



Environmental Economics and Management LB0110, 30010.1920

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Vera Sadovska

Evaluation report

Evaluation period: 2020-03-17 - 2020-04-01

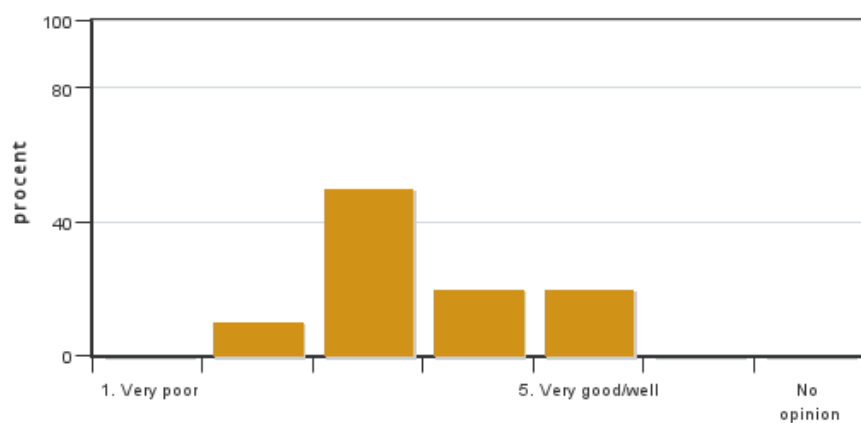
Answers 10

Number of students 15

Answer frequency 66 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 10

Medel: 3,5

Median: 3

1: 0

2: 1

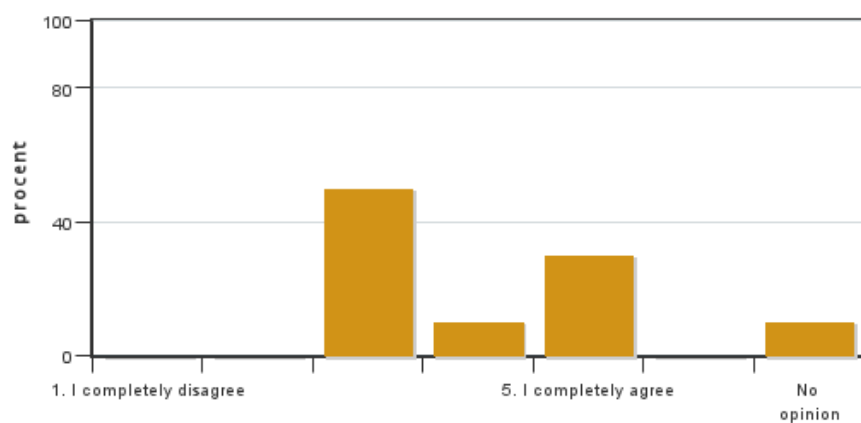
3: 5

4: 2

5: 2

No opinion: 0

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



Answers: 10

Medel: 3,8

Median: 3

1: 0

2: 0

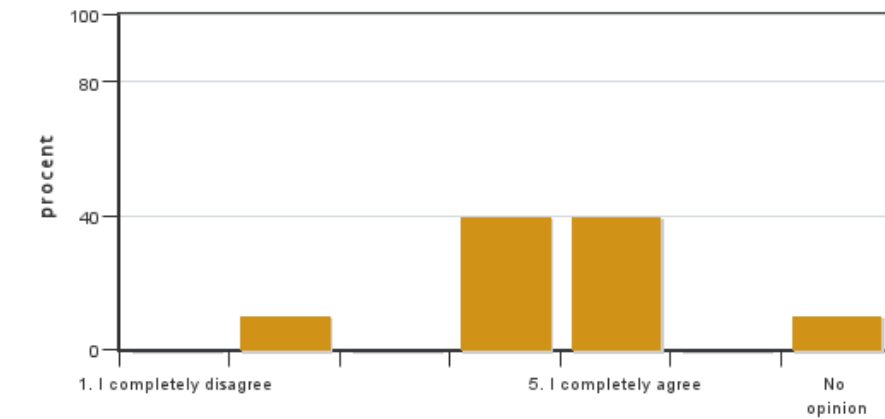
3: 5

4: 1

5: 3

No opinion: 1

