



Climate Change - Landscape in Transition LK0377, 30119.2021

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Kristina Blennow

Evaluation report

Evaluation period: 2021-03-16 - 2021-04-06

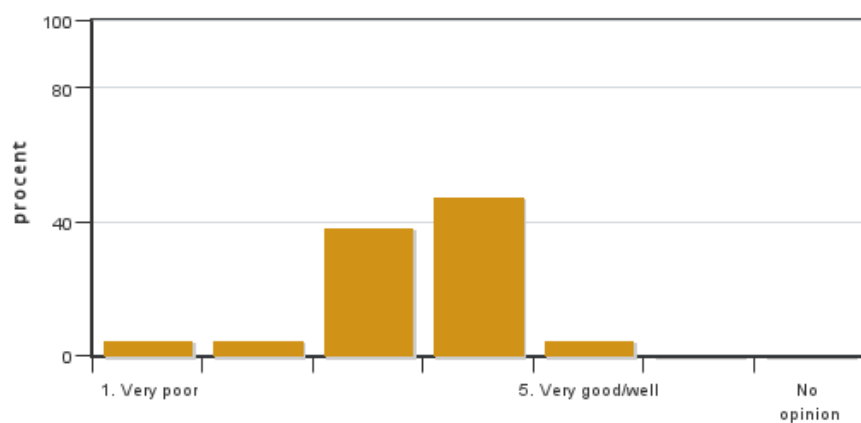
Answers 21

Number of students 42

Answer frequency 50 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 21

Medel: 3,4

Median: 4

1: 1

2: 1

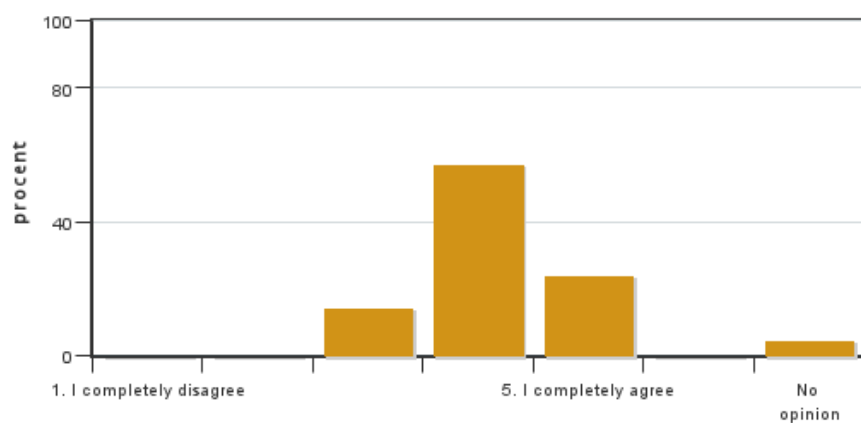
3: 8

4: 10

5: 1

No opinion: 0

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



Answers: 21

Medel: 4,1

Median: 4

1: 0

2: 0

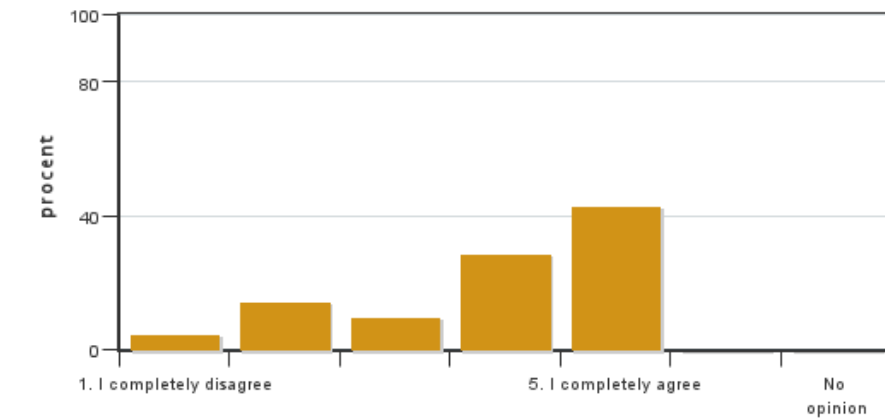
3: 3

4: 12

5: 5

No opinion: 1

