Ekonomisk tillväxt och hållbar utveckling
NA0167, 20043.1718

7.5 Hp
Studietakt = 50%
Nivå och djup = Avancerad

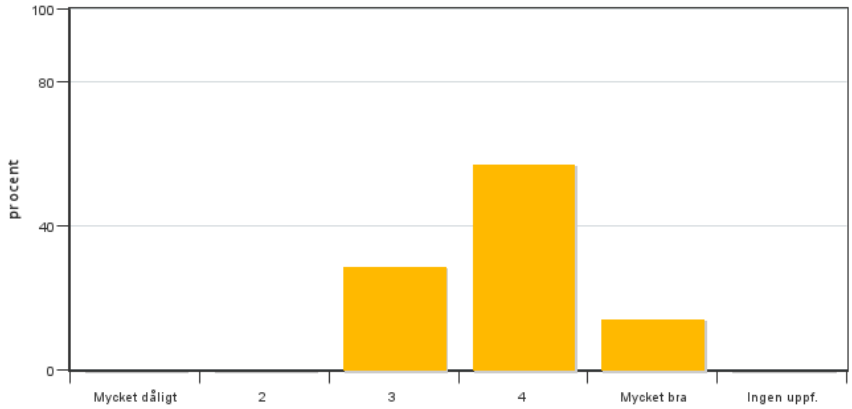
Värderingsresultat

Värderingsperiod: 2017-12-31 - 2018-01-28

Antal svar	7
Studentantal	13
Svarsfrekvens	53 %

Obligatoriska standardfrågor

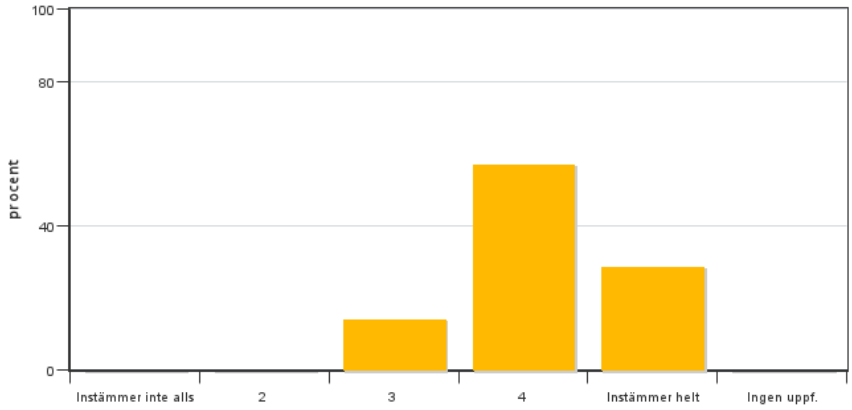
1. Mitt helhetsintryck av kursen är:



Antal svar: 7
Medel: 3,9
Median: 4

Mycket dåligt : 0
2: 0
3: 2
4: 4
Mycket bra: 1
Har ingen uppfattning: 0

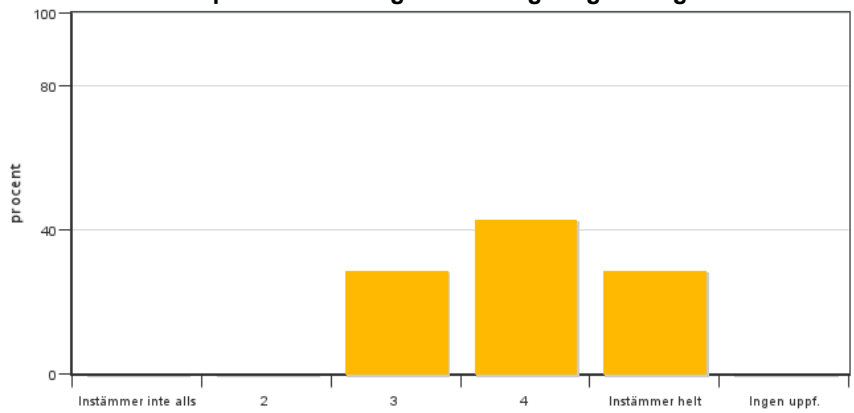
2. Jag anser att kursens innehåll hade en tydlig koppling till kursens lärandemål.



