



Environmental assessment MX0134, 40093.1920

15 Hp
Pace of study = 100%
Education cycle = Advanced

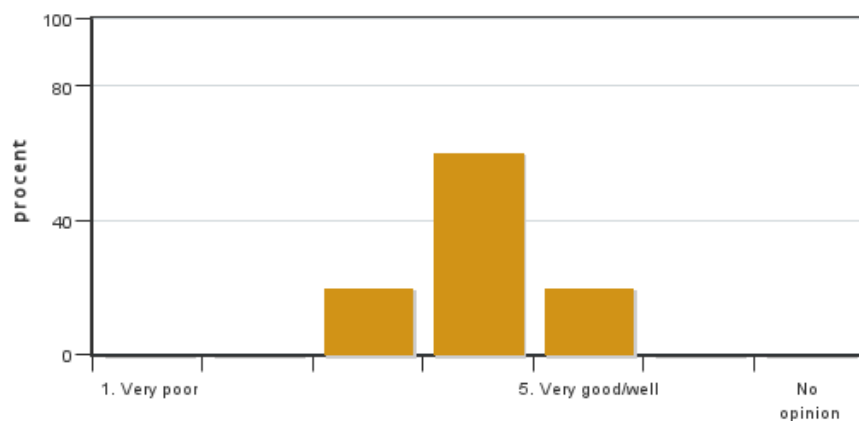
Evaluation report

Evaluation period: 2020-06-04 - 2020-06-14

Answers 15
Number of students 20
Answer frequency 75 %

Mandatory standard questions

1. My overall impression of the course is:

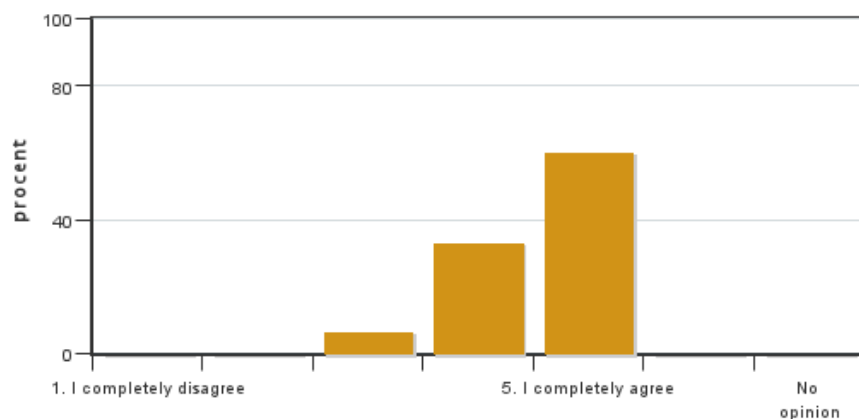


Answers: 15
Medel: 4,0
Median: 4

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

No opinion: 0

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

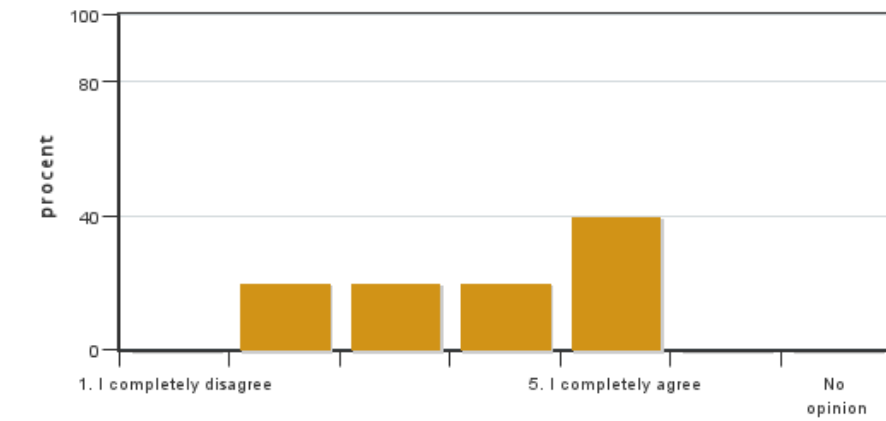


Answers: 15
Medel: 4,5
Median: 5

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