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

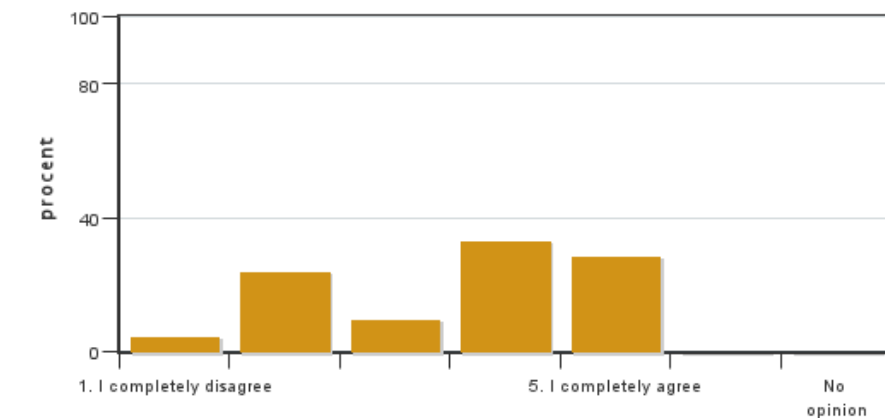


Answers: 21
Medel: 3,9
Median: 4

1: 1
2: 3
3: 2
4: 6
5: 9

No opinion: 0

4. The information about the course was easily accessible.

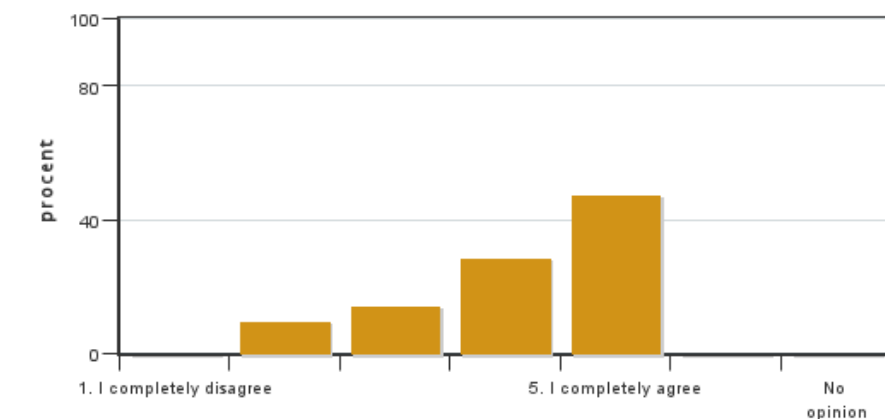


Answers: 21
Medel: 3,6
Median: 4

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

No opinion: 0

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

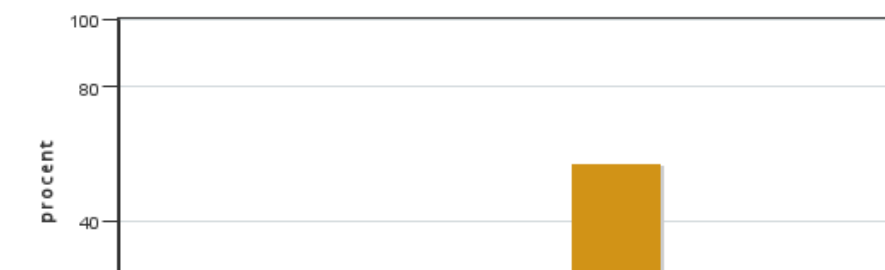


Answers: 21
Medel: 4,1
Median: 4

1: 0
2: 2
3: 3
4: 6
5: 10

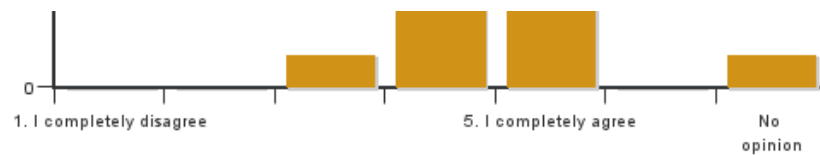
No opinion: 0

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



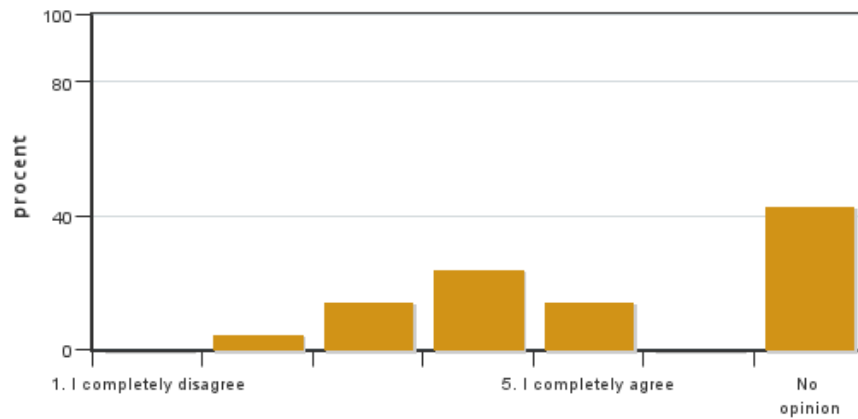
