



## Topics in contemporary applied agricultural economics I NA0180, 10214.2021

7.5 Hp

Pace of study = 50%

Education cycle = Advanced

Course leader = Wei Huang

### Evaluation report

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**Evaluation period: 2020-10-25 - 2020-11-15**

Answers 3

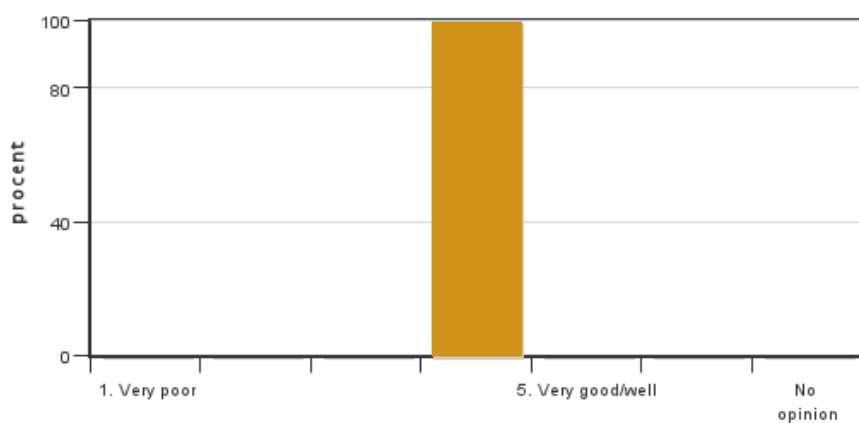
Number of students 12

Answer frequency 25 %

### Mandatory standard questions

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

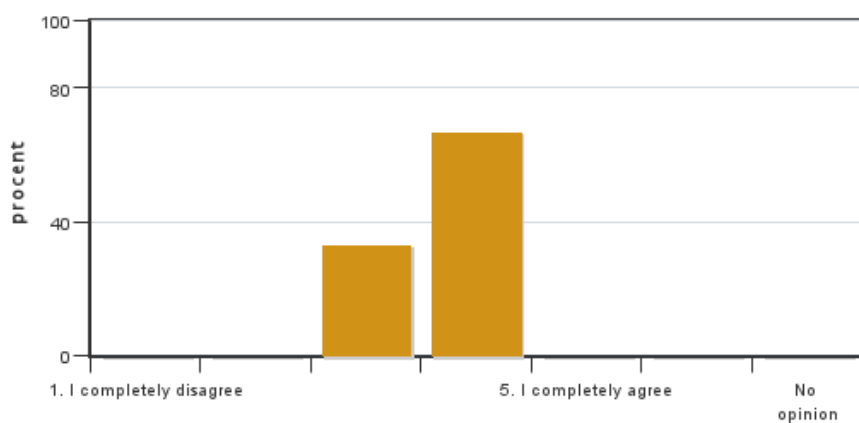


Answers: 3  
Medel: 4,0  
Median: 4

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

