



## Environmental Policy NA0130, 40123.1819

7.5 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Rob Hart

### Evaluation report

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Evaluation period: 2019-04-25 - 2019-05-16

Answers 7

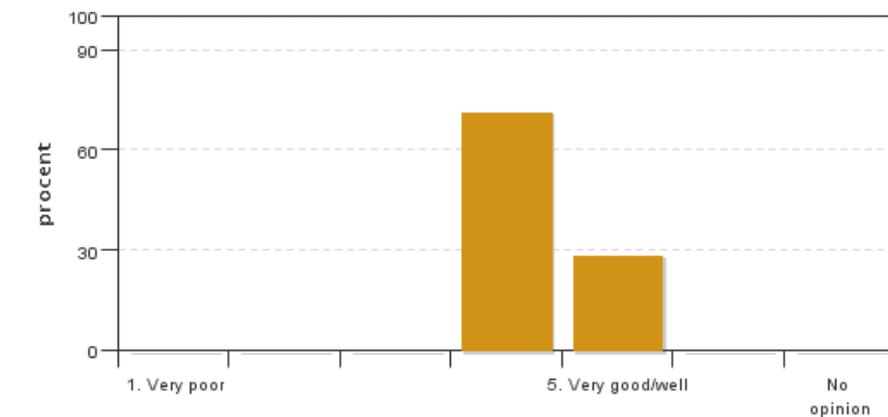
Number of students 9

Answer frequency 77 %

### Mandatory standard questions

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#### 1. My overall impression of the course is:

