



Introduction to environmental communication - Society, social interaction and communicative skills

MX0115, 10075.1920

15 Hp

Pace of study = 100%

Education cycle = Advanced

Evaluation report

Evaluation period: 2019-10-24 - 2019-11-14

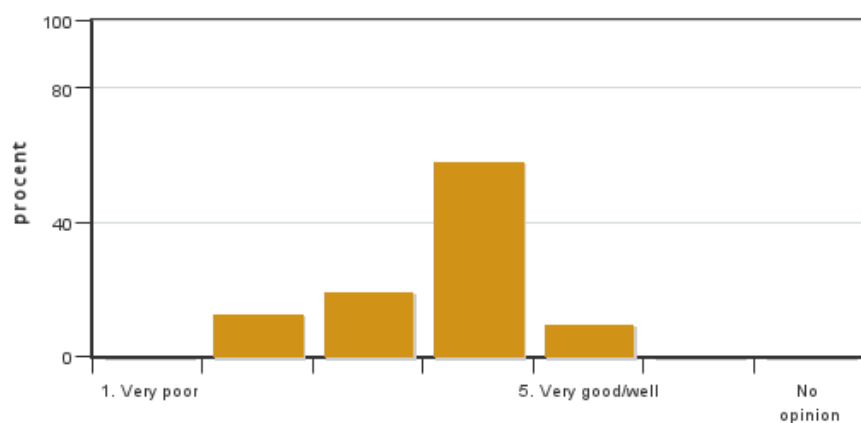
Answers 31

Number of students 44

Answer frequency 70 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 31

Medel: 3,6

Median: 4

1: 0

2: 4

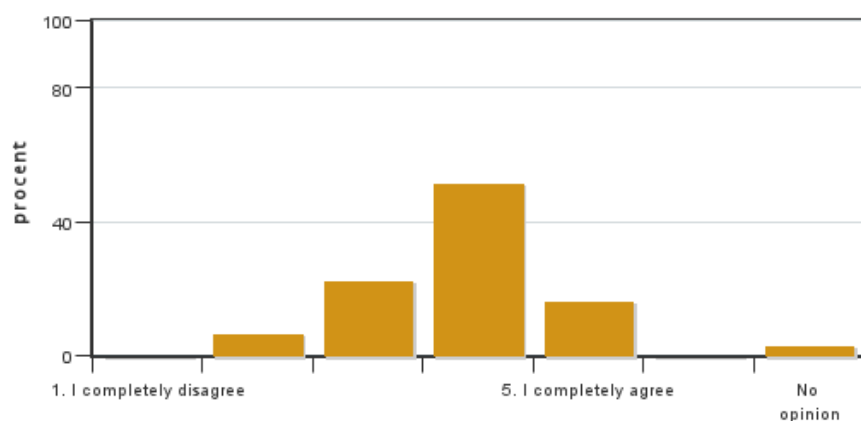