No opinion: 0

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



Answers: 3  
Medel: 3,7  
Median: 4

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

No opinion: 0

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

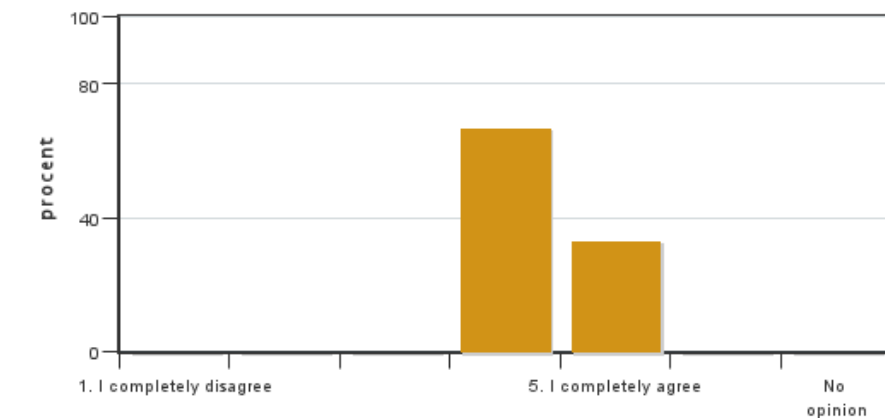


Answers: 3  
Medel: 5,0  
Median: 5

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

No opinion: 0

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

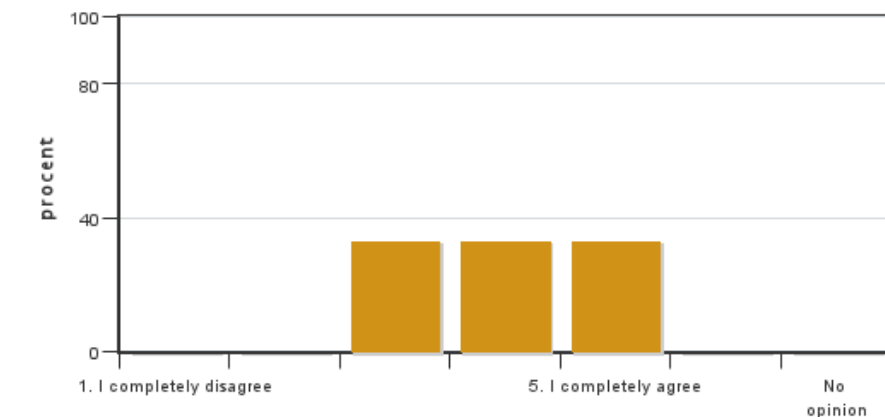


Answers: 3  
Medel: 4,3  
Median: 4

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

No opinion: 0

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