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



Answers: 10

Medel: 4,2

Median: 4

1: 0

2: 1

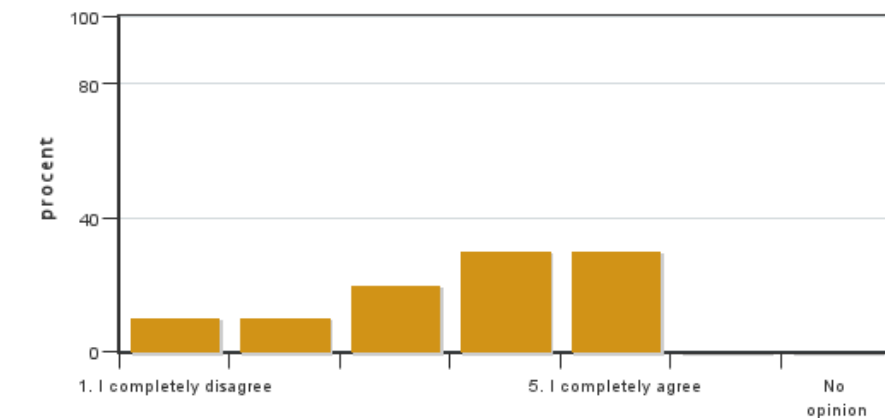
3: 0

4: 4

5: 4

No opinion: 1

4. The information about the course was easily accessible.



Answers: 10

Medel: 3,6

Median: 4

1: 1

2: 1

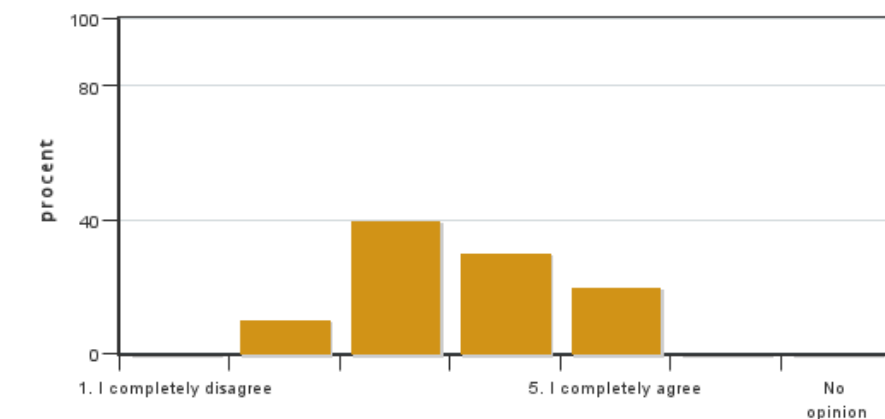
3: 2

4: 3

5: 3

No opinion: 0

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



Answers: 10

Medel: 3,6

Median: 3

1: 0

2: 1

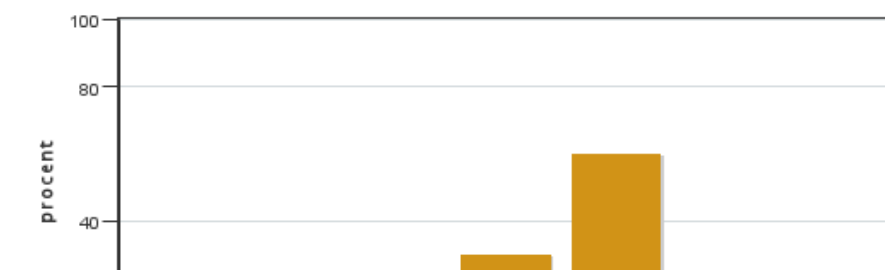
3: 4

4: 3

5: 2

No opinion: 0

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



Answers: 10

Medel: 4,5

Median: 5

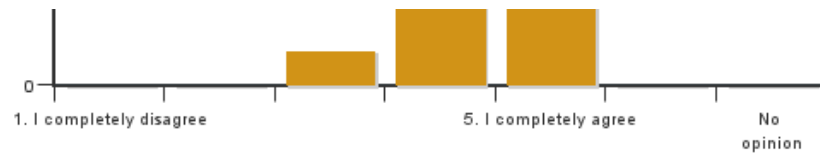
1: 0