No opinion: 0

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

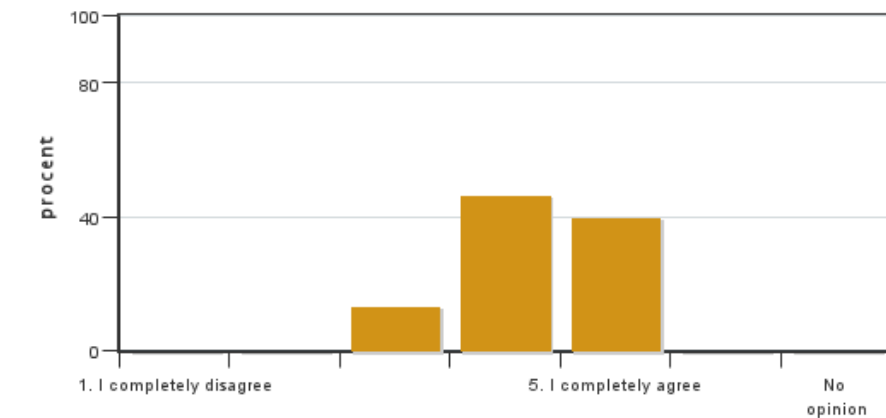


Answers: 15
Medel: 3,8
Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

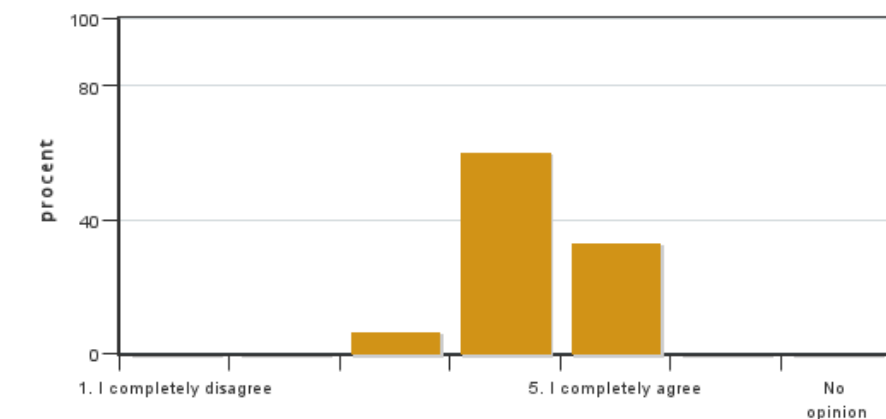


Answers: 15
Medel: 4,3
Median: 4

1: 0
2: 0
3: 2
4: 7
5: 6

No opinion: 0

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

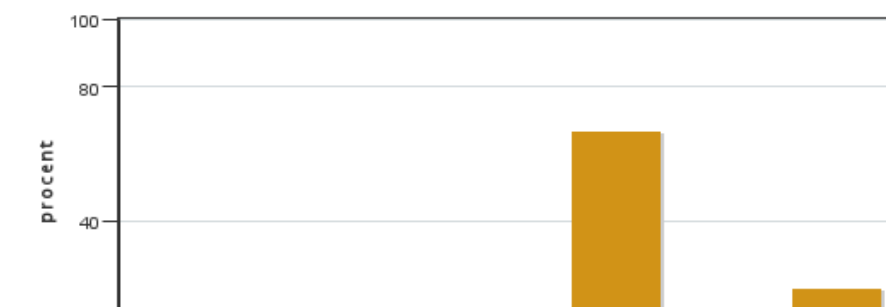


Answers: 15
Medel: 4,3
Median: 4

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

No opinion: 0

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



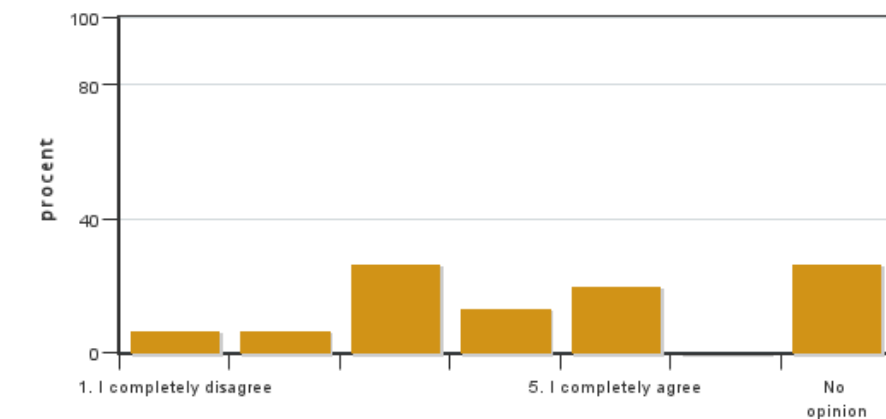
Answers: 15
Medel: 4,8
