures because I could not find the right information on how to start.

Also there were some mathematical mistakes in the slides and in the answers for the exercises. I understand it is easy to make small errors when writing math on slides but maybe it is something to have in mind or double check if there are any errors left now after the course for the next time.

Previous knowledge

It would have been hard to take the course without prior knowledge in economics. It was still good that you could take the course without a lot of specific knowledge about environmental economics. I learned a lot about

environmental issues but had a hard time coming up with my own examples for the discussions during the lectures, probably due to my limited previous knowledge.

Lectures

Seems like people enjoyed the lectures when the blackboard was used instead of the slides, it was easier to follow and know what was going on.

Someone wrote "I found the group discussion segments during the lectures interesting however it may have been useful for the students to have access to the discussion question before the lecture so that they would have been more prepared to discuss."

I think this could be an idea, or if the discussion questions could be in the slides/written on the board/handed out in connection to the discussion. It is a lot of new information to take on during the lectures (which is good because I want to learn during the lectures) and it took some thinking to first understand what we had talked about and then to understand what was asked in the questions.

There were some problems with the computer etc. but it did not disturb the lectures.

Literature

The literature was hard to access, I tried to find a place online to order/buy the books but they are not available. And there were only about 5 copies in the library so everyone cannot use them, but we solved it by sharing. Still might be hard if someone think sharing does not work well.

International perspectives

Yes. We were given lots of freedom to pick our own paper for the presentation which allowed for us to choose from a wide range of international topics and perspectives. Also the example's used in class covered a numerous international examples.