Answers: 21
Medel: 4,5
Median: 5

1: 0
2: 0
3: 2
4: 5
5: 12



No opinion: 2

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



Answers: 21

Medel: 3,8

Median: 4

1: 0

2: 1

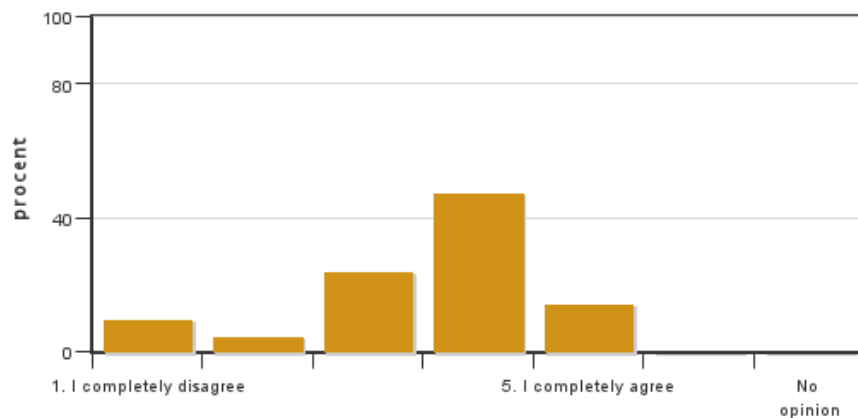
3: 3

4: 5

5: 3

No opinion: 9

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



Answers: 21

Medel: 3,5

Median: 4

1: 2

2: 1

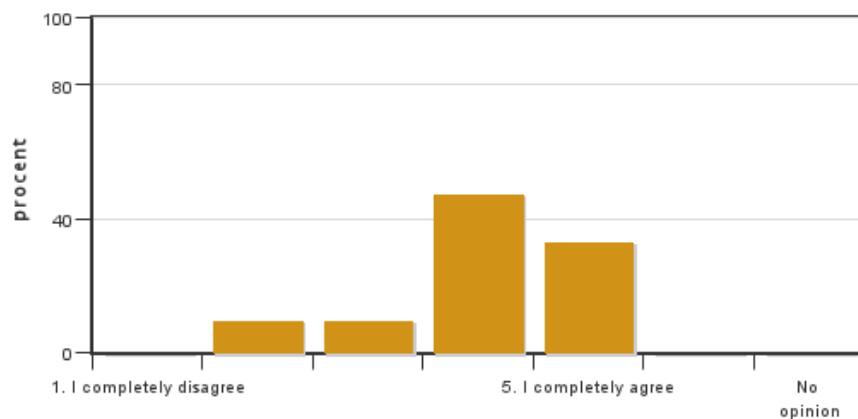
3: 5

4: 10

5: 3

No opinion: 0

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



Answers: 21

Medel: 4,0

Median: 4

1: 0

2: 2

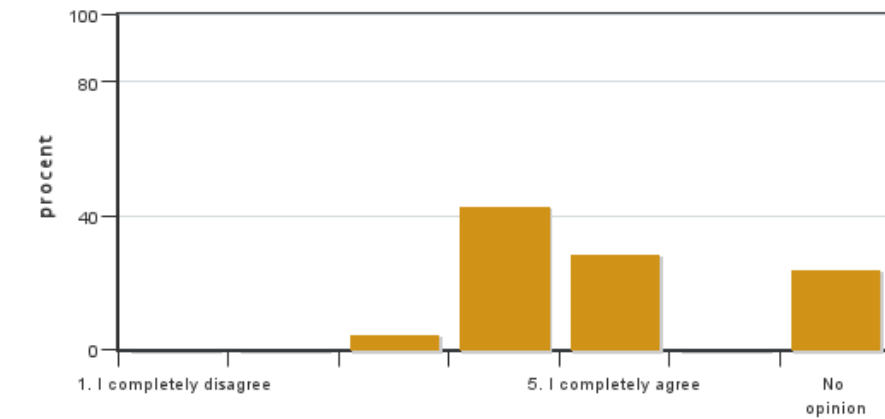
3: 2

4: 10

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).