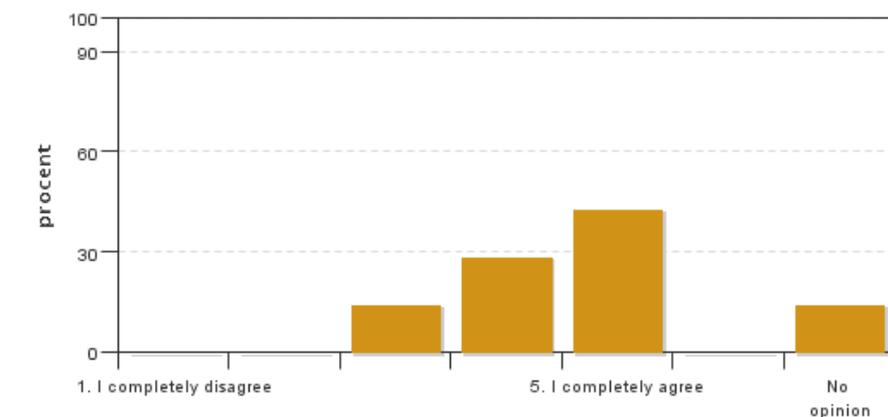


Answers: 7  
Medel: 4,3  
Median: 4

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

No opinion: 0

#### 2. I found the course content to have clear links to the learning objectives of the course.

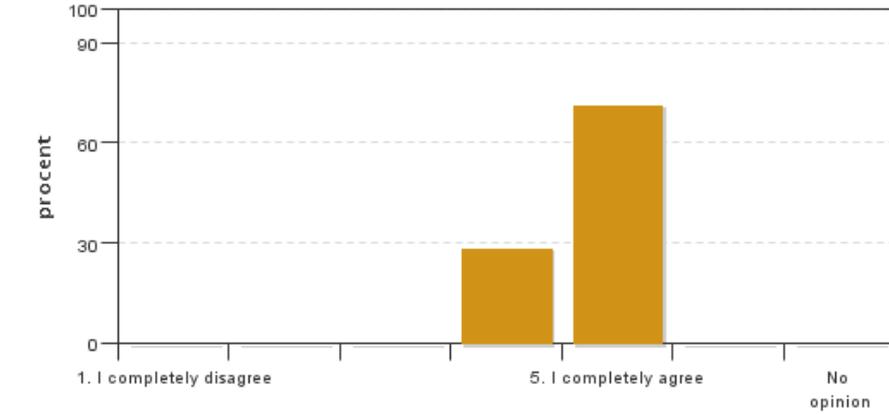


Answers: 7  
Medel: 4,3  
Median: 4

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

No opinion: 1

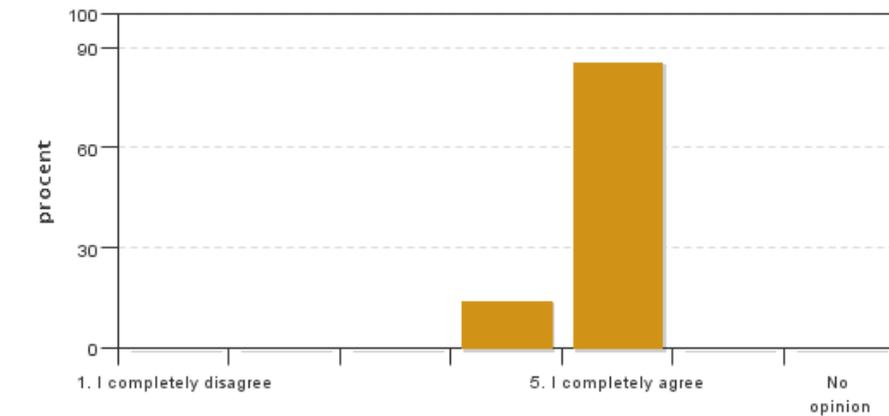
**3. My prior knowledge was sufficient for me to benefit from the course.**



Answers: 7  
 Medel: 4,7  
 Median: 5

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

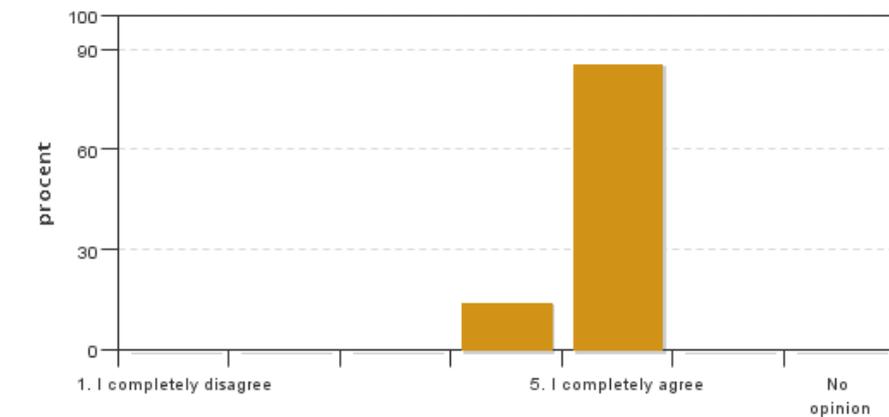
**4. The information about the course was easily accessible.**