Antal svar: 7
Medel: 4,1
Median: 4

Instämmer inte alls: 0
2: 0
3: 1
4: 4
Instämmer helt: 2
Har ingen uppfattning: 0

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

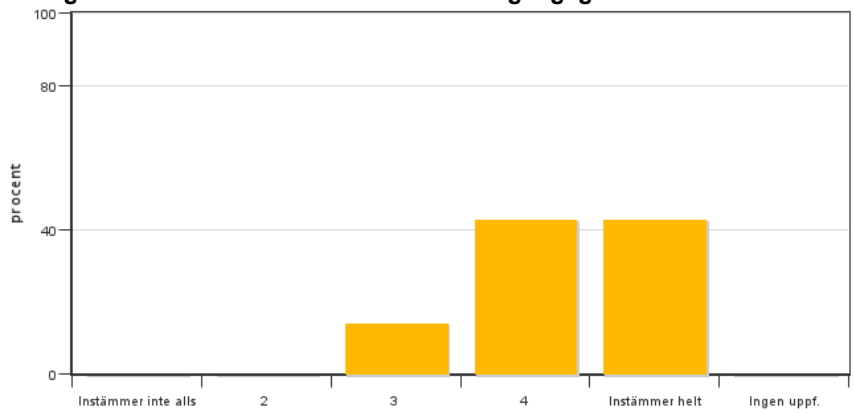


Antal svar: 7
Medel: 4,0
Median: 4

Instämmer inte alls: 0
2: 0
3: 2
4: 3
Instämmer helt: 2

Har ingen uppfattning: 0

4. Jag anser att kursinformationen var lättillgänglig.

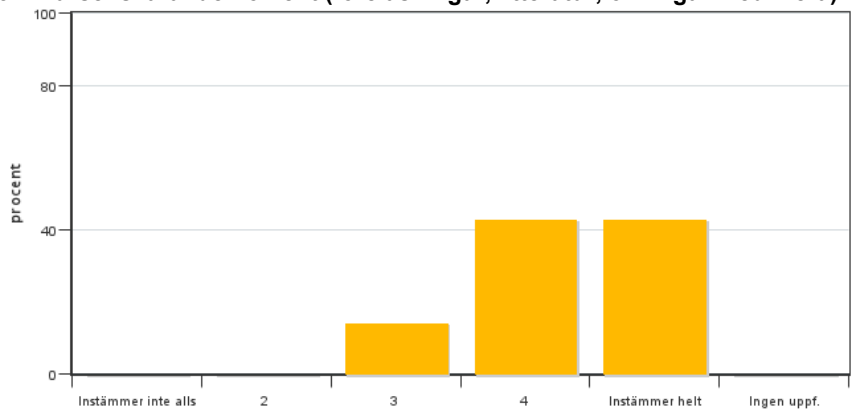


Antal svar: 7
Medel: 4,3
Median: 4

Instämmer inte alls: 0
2: 0
3: 1
4: 3
Instämmer helt: 3

Har ingen uppfattning: 0

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

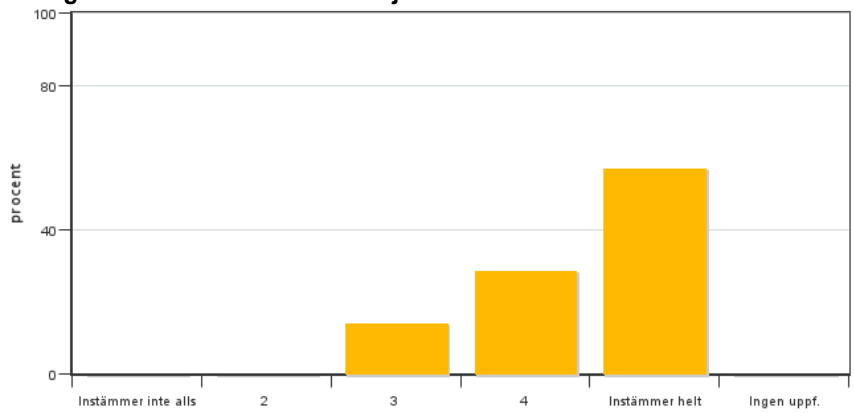


Antal svar: 7
Medel: 4,3
Median: 4

Instämmer inte alls: 0
2: 0
3: 1
4: 3
Instämmer helt: 3

Har ingen uppfattning: 0

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