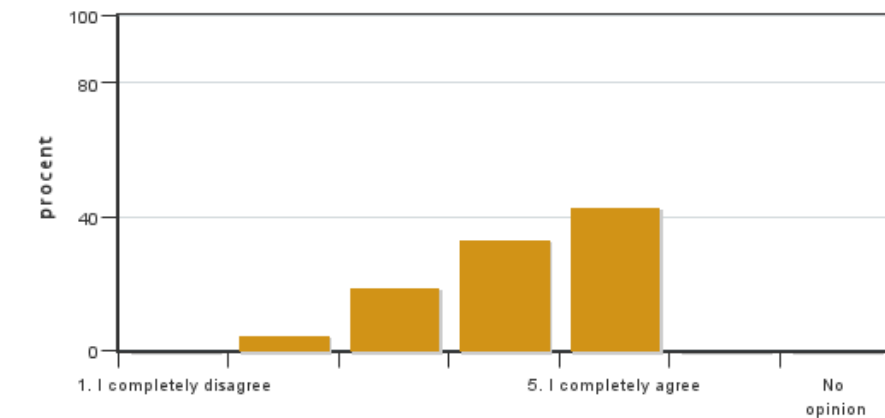


Answers: 21
Medel: 4,3
Median: 4

1: 0
2: 0
3: 1
4: 9
5: 6

No opinion: 5

11. The course covered international perspectives.

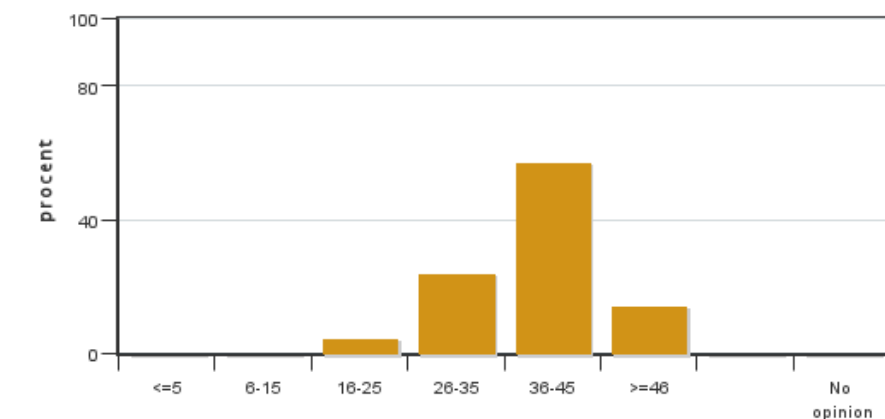


Answers: 21
Medel: 4,1
Median: 4

1: 0
2: 1
3: 4
4: 7
5: 9

No opinion: 0

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

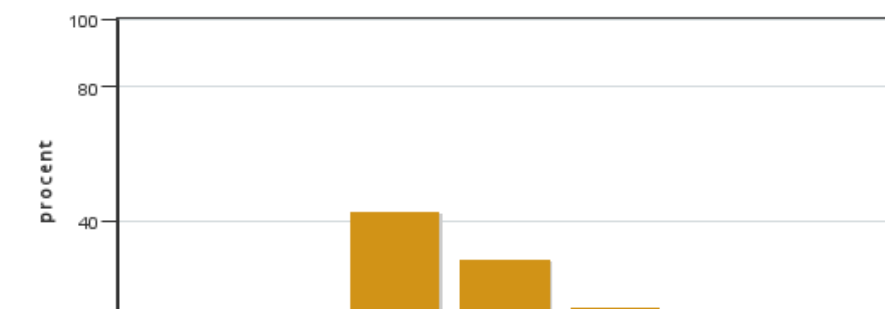


Answers: 21
Medel: 37,5
Median: 36-45

≤5: 0
6-15: 0
16-25: 1
26-35: 5
36-45: 12
≥46: 3

No opinion: 0

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



Answers: 21
Medel: 3,4
Median: 3

1: 1
2: 2
3: 9
4: 6
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

Course leaders comments

General:

This course was strongly affected by the Corona pandemic in the spring 2021 and was given over Zoom. The course content had to be completely re-worked compared to previous years and several new assignments were constructed and were used for the first time. During the 21 day period the course evaluation was open 21 out of 43 students (48%) submitted their evaluations.