2: 0

3: 1

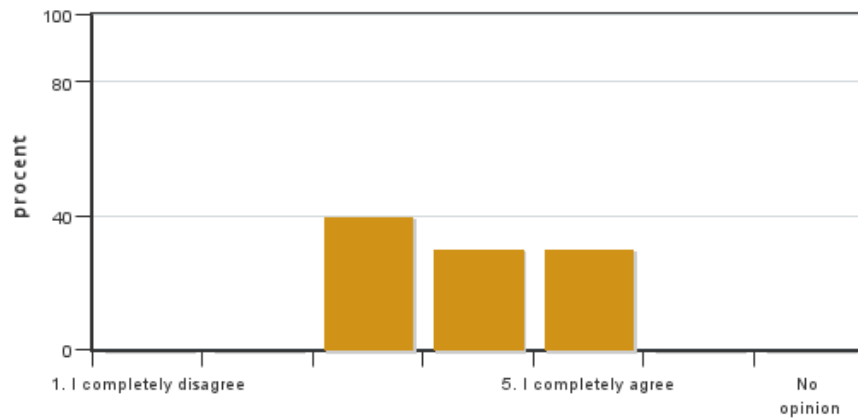
4: 3

5: 6



No opinion: 0

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



Answers: 10

Medel: 3,9

Median: 4

1: 0

2: 0

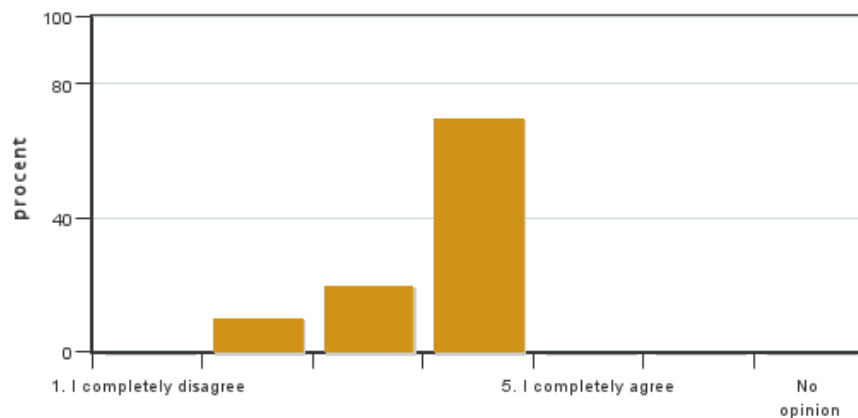
3: 4

4: 3

5: 3

No opinion: 0

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



Answers: 10

Medel: 3,6

Median: 4

1: 0

2: 1

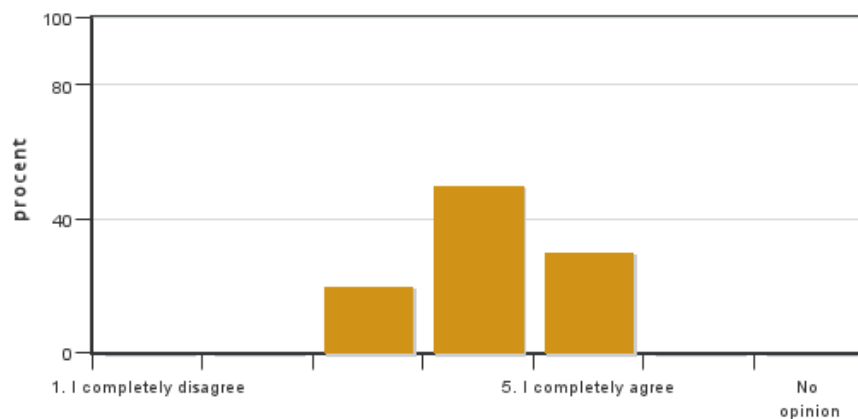
3: 2

4: 7

5: 0

No opinion: 0

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



Answers: 10

Medel: 4,1

Median: 4

1: 0

2: 0

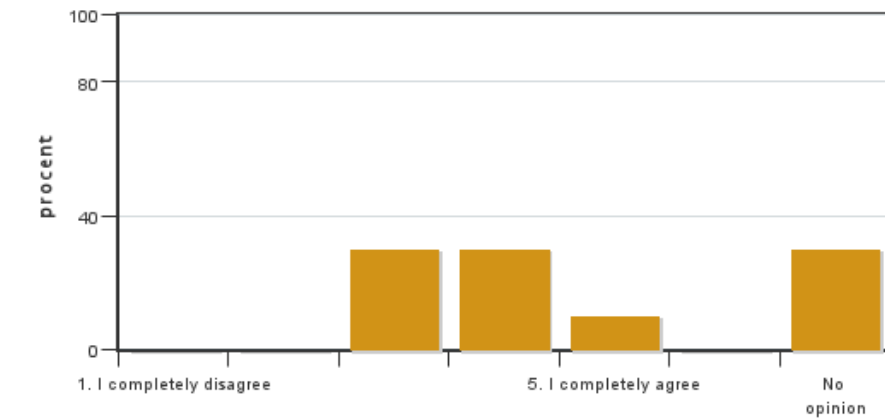
3: 2

4: 5

5: 3

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).

