



Microeconomics and its Applications in Agricultural and Environmental Economics

NA0183, 30185.2021

15 Hp

Pace of study = 100%

Education cycle = Basic

Course leader = Ruben Hoffmann

Evaluation report

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

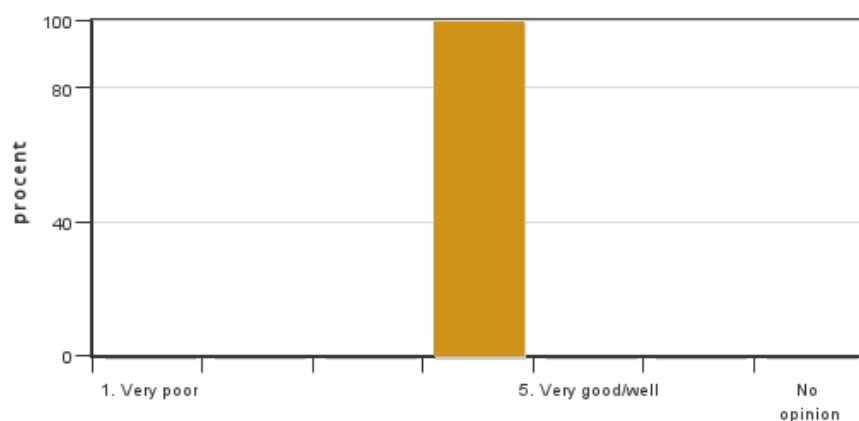
Answers 3

Number of students 10

Answer frequency 30 %

Mandatory standard questions

1. My overall impression of the course is:

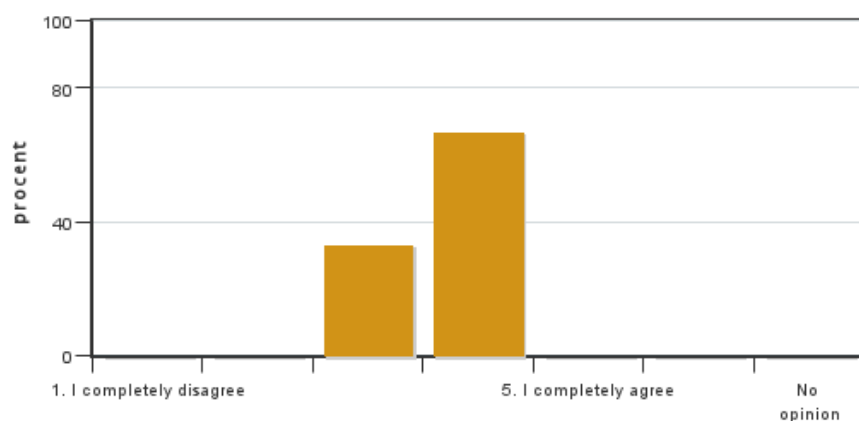


Answers: 3
Medel: 4,0
Median: 4

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.

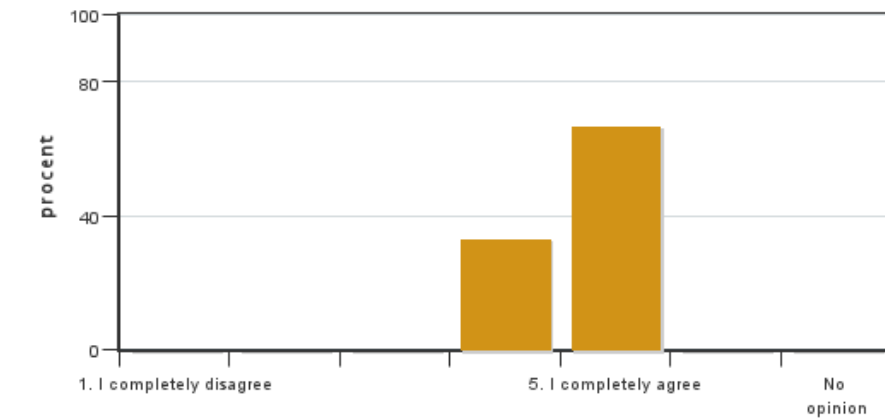


Answers: 3
Medel: 3,7
Median: 4

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.