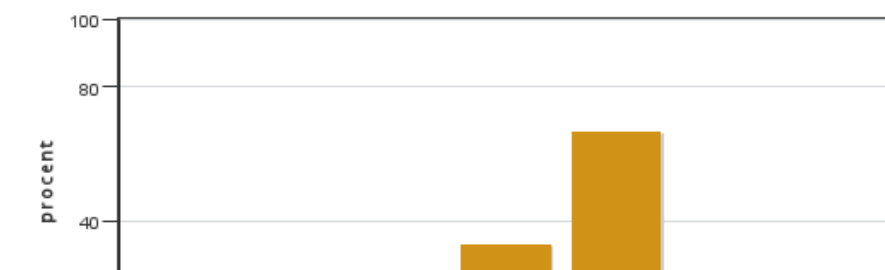


Answers: 3  
Medel: 4,0  
Median: 4

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

No opinion: 0

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

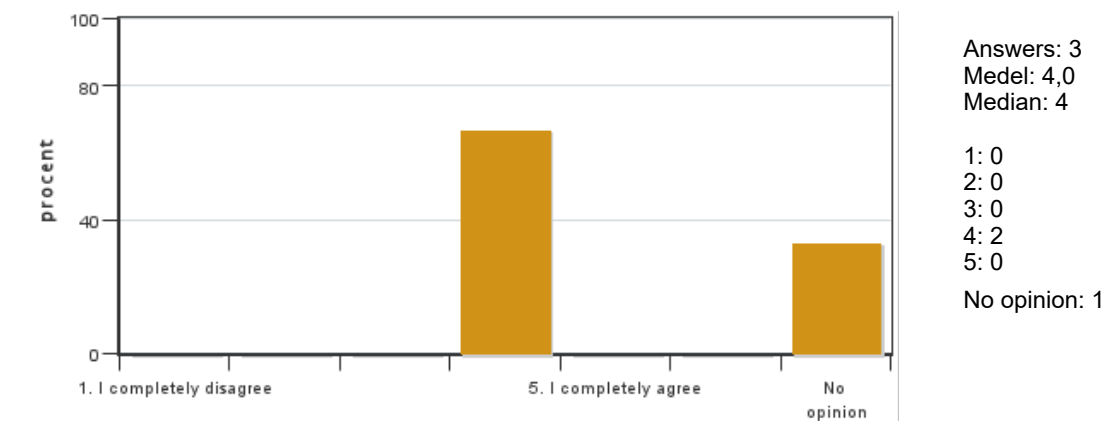


Answers: 3  
Medel: 4,7  
Median: 5

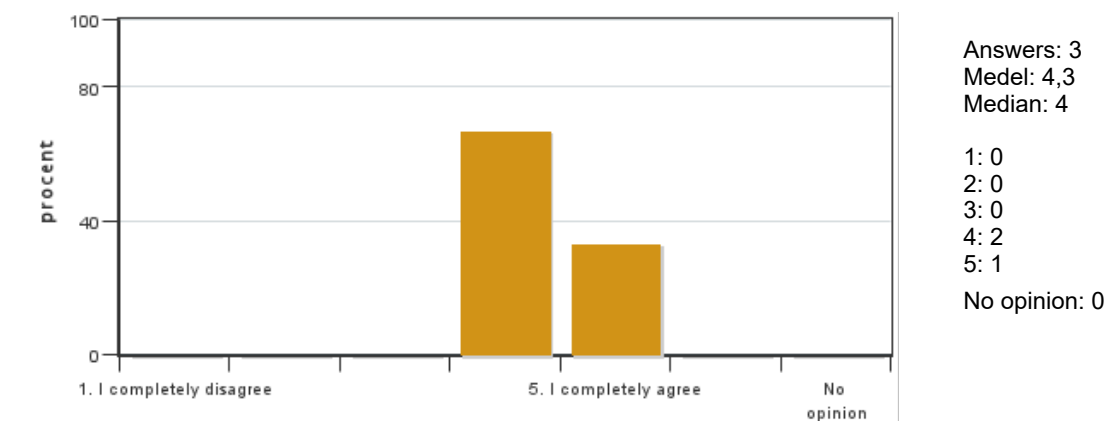
1: 0  
2: 0  
3: 0  
4: 1  
5: 2



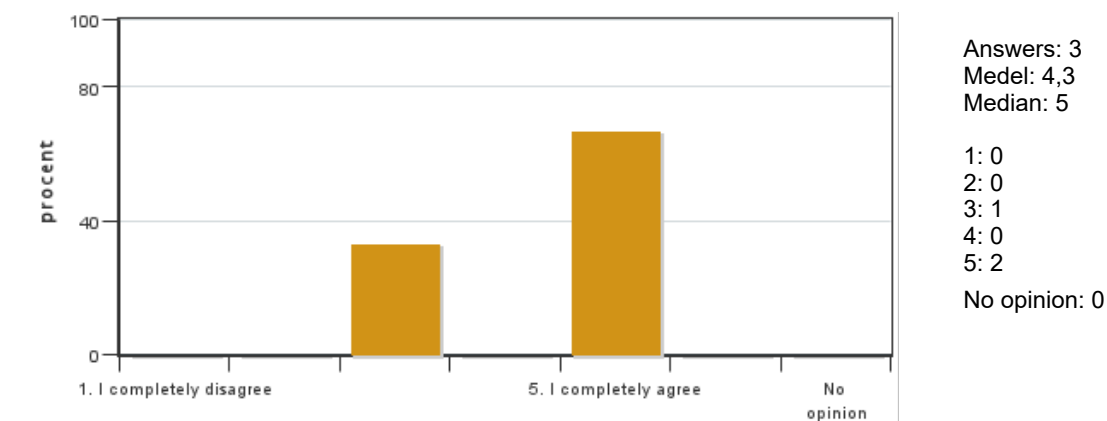
**7. The physical learning environment (facilities, equipment etc.) has been satisfactory.**



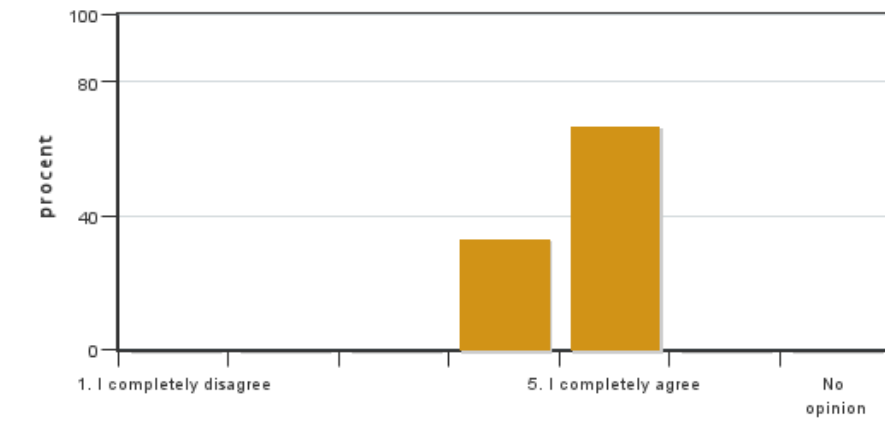
**8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).**