Median: 5

1: 0
2: 0
3: 1
4: 1
5: 10

No opinion: 3



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



Answers: 15

Medel: 3,5

Median: 3

1: 1

2: 1

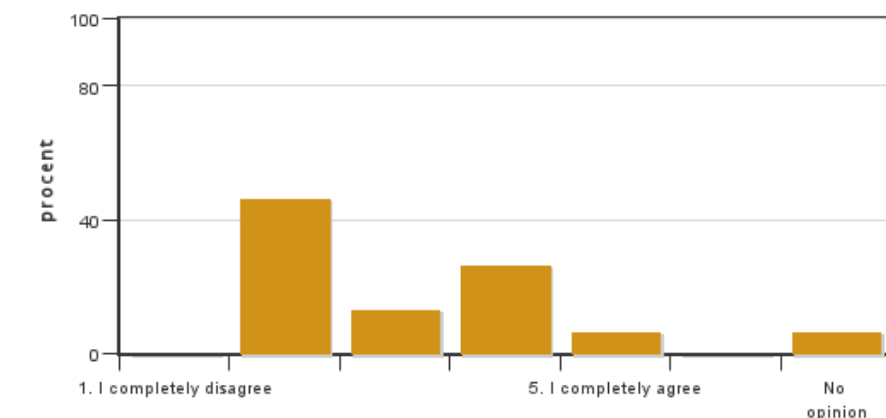
3: 4

4: 2

5: 3

No opinion: 4

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



Answers: 15

Medel: 2,9

Median: 2

1: 0

2: 7

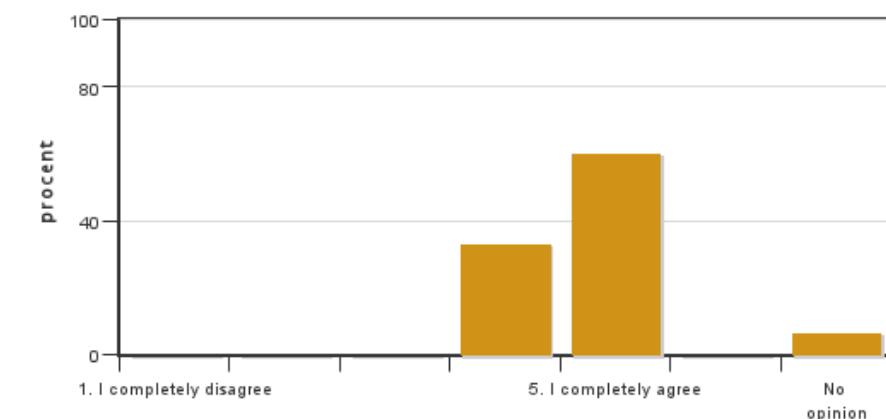
3: 2

4: 4

5: 1

No opinion: 1

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



Answers: 15

Medel: 4,6

Median: 5

1: 0

2: 0

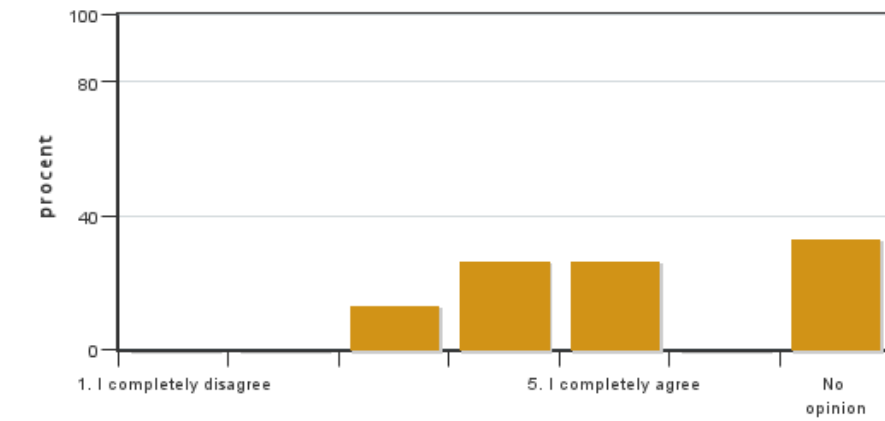
3: 0

4: 5

5: 9

No opinion: 1

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).

