



## Sustainability and Financial reporting FÖ0460, 10199.2021

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Arne Fagerström

### Evaluation report

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Evaluation period: 2020-10-25 - 2020-11-29

Answers 6

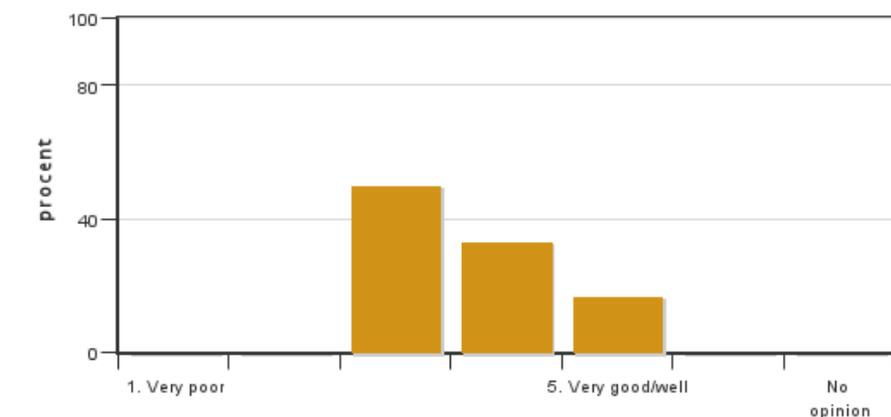
Number of students 20

Answer frequency 30 %

### Mandatory standard questions

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

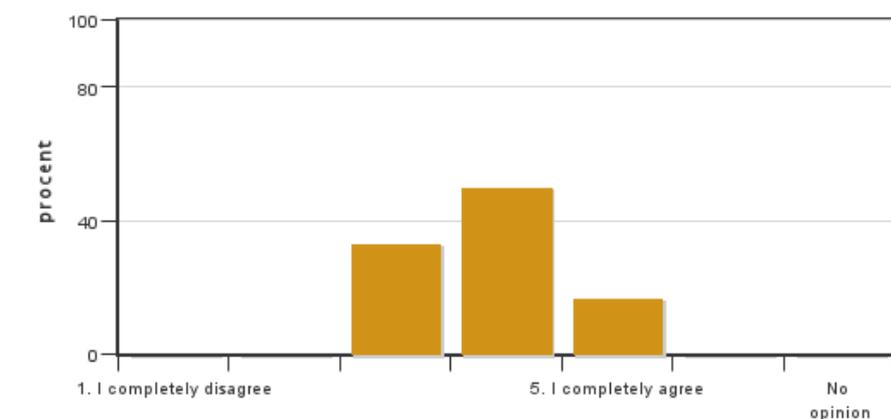


Answers: 6  
Medel: 3,7  
Median: 3

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

No opinion: 0

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

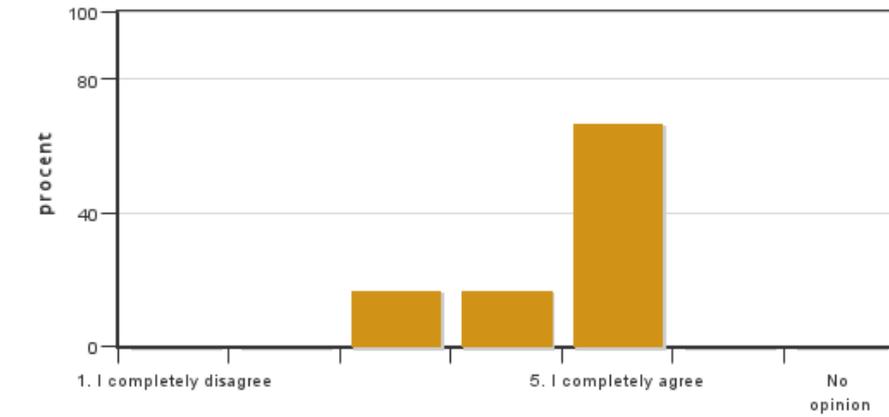


Answers: 6  