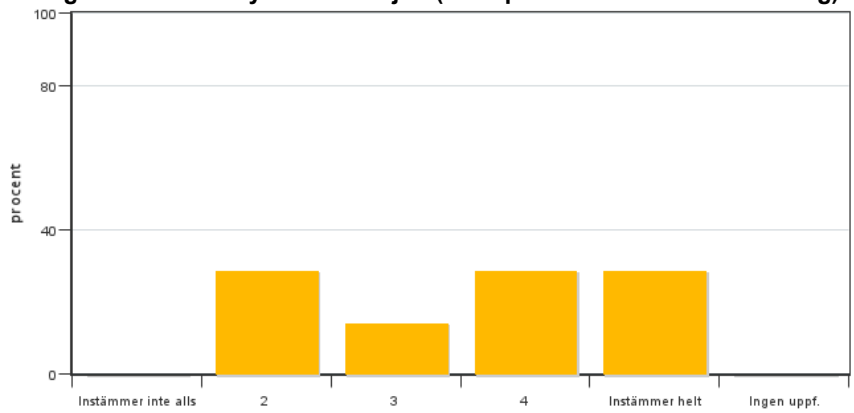


Antal svar: 7
Medel: 4,4
Median: 5

Instämmer inte alls: 0
2: 0
3: 1
4: 2
Instämmer helt: 4

Har ingen uppfattning: 0

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

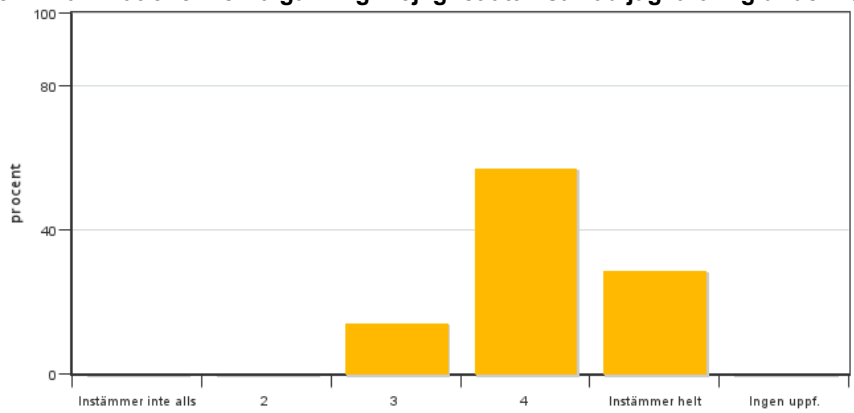


Antal svar: 7
Medel: 3,6
Median: 4

Instämmer inte alls: 0
2: 2
3: 1
4: 2
Instämmer helt: 2

Har ingen uppfattning: 0

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

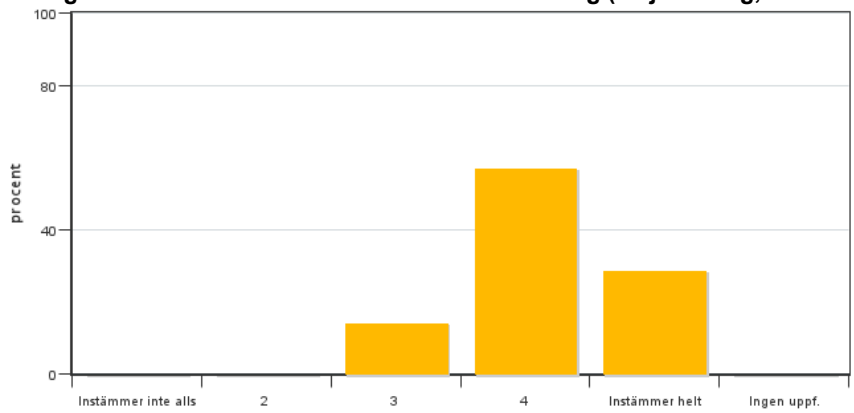


Antal svar: 7
Medel: 4,1
Median: 4

Instämmer inte alls: 0
2: 0
3: 1
4: 4
Instämmer helt: 2

Har ingen uppfattning: 0

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

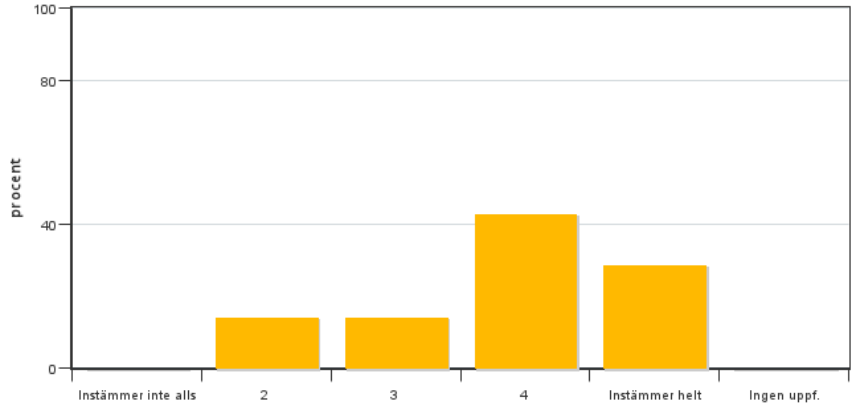


Antal svar: 7
Medel: 4,1
Median: 4

Instämmer inte alls: 0
2: 0
3: 1
4: 4
Instämmer helt: 2

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).