Based on the written evaluations submitted we can conclude that the responding students were satisfied with the course, which is reflected in a median score of 4 for the overall impression of the course. However, a small group of students were strongly dis-satisfied. It is a pity they did not approach the course leader about this during the course to come up with a solution.

The content of the course had clear links to the learning objectives, as reflected in a median score of 4 although two students could not find the learning objectives that had been handed out. A third student thought there was not so much cooperation between students with different professional orientations. The course is part of several study programmes and the opportunities for cross-professional cooperation during the course is dependent on the composition of the group of students taking the course.

The students' prior knowledge was found appropriate with a median score of 4. Comments indicate that the course was a bit over stocked. One student commented on too high expectations on the students regarding skills in using Excel. The previous year had included a larger data analysis component than this year and expanding the data analysis section during the course might be considered for coming years.

Canvas was handled by a course assistant who acted on request by the teachers. The information about the course was easily accessible with a median score of 4. However, a group of students found the information during the second part of the course difficult to access. For next year when the basic course content can be reused, there will be more time to develop the pedagogics, including information. Also more staff on the course will be requested from the department leadership, as had been requested already for this year but with only limited success.

In general, the course components were judged supportive to learning with a median score of 4 although a group of students were less satisfied with the second part of the course.

The students were highly satisfied with the social learning environment scoring a median of 5. One student thought that a few students got too much attention. A bigger problem, at least from teachers' point of view, is that it is difficult to activate students and communicate with them over Zoom, especially when there are 43 students in the class. Another student commented on unequal division of work during group work. This is a general problem with group work that perhaps partly can be overcome by asking the students to report what they have contributed, as suggested by the student. However, there is an ethical issue with using this kind of information for grading purposes. The physical learning environment was satisfactory with a median score of 4. It should be noted, however, that the course was conducted completely over zoom with no physical meetings and no need for facilities on Campus.

Examinations providing opportunity to show what a student has learned scored a median of 4. A student complained about 3 h having been scheduled for the exam but only 2 h were used. The reason for this was technical and the content of the exams had been adjusted to the 2 h length beforehand. There was a group of students who were dissatisfied with not getting more detailed information on what was to be studied before the exam even if the lectures summarized the contents. This year the course content was over stocked, as commented on by some students, and reducing it will be considered for next year. However, partly this is also a reflection on a lack of suitable texts for the topic of the second part of the course which puts high requirements on pedagogic presentations. But still there is a problem with over stocking.

The extent to which the course covered sustainable development aspects scored a median of 4. Two students interpreted the content as dealing with mainly environmental aspects of sustainability. However, a large part of the course was devoted to social aspects, for example the focus on adequate communications and a bottom-up perspective. There was perhaps less focus on economic aspects although the focus on cost-effectiveness in the Mitigatin/Adapataion part of the course clearly dealt with economic aspects of sustianability. Perhaps this has to be

explained in more detail.

The international perspective scored a median 4 with one student commenting on a larger focus on the Swedish and European perspectives during the latter part of the course. Applying a Swedish perspective comes natural to the practical work made in the Local Theme.

The average number of hours the students had spent on the course was 37.5 hours.

The gender and equality content as well as teaching practices scored on a median of 4.

The overall experience of participating in all or part of your course online got a median of 3. The comments spanned the whole range. It is notable that items that got low scores by some students got high scores by other students. In particular the many group works and discussions worked well. For the future the focus should be on reaching all of the students, which will be greatly facilitated in a class room teaching setting and also when teaching the same course content a second time.

Summary:

- The contents of the course will be revisited to reduce over-stocking.
- The pedagogics will be developed to make the course suitable for a wider student audience and to improve it in general.
- New and complementing literature will be sought for the mitigation/adaptation parts.
- A bigger data analysis block will be considered.
- Student reporting of group work contributions will be considered.
- The course needs more staff.
- Hopefully the course will not be over zoom next year and that more time is available for developing the presentations in a pedagogical way.

Student representatives comments

No comments from the student representatives