Medel: 3,8  
Median: 4

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

No opinion: 0

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

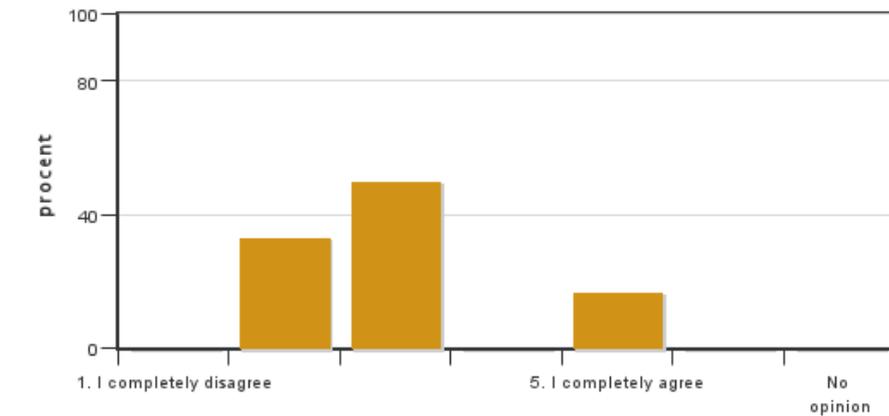


Answers: 6  
 Medel: 4,5  
 Median: 5

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

No opinion: 0

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

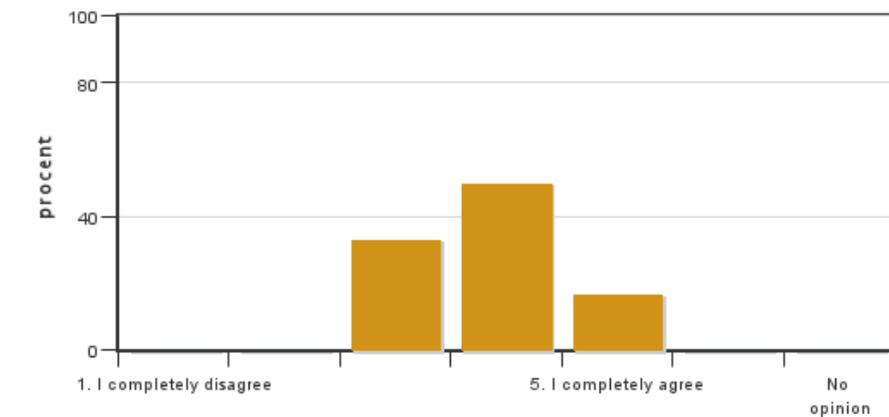


Answers: 6  
 Medel: 3,0  
 Median: 3

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

No opinion: 0

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

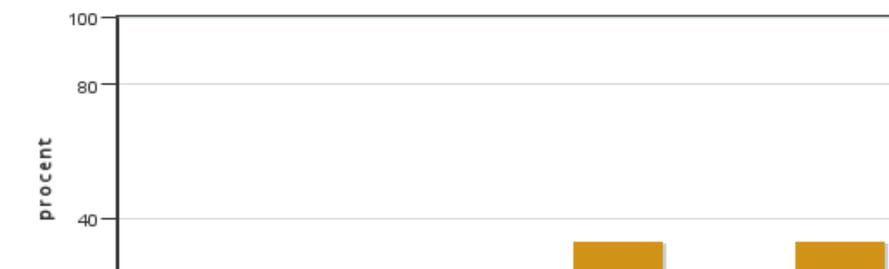


Answers: 6  
 Medel: 3,8  
 Median: 4

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