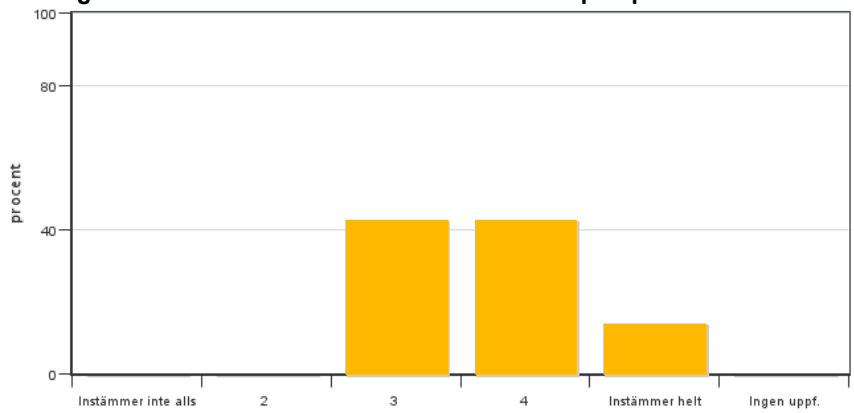


Antal svar: 7
Medel: 3,9
Median: 4

Instämmer inte alls: 0
2: 1
3: 1
4: 3
Instämmer helt: 2

Har ingen uppfattning: 0

11. Jag anser att kursen har berört internationella perspektiv.

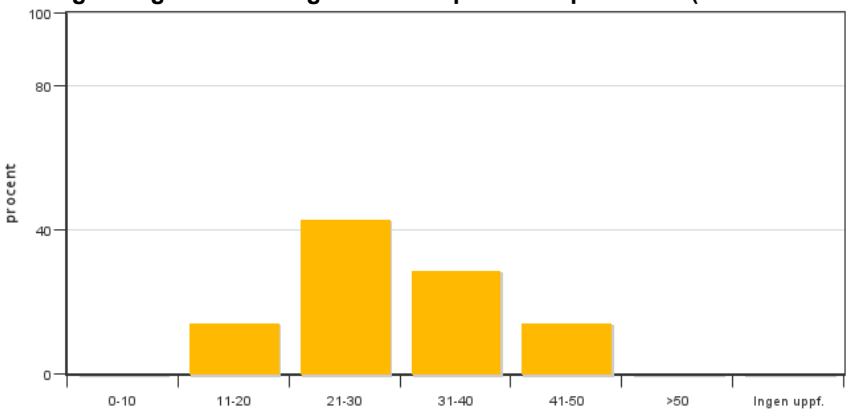


Antal svar: 7
Medel: 3,7
Median: 4

Instämmer inte alls: 0
2: 0
3: 3
4: 3
Instämmer helt: 1

Har ingen uppfattning: 0

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



Antal svar: 7
Medel: 29,3
Median: 21-30

0-10: 0
11-20: 1
21-30: 3
31-40: 2
41-50: 1
>50: 0

Har ingen uppfattning: 0

Kursledarens kommentarer

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

First, thanks to Eric for doing a great job as student representative. I won't repeat what he said -- which is very enlightening about the course and the students' views on it -- rather I will make some comments from my perspective, focusing on the exam and the course book.

I am fairly happy with the evaluation results overall. I think the key message I need to think about before next year's course is about the exam. I need to be clearer about what can be expected, and to make sure that all the relevant information is available from the start of the course. It is easy to get the impression that the exams are similar from year to year, but this is not the case. I generally have one recycled question, one completely new question, and two hybrids. This year was no different. However, we should talk more during lectures about what to expect in the exam.