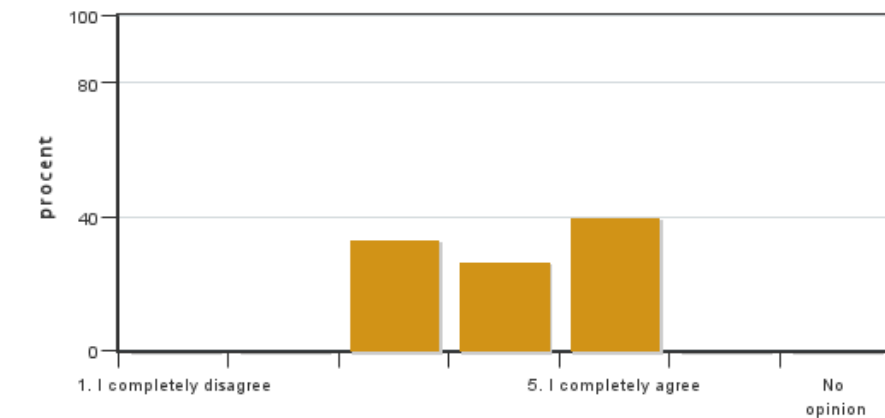


Answers: 15
Medel: 4,2
Median: 4

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

No opinion: 5

11. The course covered international perspectives.

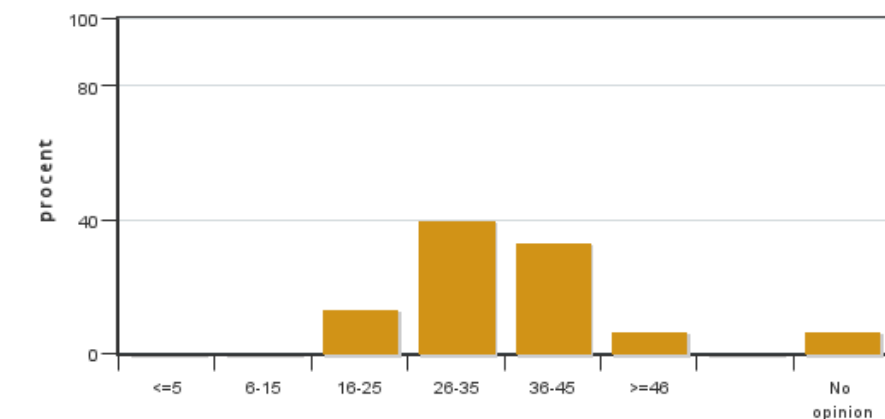


Answers: 15
Medel: 4,1
Median: 4

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

No opinion: 0

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

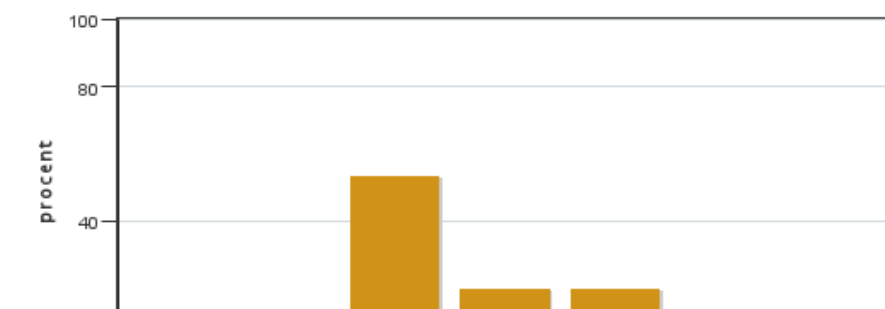


Answers: 15
Medel: 33,3
Median: 26-35

≤5: 0
6-15: 0
16-25: 2
26-35: 6
36-45: 5
≥46: 1

No opinion: 1

13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 15
Medel: 3,5
Median: 3

1: 0
2: 1
3: 8
4: 3
5: 3

No opinion: 0

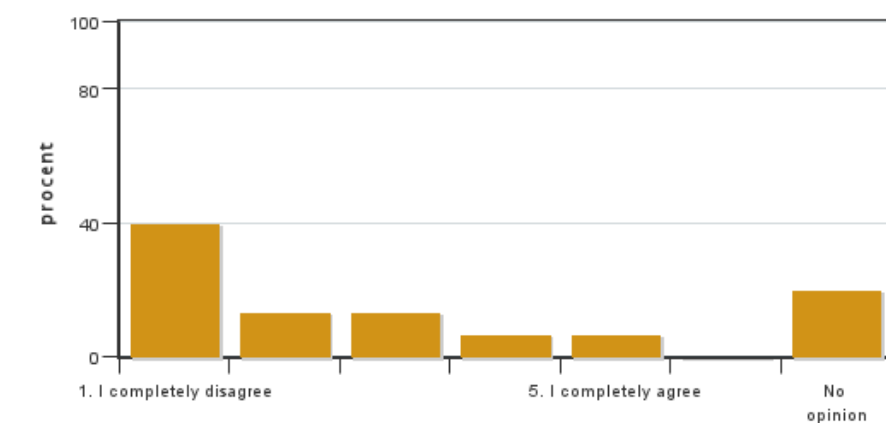


14. If relevant, please share what worked well when participating in teaching on distance

15. If relevant, please share what worked less well when participating in teaching on distance

Additional own questions

16. Were there disturbing overlaps between teachers at the course? If yes, please specify!

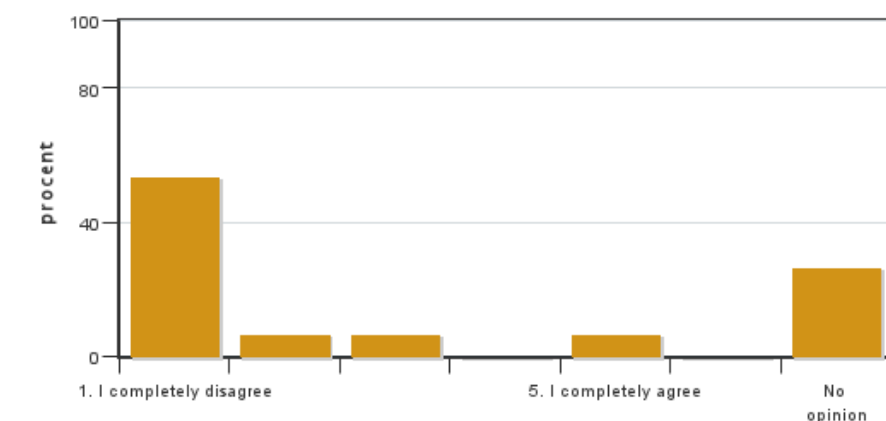


Answers: 15
Medel: 2,1
Median: 1.5

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

No opinion: 3