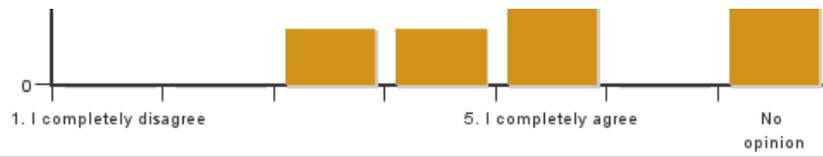
No opinion: 0

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



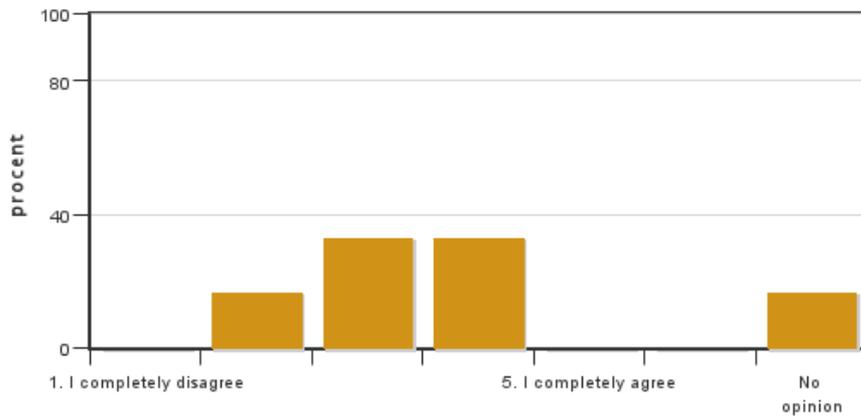
Answers: 6  
 Medel: 4,3  
 Median: 4

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



No opinion: 2

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

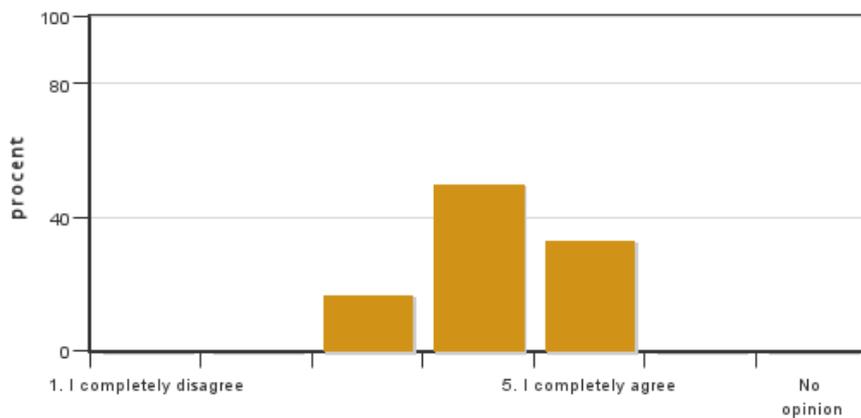


Answers: 6  
Medel: 3,2  
Median: 3

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

No opinion: 1

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

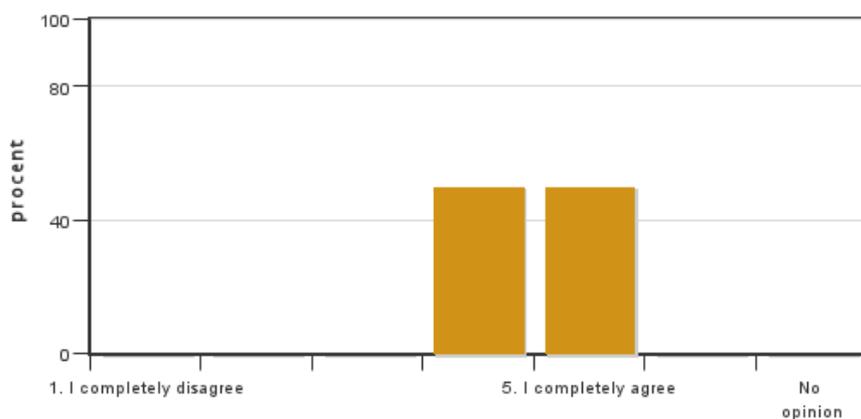


Answers: 6  
Medel: 4,2  
Median: 4

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

No opinion: 0

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