Answers: 7  
 Medel: 4,9  
 Median: 5

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

**5. The various course components (lectures, course literature, exercises etc.) have supported my learning.**



Answers: 7  
 Medel: 4,9  
 Median: 5

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

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



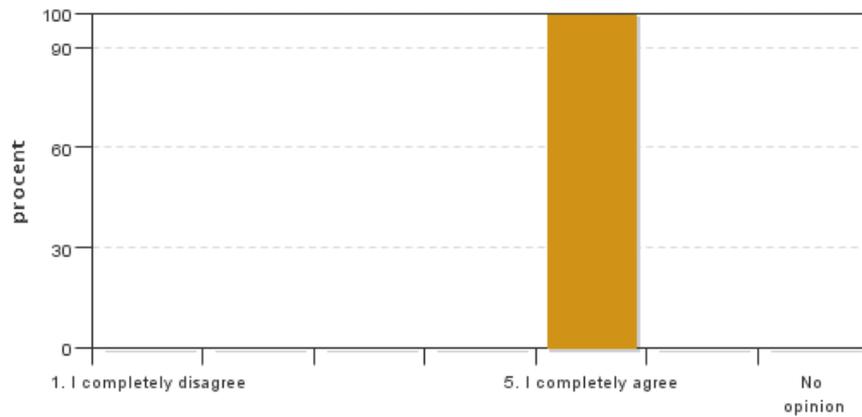
Answers: 7  
 Medel: 5,0  
 Median: 5

1: 0  
 2: 0  
 3: 0  
 4: 0  
 5: 7



No opinion: 0

**7. The physical learning environment (facilities, equipment etc.) has been satisfactory.**



Answers: 7

Medel: 5,0

Median: 5

1: 0

2: 0

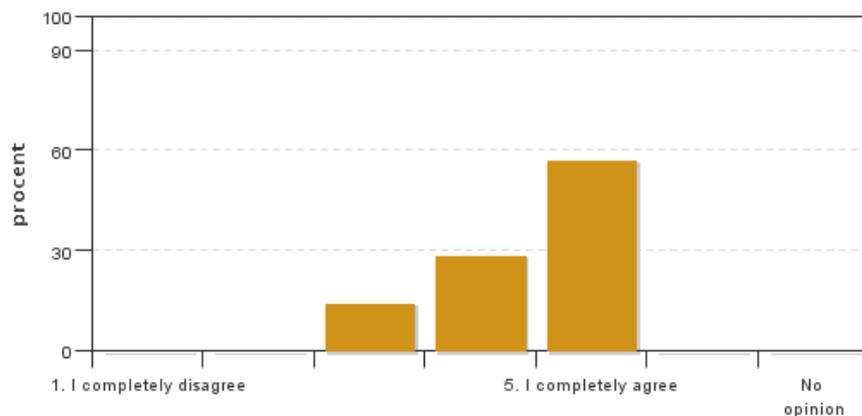
3: 0

4: 0

5: 7

No opinion: 0

**8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).**



Answers: 7

Medel: 4,4

Median: 5

1: 0

2: 0

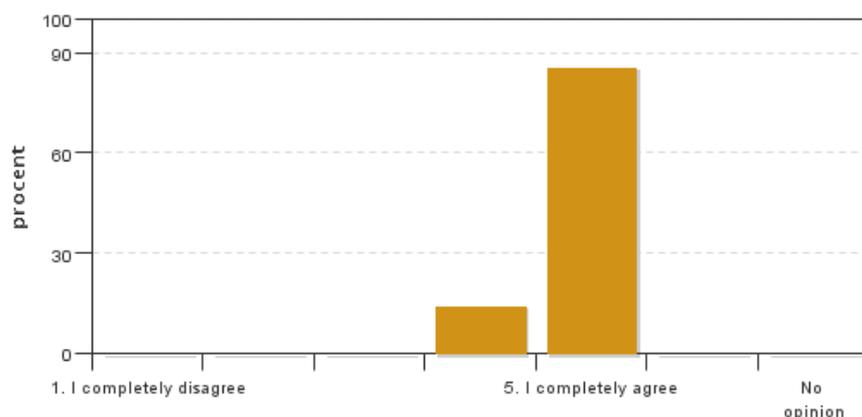
3: 1

4: 2

5: 4

No opinion: 0

**9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).**



Answers: 7

Medel: 4,9

Median: 5

1: 0

2: 0

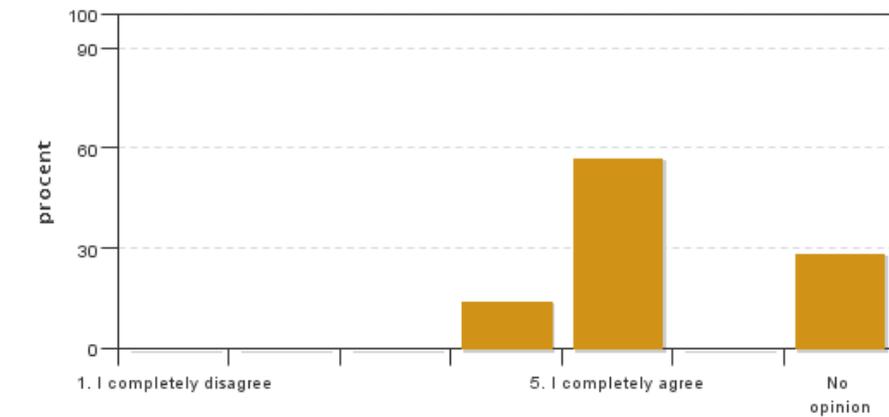
3: 0

4: 1

5: 6

No opinion: 0

**10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).**

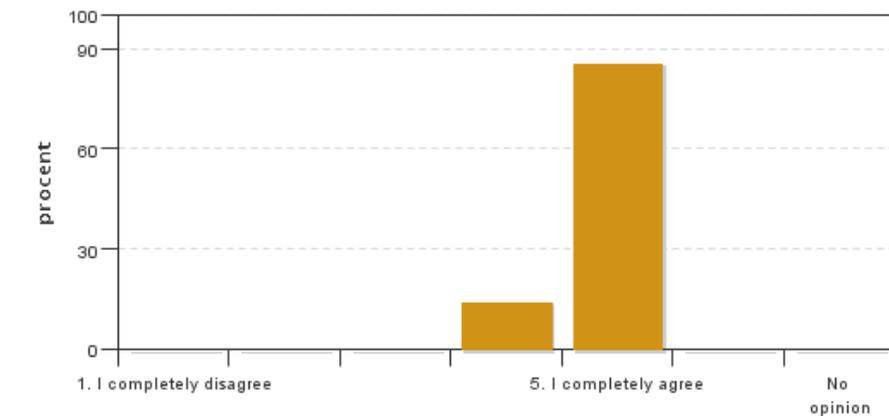


Answers: 7  
 Medel: 4,8  
 Median: 5

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

No opinion: 2

**11. The course covered international perspectives.**

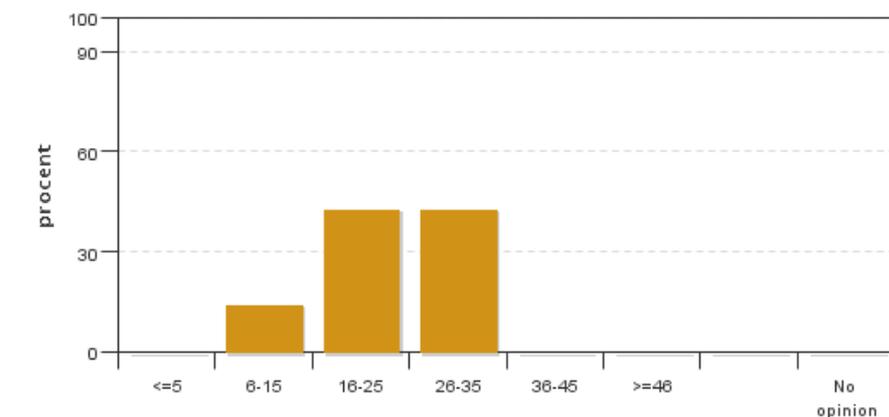


Answers: 7  
 Medel: 4,9  
 Median: 5

1: 0  
 2: 0  
 3: 0  
 4: 1  
 5: 6

No opinion: 0

**12. On average, I have spent ... hours/week on the course (including timetabled hours).**



Answers: 7  
 Medel: 22,9  
 Median: 16-25

≤5: 0  
 6-15: 1  
 16-25: 3  
 26-35: 3  
 36-45: 0  
 ≥46: 0

No opinion: 0

**Course leaders comments**

Firstly, thanks to all the 2019 students for taking part in the course, and for filling in the evaluation. We have also had aural evaluations with almost all of the students.