17. Were there disturbing overlaps with other SLU courses? If yes, please specify!



Answers: 15
Medel: 1,6
Median: 1

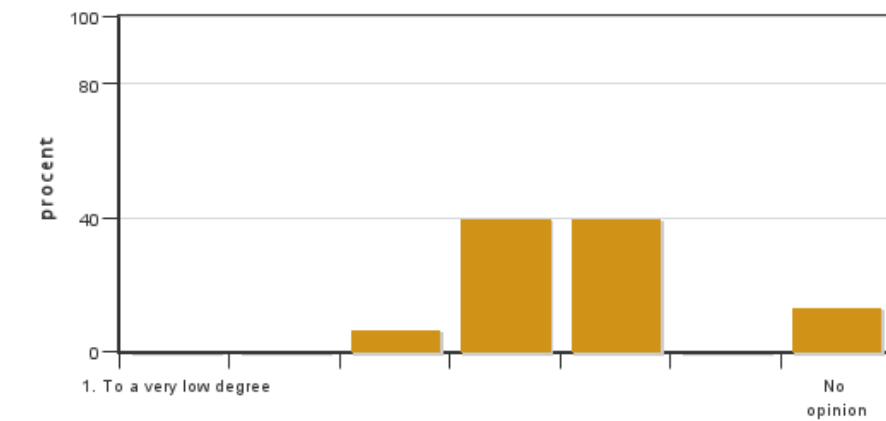
1: 8
2: 1
3: 1
4: 0
5: 1

No opinion: 4

18. Were there any parts of the course that you would say were extra fruitful?

18. Were there any parts of the course that should be removed or heavily modified for the course next year?

18. We are planning a whole Masters programme in "Aquatic Environmental Assessment". Aiming at educate the students in advanced analyses of environmental monitoring data, modelling, GIS and in ecological understanding and application of the results.
Would such a programme have been of interest to you when you were searching for Master programmes?



Answers: 15
 Medel: 4,4
 Median: 4

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

No opinion: 2

Course leaders comments

I start by thanking the class for such a high answering frequency, and for many constructive comments. **Thank you!**

The overall results of the evaluation show that the students were satisfied with the course. This is of course one of the main goals for us teachers, and we seem to have reached this even if there is room for improvements.

The corona lockdown was a challenge for both teachers and students, but both did what they could to adapt to Zoom and it worked out relatively well.

The main criticism in the evaluation concerned the exam, and particularly the omission of explicitly writing out that it was an open book exam. When I wrote the quite detailed instructions for the exam, I took for granted that the students would use course material on their computer as it was an unsupervised home exam. And, therefore I did not write out that it was allowed to look at course material. Unfortunately, some students believed that they were not allowed to look at course material, and as a consequence they got a much more difficult exam than the others who used the course material to answer the exam questions.

Gender equality among teachers: We aim at having a good balance between male and female teachers, but there are not sufficient female teachers/researchers available to have a complete balance. All female teachers are already involved in teaching and cannot do more just because they are women. It is also a question of who is the most suited teacher for a specific topic, and sometimes there are only male teachers to select among.