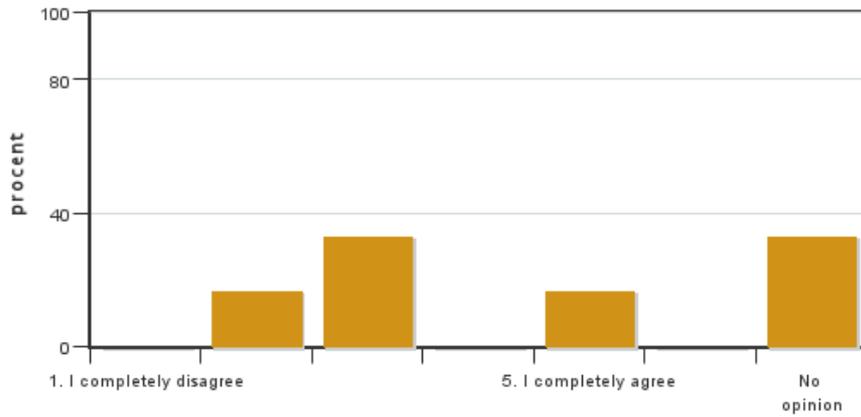


Answers: 6  
Medel: 4,5  
Median: 4

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

No opinion: 0

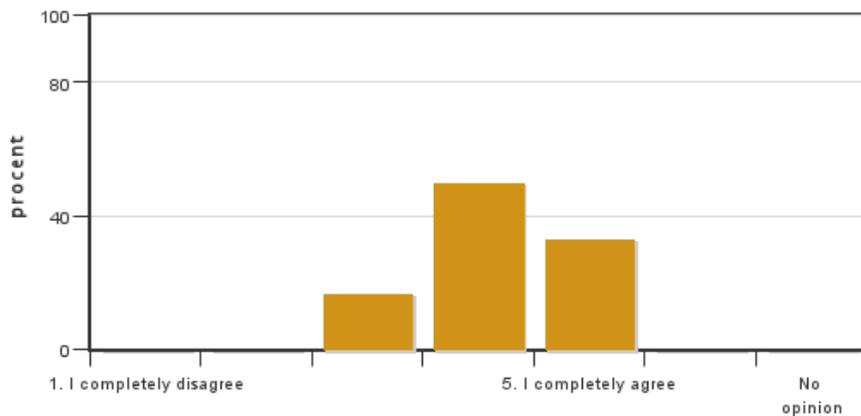
**10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).**



Answers: 6  
 Medel: 3,3  
 Median: 3

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

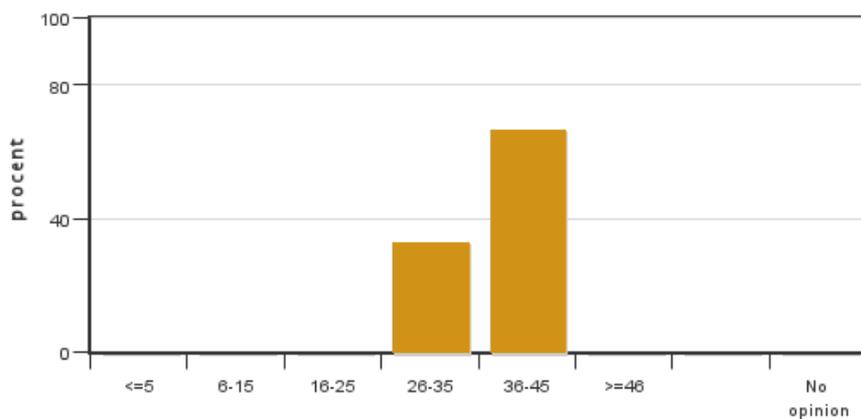
**11. The course covered international perspectives.**



Answers: 6  
 Medel: 4,2  
 Median: 4

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

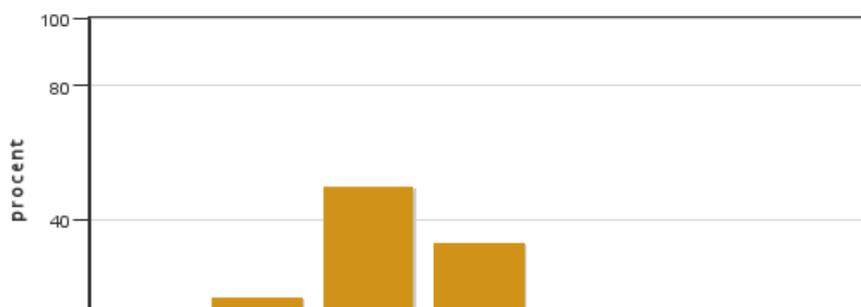
**12. On average, I have spent ... hours/week on the course (including timetabled hours).**