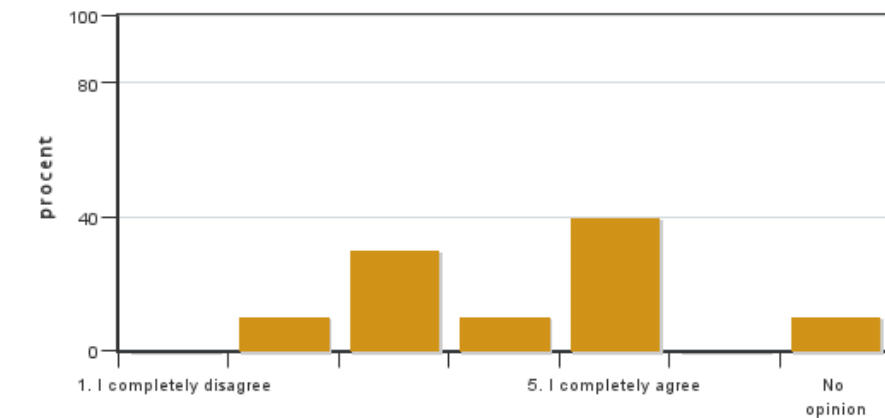


Answers: 10
Medel: 3,7
Median: 4

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

No opinion: 3

11. The course covered international perspectives.

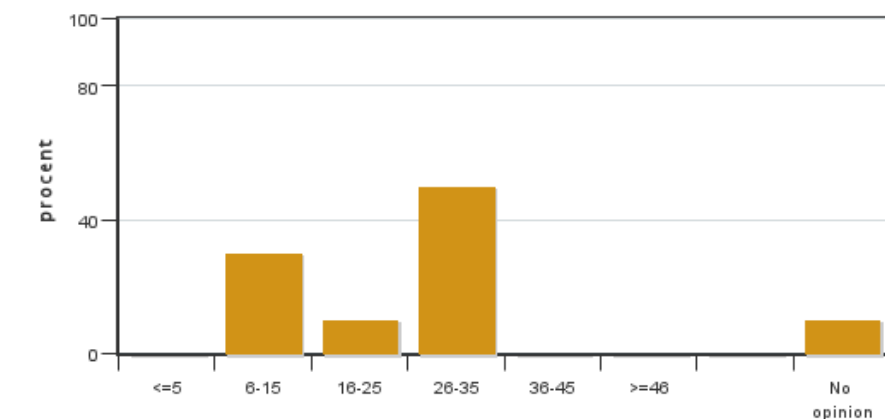


Answers: 10
Medel: 3,9
Median: 4

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

No opinion: 1

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



Answers: 10
Medel: 22,2
Median: 26-35

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

No opinion: 1

Additional own questions

13. What do you think about the lectures (how they were performed, the content, the number of them in the course, any other comments...)?

13. What do you think about the seminars/student lectures (how they were performed, the content, the number of them in the course, any other comments...)?

13. What would you suggest to add to the course?

13. What would you reduce in the course?

Course leaders comments

No comments from the teacher

Student representatives comments

According to the students answers to the evaluation report and their expectations on the course, here is a summary of the students' evaluation of the course:

What went well?

The students enjoyed the course finding interesting lectures during all of it, especially during the second part when a broader variety of topics were addressed; this last part was also very interactive and informative. In general, the information provided was understandable, there was a good dynamic during the lectures and the course literature was enough to support the learning of the topics presented giving the feeling that it was thoroughly selected.

There was a friendly interaction between teachers and students, showing to be focused on students, as there was the involvement of the course leaders in the learning process; the engagement of the lecturers/course leaders showed their commitment to the course.

Regarding other activities developed during the course, there is satisfaction with seminars and different exercises, the topics of the seminars were very interesting.

The course turned out to be very practical with the possibility to apply this knowledge. Fulfilled expectations.

What was missing?

From the beginning, it is necessary a proper presentation/introduction of both course leaders, the course objectives, organization, assignments and, grading criteria, since it is important to have a clear overview of the course.

Also is needed feedback on all the activities performed by the students, including the seminars, assignments, and exam, in order to have the possibility of self-improvement.

More mathematical economics and exercises combined with lectures.

Study visit during the second part of the course