Another important question is regarding the lack of a published course book. When I took over the course, with the title of economic growth and sustainable development, I wanted to teach about the long-run links between the human economy and 'spaceship earth', i.e. the environment and natural resources at global level. However, I quickly found that the existing literature -- including both books and scientific papers -- was not fit for purpose. (I already knew this to some extent, but the need to teach the material made this clearer to me.) I therefore set about researching and writing the material myself. The course has thus been a major source of inspiration for my research. The key focus is Solow's three mechanisms. I now have a major paper forthcoming on substitution between alternative products and resource productivity / DTC. Furthermore, I have two further papers which will hopefully come out soon, both on aspects related to substitution between alternative resource inputs and DTC. With luck these will be published by the time of next year's course, at which time I can create a course syllabus consisting of a list of approximately 10 published papers (all in leading journals) of which 3 or possibly 4 would be my own. I will write up this syllabus on a single A4 sheet to give external researchers a clear summary of the course content. Note also that I hope to publish the course book too, but this will take longer.

Finally, I greatly enjoyed teaching the course this year, and was very happy to see that those who filled in the evaluation appreciated the environment for learning that we created together. Thanks to everyone who took part in the course, and to those who filled in the evaluation.

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.

This is the subject of the entire course.

Interna kommentarer

Studentrepresentantens kommentarer

Course evaluation - Economic growth and sustainable development, NA0167

Summary based on discussions with classmates and comments from the official course evaluation

1. Overall impression

The general impression of the course based on what I have discussed with the course participants and what is reflected in the evaluation is that the course was interesting and that all information was relevant.

The negative aspects of the overall impression that was raised regards the distribution of the workload, some students felt like everything happened at the same time(gobbets, research paper, presentation) and before that we did not really do that much.

2. Course content and learning objectives

No comments that was not expressed in the overall impression.

3. My Prior knowledge was sufficient for me to benefit from the course

From discussions some students expressed that it initially, during the lectures where we derived the models, felt like their prior knowledge was insufficient, but it turned out that this was not the case when it came to the exam.

4. The information about the course was easily accessible

There is mainly positive reactions on the separate website used for this course. This was a new phenomena for all students i talked to. The course page was well structured and made it easy to get all relevant information.

However some students that it was a bit annoying to keep track of a separate course page and pointed out that it worked in this case, but for students that take more than one or two courses it facilitates to have everything in the same place with the same structure.

5. The various course components (lectures, course literature exercises etc.) has supported my learning.
It was generally appreciated that additional papers was uploaded on the course page, even though students who took this course parallel to another felt like they did not really have time to read anything other than the required reading. Scalable learning was much appreciated by everyone who used it, especially when used to solve exercises. However there where quite many complaints regarding the sound and video quality of the material posted. If this is fixed the scalable learning concept would be really good.

Some students also raised concerns about the course literature. The fact that the course book is not published felt like a problem. If the course material is published it acts lika a quality stamp and if not it lowers the transparency of the course when people outside the course and the university want to get information on what the course contains ans what to expect. Furthermore since the book content and the slides where pretty much identical corresponding chapters in some other course book was requested to get a wider perspective of what we went through in the course book. As of

now, some students felt like if they did not understand something during a lecture it was not that helpful so read the book.

6. The social learning environment has been inclusive, respecting differences of opinion

The dynamic of the lectures was widely appreciated, it is good for the learning experience that the lectures included pauses and small group discussions.

7. The physical learning environment.

The only complaint was that it was to cold in the classrooms, even if almost all students agrees that this is a problem in all courses and throughout the school in general.

8. The examinations provided opportunity to demonstrate what i had learned during the course.
The opinions regarding the exam is divided into two sides. One one hand some students found the exam fair and based on the material covered. On the other hand some students found the exam a bit unfair regarding what was covered during the lectures. The reason for the unfairness is according to almost all students that many felt that the exam was more theoretical than expected based on the lectures and exercises. Some also felt that the previous exams if followed from year to year was very similar compare to this year and last year, that in combination with the fact that last years exam was not released until the very last day before the exam made some students feel like the course had changed a lot which made the previous exams and exercises not very helpful in the end.

9. The course covered the sustainable development aspect (Environmental, social and/or financial)
The impression from the students are that this was mainly discussed through the gobbets and that it would be

appreciated if this was adressed a bit more during lectures.

10. The course covered international perspectives.

Overall the opinion is that it did. But some more discussion on e.g the EKC in the context of democracy and wealth distribution and other real world examples would have been helpful for the understanding of the otherwise highly theoretical content of the course.

12. I believe the course has included a gender and equality aspect, regarding content as well as teaching practises. Most students did not feel that that there was a gender and equality aspect on the course, but they also agree that this perspective may lay outside the scope of this course. As mentioned earlier some more discussion on environmental aspects of wealth distribution would have been interesting but it was not expected to be part of the course.