3: 6

4: 18

5: 3

No opinion: 0

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



Answers: 31

Medel: 3,8

Median: 4

1: 0

2: 2

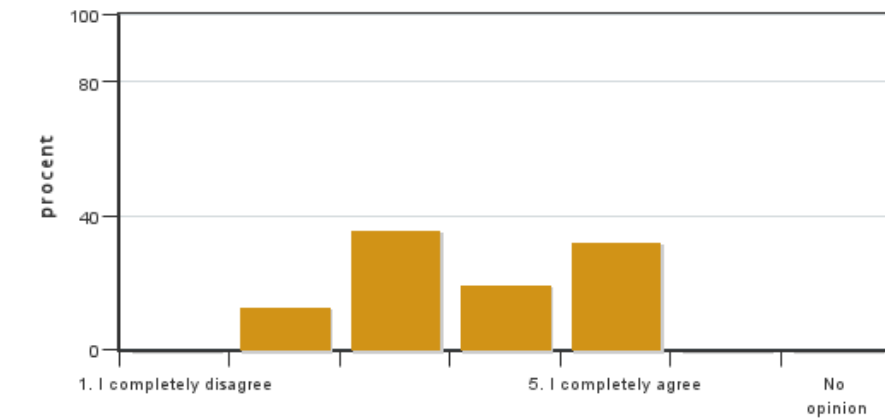
3: 7

4: 16

5: 5

No opinion: 1

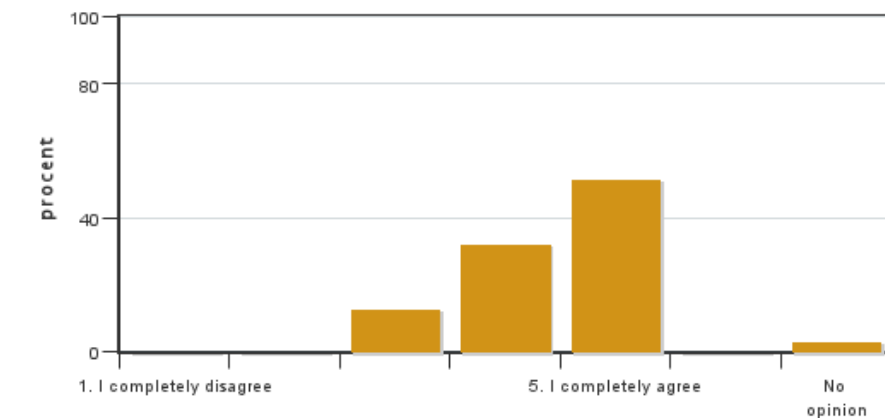
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 31
Medel: 3,7
Median: 4

1: 0
2: 4
3: 11
4: 6
5: 10
No opinion: 0

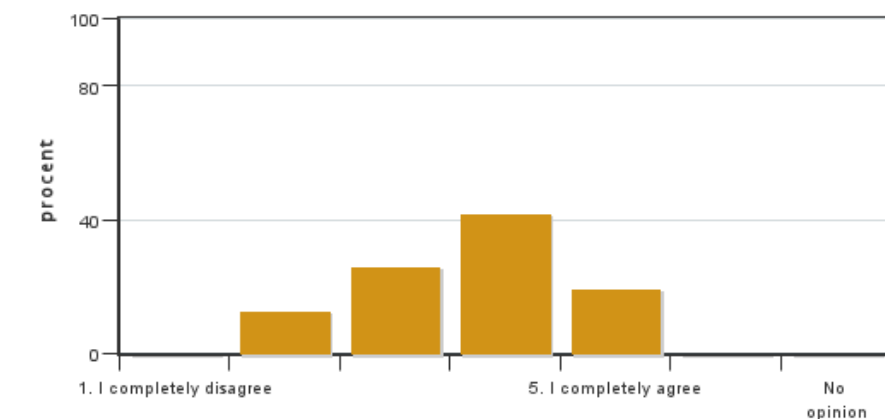
4. The information about the course was easily accessible.