Software: One aim of the course is to exercise using Excel as it is by far the most common tool for authorities and consultants working with environmental assessment. We have also started to use R as this is coming more and more, but there is not sufficient time to teach the students to program in R, it will only be application of already developed scripts.

Handling of Canvas: Some pointed out the some teachers did not use Canvas as all other teachers, and suggested teacher meetings. I can assure that we have had several such meetings and shown how to use Canvas, but in a few cases teachers forgot about that when it was their time to teach.

Finally, it seems like most of the students really feel that they have learned a lot even if it was with some effort spending on average 33 hours per week on the course. We hope that these new skills will help you in your future studies and professional career!

Student representatives comments

Nice and well-structured course with devoted teachers, ready to answer mails and questions quickly. The distance learning, due to the covid-19 situation, was sometimes problematic and led to some misunderstandings and ambiguities regarding the exam. The students' prior knowledge in statistics, chemistry and biology varied and the need for basic statistics was expressed by many. The political issues connected to environmental assessment was an interesting aspect.

The information on the Canvas course page was generally well organized, but there is room for improvement. It's easier if all teachers follow the same structure when uploading files, and the "Files" part of the page was a bit unstructured. Lecture video links could have been pinned on top of the page for easier access.

The exercises were important to understand and learn the content of the course, but it was hard to use many new software in such a short time, perhaps it would have been better to focus on one to learn to use it better. The Excel

exercises were particularly well designed. The course literature was interesting and helpful. Considering that online (Zoom) lectures are more tiring to follow than classroom lectures and that it can be difficult to focus in your home environment, it was very helpful that we were allowed to record some of the lectures to be able to listen again. The missing field week was unfortunate, but the videos provided at least a partially adequate substitute. A time to discuss the videos with all teachers would have been good. Nice project to wrap up the course!

The learning environment is hard to evaluate, considering the corona situation, but in general it was handled well under the circumstances and Zoom worked quite well.

The exam instructions should have been more precise and explicit to avoid confusion, and the time limit was too short considering the different documents that had to be handled and handed in separately. The exam was more difficult than expected, but the questions good, except for missing values for one question. The assignments and field week quiz were good.

The social and financial aspects of sustainable development could have been mentioned more, otherwise very nice with so many different perspectives. Most of the course was focused on Swedish/Scandinavian conditions, but it was nice to have teachers talking about their experiences from all over the world. It was nice to have both male and female teachers, but the male teachers were given much more speaking time than the female and there were no female teachers for the statistics-based parts of the course.

The experiences of distance education were very varied from poor to very good. For many it is difficult to stay focused on your own and it is easy to feel alone and hence it cannot replace campus-based teaching. For others it is easier to focus without the distractions in the classroom. In general, the distance teaching was well organised. Zoom worked well and the breakout groups were good for discussions. An improvement could be to use a bigger part of the lecture time for discussions and seminars and provide literature and slides in advance. That would increase the interaction among students and between students and teachers. Sometimes the teachers went by too fast during lectures and there were not always enough breaks to be able to fully focus throughout the whole lecture. All the software used for the exercises were not available for all students (PC/Mac).

The course content was well planned with no disturbing overlaps. Some repetition was good. In some cases, there were too many details of specific Swedish monitoring programmes instead of comparing real data and looking at trends. Good linkages and no disturbing overlaps with other SLU courses, although the organic chemistry was also taught in Geochemistry.

The exercises, the project work, the applied statistics, the different software that were introduced and the acidification (connected to forestry), pesticides and pollutants lectures were all extra fruitful. The geostatistics lectures could have been improved, some figures and graphs used in the slides were in Swedish, making it hard for international students to follow. Good papers to read and perhaps suggestions of YouTube videos that explain it further would improve it. Metal/organic pollutants part could be shortened, and R given more time instead.

"Aquatic Environmental Assessment" Masters programme seems to deeply desired by many!

The course leader has satisfactorily responded to the evaluation comments.