What can be improved?

The structure and objectives were not too clear from the beginning leading to confusion and a disjointed feeling. The individual lectures during the first part could be better organized, making them easier to follow and study. It was pointed out that there was unstructured time / too much free time when it was not needed (e.g. 2 days of preparation of questions to Ph.D. students, the time for the paper about the EEA). Also, there was too much space for students to argue with the lecturer, which became exhausting for the other students. It wasn't clear what literature was compulsory to read from the beginning.

To solve this, the schedule available for the students could be better organized by assigning the specific topic to each day/lecture. It would be very useful to know previously the topic of each session and the suggested/compulsory literature more precisely; that would make it easier what literature to read ahead. Also, the information in Canvas can be better organized.

Regarding the different educational tools used throughout the course, it would be good to have more lectures or more time assigned to them, especially for the second part since it felt we were rushing and trying to cover topics too fast. Reorganize the seminars or reduce their amount because at some point it seemed to be too much of them in a row. The lectures/seminars by the Ph.D. students were not so informative. The literature review may be better an individual work rather than group work. For the first exam, some of the questions were too open and it was hard to understand what kind of information you should provide there, and how actually applicable are they in real life.

For the second part of the course, it is important a more active participation of the lecturer in the student seminars to raise relevant points, encourage discussion and give feedback.

For some people the teaching tone during the first part was somehow intense, although this might well be due to cultural differences and some other students could actually enjoy it.

Finally, often the classrooms were too small making it very uncomfortable to have the lectures, especially during the first part of the course.

Some individual thoughts that can be considered:

The mix of students doing both, undergraduate and graduate studies was not helpful in this context, as some of the group members were lacking the skills to write a literature review.

I would have appreciated to learn more about how to challenge consumption culture.

I felt it was not so good to start with seminars before meeting Vera.

I did not get the meaning of placing the lectures on the green revolution and Peru's agriculture in the syllabus