Answers: 31
Medel: 4,4
Median: 5

1: 0
2: 0
3: 4
4: 10
5: 16
No opinion: 1

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



Answers: 31
Medel: 3,7
Median: 4

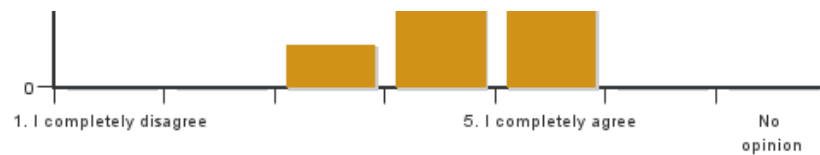
1: 0
2: 4
3: 8
4: 13
5: 6
No opinion: 0

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



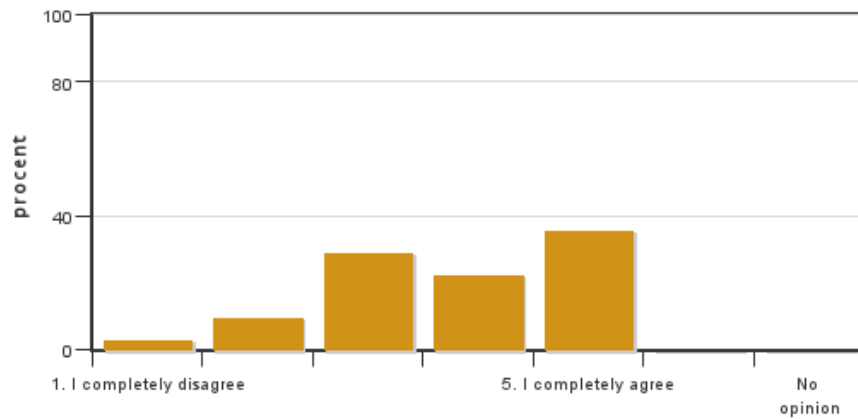
Answers: 31
Medel: 4,5
Median: 5

1: 0
2: 0
3: 4
4: 9
5: 18



No opinion: 0

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



Answers: 31

Medel: 3,8

Median: 4

1: 1

2: 3

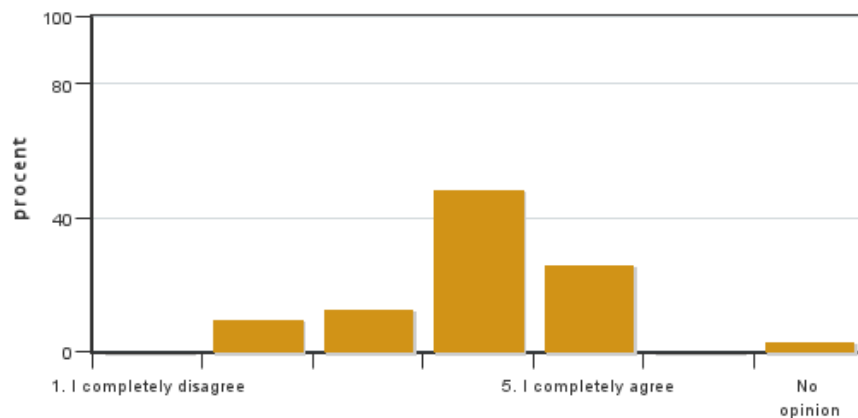
3: 9

4: 7

5: 11

No opinion: 0

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



Answers: 31

Medel: 3,9

Median: 4

1: 0

2: 3

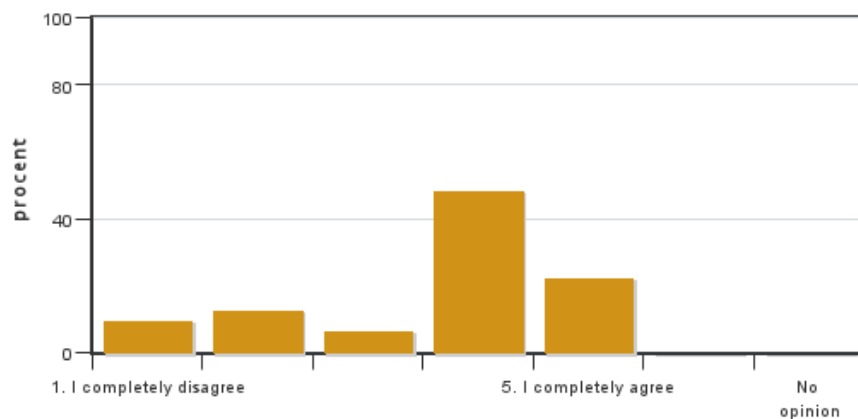
3: 4

4: 15

5: 8

No opinion: 1

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



Answers: 31

Medel: 3,6

Median: 4

1: 3

2: 4

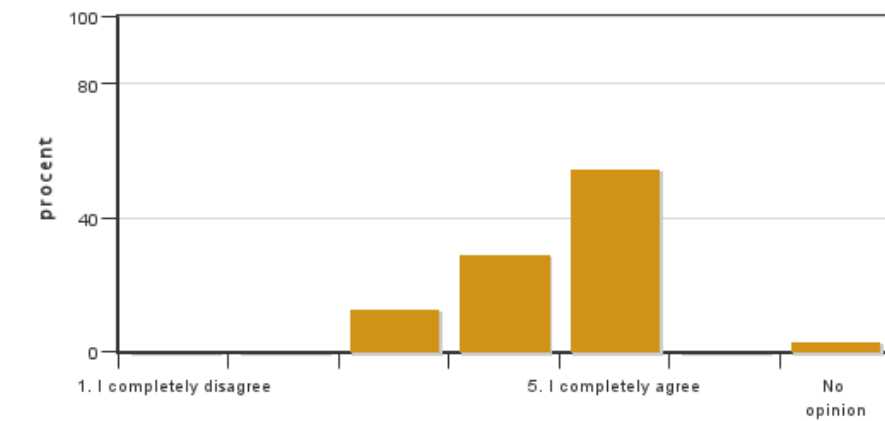
3: 2

4: 15

5: 7

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).