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



**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).**

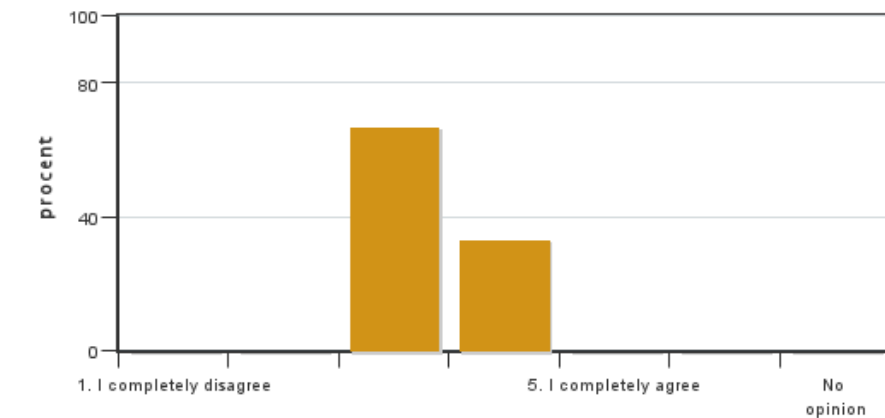


Answers: 3  
Medel: 4,7  
Median: 5

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

No opinion: 0

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

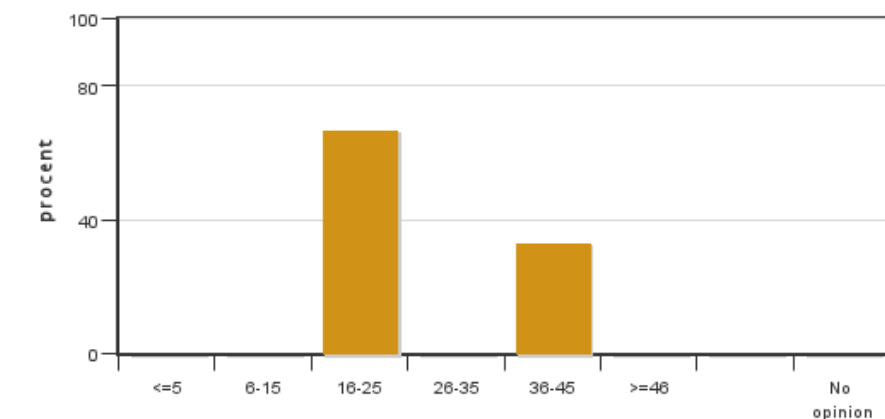


Answers: 3  
Medel: 3,3  
Median: 3

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

No opinion: 0

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

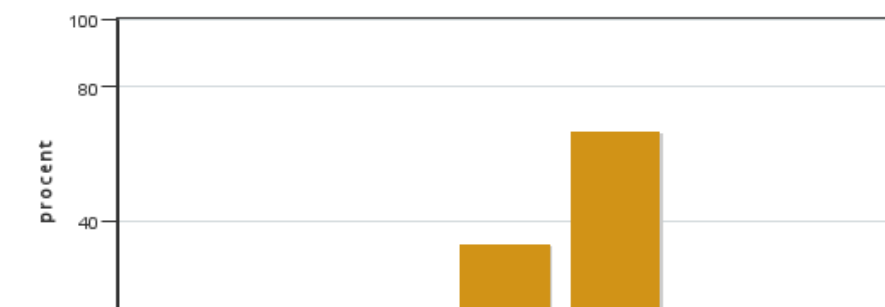


Answers: 3  
Medel: 26,7  
Median: 16-25

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

No opinion: 0

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



Answers: 3  
Medel: 4,7  
Median: 5

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

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

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This was the second time this course was given. In response to the course evaluation in 2019 we decided to decrease the number of scientific papers at the reading list from about 10 papers per topic to about six papers per topic. This reduced the work load of the students to more reasonable levels (about 20 hrs/week).

As always, it was a really nice experience to teach this course! This time, during the pandemic, it was given totally online. This worked surprisingly well. The break-out room facilities in Zoom greatly enhanced student interaction. Also the fact that the student group was quite small, might have led to more interaction among the students and with the teachers.

One of the focus areas of this course is on developing a research proposal which can be used as a starting point for the master thesis. This seems to have been greatly appreciated by the students.

After discussions with the student representative, the following adjustments will be done to the course next year:

- \* Assignments in relation to the research proposal seminars will be implemented: one focusing on problem formulation and hypothesis, one focusing on method. This will enable more in-depth feedback on the research proposals earlier in the course.

- \* The grading criteria will be revised.

Helena Hansson, course leader, 2020 12 04

## Student representatives comments

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All student appreciate the focus given to the development of the research proposal. In many cases, it helped them to build the foundation of their own master's thesis.

Many students demand more constructive feedback in the development of the research proposal, especially in the problem statement/hypothesis formulation and the methodological section.

This issue could be addressed by the addition of two brief one-page assignments, focused on the hypothesis formulation, and methods. On the other hand, the workload for the course is fair and should not be increased.

Some students would like a more guided approach to the readings (with some focal questions). In contrast, others think that the summary approach comes handy to the exam preparation.

Finally, the grading criteria is considered unbalanced since both students achieving 5 and 3 in the final exam will get a 3 if they only achieve "pass" in the term paper.