Answers: 6  
 Medel: 36,7  
 Median: 36-45

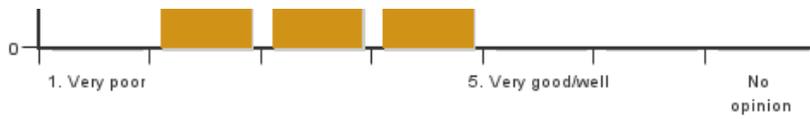
≤5: 0  
 6-15: 0  
 16-25: 0  
 26-35: 2  
 36-45: 4  
 ≥46: 0  
 No opinion: 0

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



Answers: 6  
 Medel: 3,2  
 Median: 3

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

No comments from the teacher

## Student representatives comments

### Discussion of answers on the course evaluation

The overall impression of the course is very good and with the circumstances of Corona, the students think that the management has designed the course in a good way. The students also believe that the course content has clear links to the learning objectives of the course. The various course components (lectures, course literature, exercises etc.) have supported the students learning. The social learning environment has been inclusive, respecting differences of opinion. The physical learning environment (facilities, equipment, etc.) has also been satisfactory based on the circumstances of Corona. Several students believe that the course covered the aspect of sustainable development (environmental, social and / or economic sustainability) and also international perspectives. Most of the students answered that they spent 36-45 hours per week on the course and that the examination provided an opportunity to demonstrate what they had learned during the course.

It is considered to be a spread in how 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). The seminar has been criticized because they were only about reading out what each student had answered, which did not lead to any discussion. It is also commented that there were too many articles to read, too many assignments and cases to submit every week. This resulted in less time to create a good insight into a certain topic. It is also comment that there is some criticism that there were too many deadlines and submissions of cases, which meant that it was difficult to create a comprehensive knowledge.

### Thoughts about distance learning

The students shared their thoughts on distance learning, and they think that the dialogue and communication have been deteriorated during the meetings at Zoom. The seminar would need a better structure for discussion. The information about the course was difficult to access. It is considered that there are both advantages and disadvantages to having pre-recording lectures. The disadvantage is that the students cannot ask follow-up questions and the advantage is that the students have the opportunity to go back and watch the lecture. Positive feedback about distance education is that the subject and the lectures have been interesting. The pre-recorded lectures helped the students to go back and listen to achieve a higher quality of their work. Overall the students believe that they have experienced distance learning in a good way.

### Improvements

- Structure:  
Based on the course evaluation, the course would need a better structure and more clarity. However, the structure is also considered to be disadvantaged due to Canvas in general. Canvas makes it messy when going in and out of different documents and that the newest documents end up at the bottom. One suggestion is to structure the Canvas page better so that you do not have to click around between open course page and canvas.
- Working material:  
Some students felt that there has been too much work material. One suggestion is to divide the articles according to grades. Thus, those students who settle for a lower grade can focus on X number of articles while those students who want higher grades are informed about additional articles.
- Seminars:  
Seminars can be improved by opening up for an analysis question instead of the students reading aloud what they have answered. This system is considered better suited for short and concise answering questions. The seminar can also be improved by making them compulsory and that all students should be involved (have their microphone and camera on at Zoom). Another suggestion is that the students could get points for participating in the seminars and in that way get more people involved. Further suggestion to seminars is

"breakout rooms" in Zoom where students can discuss their thoughts in the small group and then summarize their discussion to the whole class.

- Lectures:

There are divided opinions about whether the lectures should be pre-recorded or not. One suggestion is to have fixed times for the lectures and, if possible, record the lectures during the time they are held. In this way, students can both ask questions and even go back to watch the lectures again.

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Kontakta support: [support@slu.se](mailto:support@slu.se) - 018-67 6600