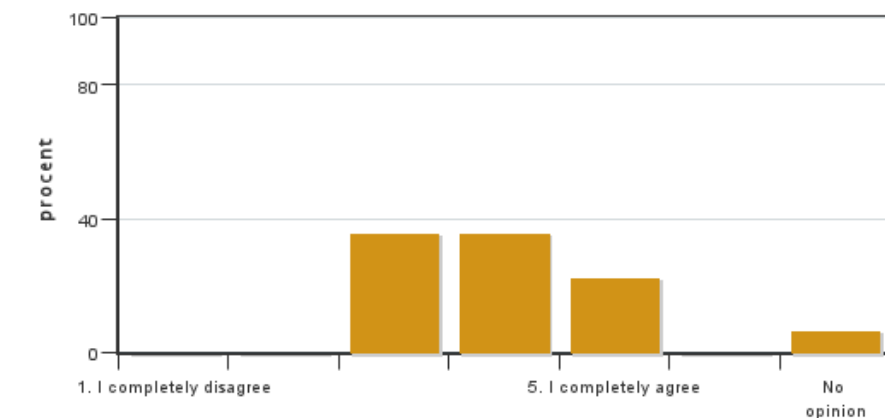


Answers: 31
Medel: 4,4
Median: 5

1: 0
2: 0
3: 4
4: 9
5: 17

No opinion: 1

11. The course covered international perspectives.

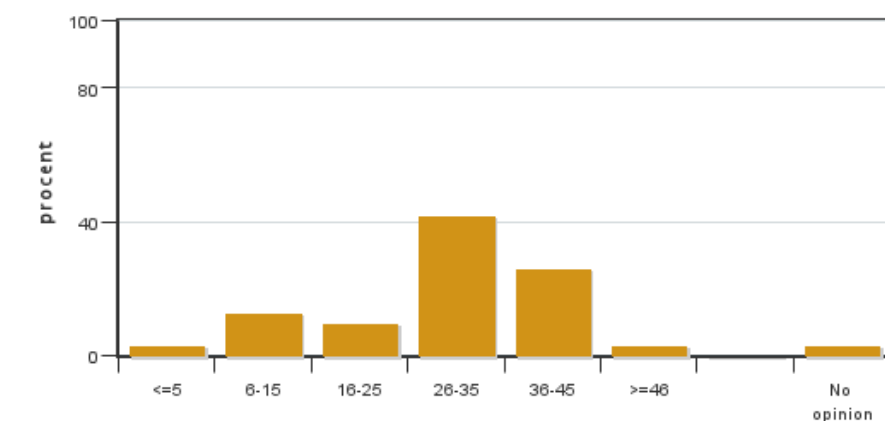


Answers: 31
Medel: 3,9
Median: 4

1: 0
2: 0
3: 11
4: 11
5: 7

No opinion: 2

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



Answers: 31
Medel: 28,6
Median: 26-35

≤5: 1
6-15: 4
16-25: 3
26-35: 13
36-45: 8
≥46: 1

No opinion: 1

Course leaders comments

No comments from the teacher

Student representatives comments

ECM Online Evaluation + additional remarks

Quick recap of the online evaluation results

31 out of 45 students filled the evaluation online (68%)

- Too much theory (mentioned 5 times)
- Too much focus on facilitation (mentioned 3 times)
- Inconsistent quality of lectures
- Home exam: not enough space to display understanding
- Link to sustainable development issues more
- Would have appreciated more insights into professional careers and activities

Quick recap of extra comments gathered

6 comments

Positive aspects:

- Diversity of lecturers
- Tying classes to their own research
- Assignments helpful to understand the theories
- Erika Great teacher, practical teaching methods, easy to understand, motivated
- Diversity/ variety of projects: facilitation, movie, Rosendal
- Broad perspective on the topic
- Code of conduct
- Group work
- Canvas & organisation/announcements

Negative aspects:

- Quality of lectures: core lecturers not always comfortable with the material (mentioned 4 times)
- Lotten (mentioned 4 times)
 - “seemed somewhat uncomfortable with the material and often had difficulty clarifying / answering student questions.”
 - “not able to fully and understandably communicate the consensus of the subjects she presented/taught. Also - and especially negatively - I perceived the teacher being not able to answer questions of students. I felt like she was either not understanding the questions correctly or she did not wanted to include the input of the class participants in her lesson. I as a class member felt therefore not motivated to actively participate in a class discussion. Theories could have been explored more in depth”
 - “can improve her teaching a LOT”
 - “her lectures could be improved. The sources were barely on the slides. When students gave philosophical input she seemed to not acknowledge it and was not able to answer questions in a clear manner.”
- The time management of the movie and facilitation week was problematic (mentioned 2 times) > create more time for environmental governance?
- Anke's teaching style
- More insight into qualitative/quantitative research practices

1. Mandatory standard questions:

“My overall impression of the course was” average 3.6/5

Comments (4):

- Too theoretical > need more hands-on
- Too much focus on facilitation (lots of repetition)
- Good that we have many guest lecturers
- Discussions not always relevant
- Too much theory to absorb in too little time
- Too much of everything (?)

“I found the course content to have clear links to the learning objectives” average 3.8/5

Comments (3):

- Lacked a red thread until the home exam (but the Monday morning sessions helped)
- Lacks a connection between the different topics
- Home exam and ARP provided the structure for semiautonomous learning, but lectures poorly constructed
- Too much and too wide perspectives (suggestion to focus on a few and study them more indepth)

“My prior knowledge was sufficient for me to benefit from the course” average 3.7/5

Comments (5):

- Confused by social sciences at first

- No special knowledge needed
- Supported by previous knowledge and experience
- Yes except for the communication part

“The information about the course was easily accessible” average 4.4/5

Comment (1):

- Label presentations uniformly

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

Average 3.7/5

Comments (8):

- More workshops instead of lectures
- Practical exercises not adapted
- Pace of lecture: too long spent on easy things and not enough on complex things
- Texts too complex
- Too much group work
- Inconsistent pace of lecture
- Afternoon seminars, balance out lectures and discussion
- A lot of time dedicated to facilitation
- Need more introductory / textbook style readings
- Need more display of application of the theory
- Some lectures of poor quality and did not contribute to knowledge, but exercises did
- Appreciated practical implementations (Rosendal, film and facilitation)
- Different levels of quality of lecture

“The social learning environment has been inclusive, respecting differences of opinion” average 4.5/5

Comments (5):

- Overall group size too big
- Appreciated the opportunities to work in smaller groups
- Differences of opinions accepted in the course, really good atmosphere
- *“when we were asked for feedback about the course I feel that the course leader was quite dismissive of criticism which was very offputting and discouraged students from sharing their honest opinions.”*
- Groups for small discussions and exercises were too big which defeats the purpose of group work

“The physical learning environment (facilities, equipment etc.) has been satisfactory” average 3.8/5

Comments (10):

- Lecture room (10 comments)
 - Too small for 42 students (mentioned 6 times)
 - Cannot see the screen (mentioned 2 times)
 - Temperature (mentioned once)
 - Technological issues with the equipment (mentioned 2 times)

“The examination(s) provided opportunity to demonstrate what I had learnt during the course” average 3.9/5

Comments (4)

- Restricting exam format
- No talking about how theories interact with each other
- Suggestion: writing suggestions for a real case application of EC
- Home exam time structure with time for reading and personal reflection was good
- Too small word limit (mentioned in all comments), not enough room in the home exam to show knowledge of EC
- Biggest share of knowledge comes from personal lectures (not from lectures and exercises)

“The course covered the sustainable development aspect” average 3.6/5

Comments (7):

- Lack of practical cases // real life (mentioned 2 times)
- Future work opportunities, real professional insights
- Almost no factual knowledge on the env crisis, social aspects or financial sustainability
- Necessity to grasp complex env issues
- No focus on the financial part of sustainable development
- No focus on environmental and financial sustainability

“The course covered international perspective” average 3.9/5

Comments (4)

- Mostly Europe
- Only from students' participation debates (mentioned 2 times)
- Mainly Swedish perspective

“On average, I have spent ... hours/week on the course” 28.6

Comments (2)

- Days too long

“I believe the course has included a gender and equality aspect, regarding content as well as teaching practices” average 4.4/5

Comments: none

1. Complementary remarks

Text posted on the ECM facebook page:

“Hi everyone!!