The overall picture from the evaluations is pretty clear, and is summed up by the 3 students who made comments following the question on the overall impression of the course:

Although the structure was a bit messy and confusing, Rob did a great job with keeping the course interesting and educating! (4)

I learned a lot during the course and I liked that we got to learn about climate policy. But, since it was the first time Rob taught the course it was a difficult to get a good overview of the course. (4)

A bit jumbled sometimes. (4)

So, a generally positive impression of the course, but nevertheless plenty that could be improved for next year. Specific suggestions that came up in the aural evaluations were as follows (as interpreted by me) with planned changes for next year.

1. Sort out the exercises. Some of them required a lot of algebra which wasn't very enlightening. In general the exercises should be revamped to align with the exam.
2. The climate change articles were extremely interesting. It would be good if we could use them more in the course, for instance having a seminar or some other form of examination building on these articles.
3. The project was highly appreciated, great with relevant, cutting-edge articles. Rob wondered about students acting as opponents as well as presenters. This might work if there was enough time (e.g. hand-in long enough before seminar date).
4. The schedule was not ideal, for instance with the seminar right after the Easter break. Needs work!
5. Make sure that the students get a clear picture of the course content right at the start, including what the students should know at the end of the course. I think this is the most fundamental aspect that needs sorting out next year!

Finally, a suggestion from a former teacher: what about having a study visit to the Swedish EPA?

## **Student representatives comments**

No comments from the student representatives