I will soon report to Camilo the results of the course evaluation. I did however think that the survey didn't really give us space for complementary remarks/ feedback/suggestions, so if you do have some, feel free to either comment here or message me privately, I'll make sure to forward it to Camilo.

Can be about teaching materials, breaks, readings, a specific teacher whose style you appreciated or not, the assignments, the workload, whatever. ??”

1. “I appreciated the diversity of lecturers, who tied the course concepts to their own research. However, I was disappointed in the quality of some of the lectures presented by several of the “core” lecturers, who were responsible for presenting basic concepts for the course. In particular, Lotten W. seemed somewhat uncomfortable with the material and often had difficulty clarifying / answering student questions. While the assignments were very helpful in gaining understanding of the social theories we learned, I think it might be worthwhile to focus more in depth on fewer theories (e.g. have a morning lecture and an afternoon discussion seminar).”
2. “I don't think that [Anke] manages to communicate her messages in a clear, structured and pedagogical way, which makes her presentations hard to follow. She explains her theories very quickly, and leaves little space for questions/discussions + conclusions afterwards. Would benefit from slowing down her pace, creating space for interaction, encourage questions from the audience, being more specific about the topic and it's main concepts.”
3. “I have a comment about the style of teaching of the lectures of Lotten Westberg. I felt like she was not able to fully and understandably communicate the consensus of the subjects she presented/taught. Also - and especially negatively - I perceived the teacher being not able to answer questions of students. I felt like she was either not understanding the questions correctly or she did not wanted to include the input of the class participants in her lesson. I as a class member felt therefore not motivated to actively participate in a class discussion. Positive feedback: Erika - Great teacher, practical teaching methods, easy to understand, motivated etc. Diversity/ variety of projects: facilitation, movie, Rosendal Even though the time management of the movie and facilitation week could be improved, the project gave us lot of insights to diversity of environmental communication and aspects that need to be recognised”
4. “I think that Lotten can improve her teaching a LOT”
5. “I have a comment about the research methods introduced to us regarding ECM. All theories and methods we have studied with regards to scientific methods has been about quality methods. I spoke to Erica Van Essen about this and she told me that here are also quantitative methods used in Environmental Communication. Although I understand that the EC division at SLU probably have a clear opinion on qualitative methods as being more useful for different reasons, or that it is the prevailing research paradigm within the EC Division at SLU is qualitative—; I think it would have been more desirable that the Introduction Course to ECM would have given us at least an overview of the qualitative research perspective regarding:
 1. A basic understanding of how the quantitative research approach are and can be used within EC
 2. How quantitative approaches compares to qualitative approaches: What types of research have been conducted using quantitative and qualitative approaches respectively within EC? What are the potential benefits and limitations of the two approaches in EC? How different research questions in EC can be answered using both approaches.
 3. An understanding of how mixed methods have been used and could be used in Environmental Communication.

I also must say that I really appreciated the broad perspective on this broad field of EC presented in the introduction

course! I especially enjoyed the lectures on collaborative decision-making, deliberative democracy and social practice theory. I would have like to learn more about Environmental Governance, but you can't have everything you want I guess ??”

1. ?“Positive feedback:

-I liked the joined creation of the code of conduct and also its realization (Interpersonal atmosphere was great)

-Much group work helped me to get used to it and also to feel more comfortable doing it (although it was demanding)

-The set schedule from the beginning, which much information and great availability in Canvas

-The use of Canvas overall (e.g. regarding the announcements and discussions)

Critical feedback:

-The focus of the course could be set better e.g. we had to presentations and the film with many people, but the actual time to present or work on it was very short, while at other times (e.g. with Martin and his lectures on facilitation) I felt very unproductive and the motivation in general was low). I understand that it could be seen as a challenge to do presentations within a short time limit, but when we were complaining about it, we were getting the answer that there was not enough time. So I felt like the time was cut at the wrong parts and too long on others.

-Lotten may be a good researcher, but I think her lectures could be improved. The sources were barely on the slides. When students gave philosophical input she seemed to not acknowledge it and was not able to answer questions in a clear manner.

-Some of the lectures on the theories were inspiring, although I was often confused and was not able to conclude what the theories are about afterwards, could only make improper statements.”