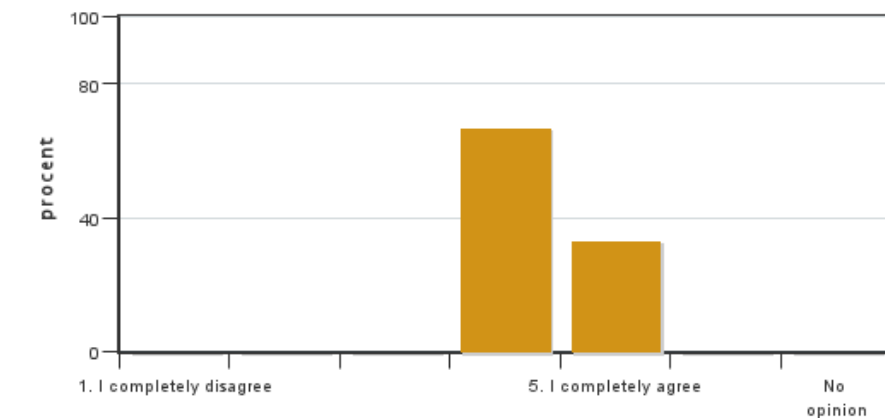


Answers: 3
Medel: 4,7
Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

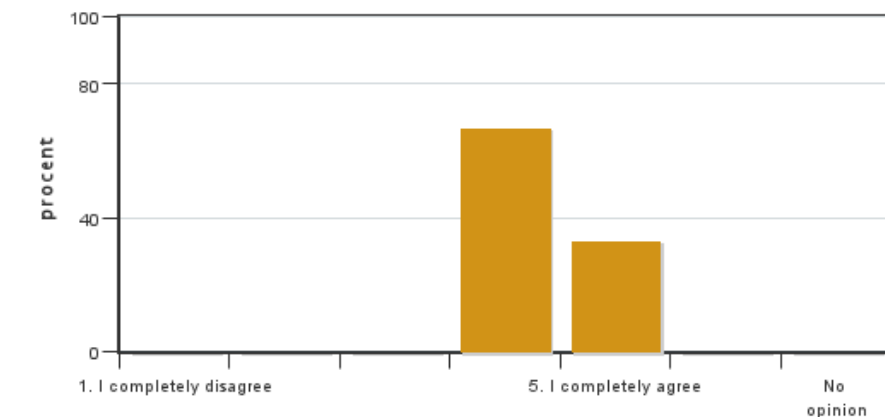


Answers: 3
Medel: 4,3
Median: 4

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: 4,3
Median: 4

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

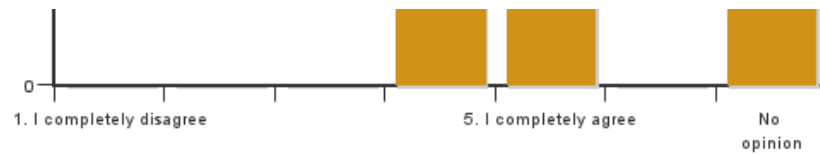
No opinion: 0

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



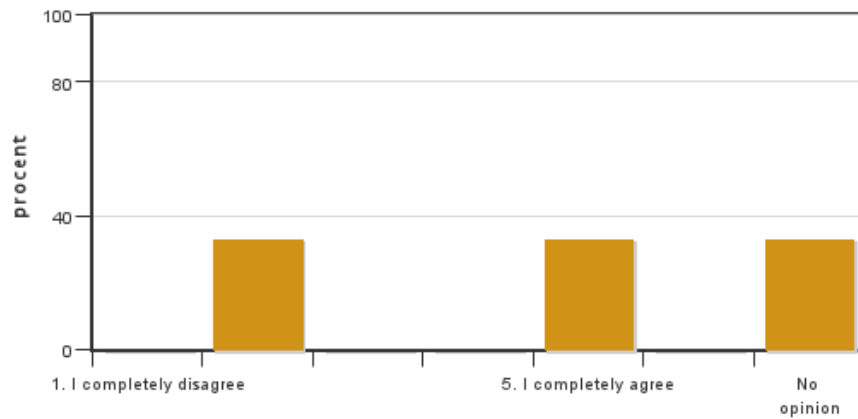
Answers: 3
Medel: 4,5
Median: 4

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



No opinion: 1

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



Answers: 3

Medel: 3,5

Median: 2

1: 0

2: 1

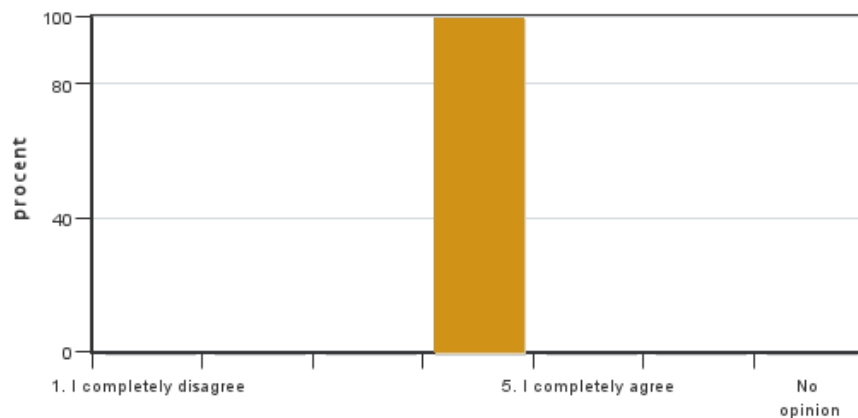
3: 0

4: 0

5: 1

No opinion: 1

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



Answers: 3

Medel: 4,0

Median: 4

1: 0

2: 0

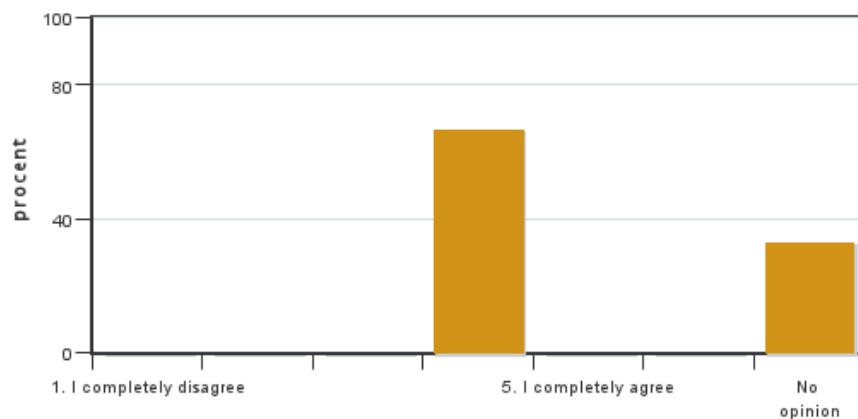
3: 0

4: 3

5: 0

No opinion: 0

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



Answers: 3

Medel: 4,0

Median: 4

1: 0

2: 0

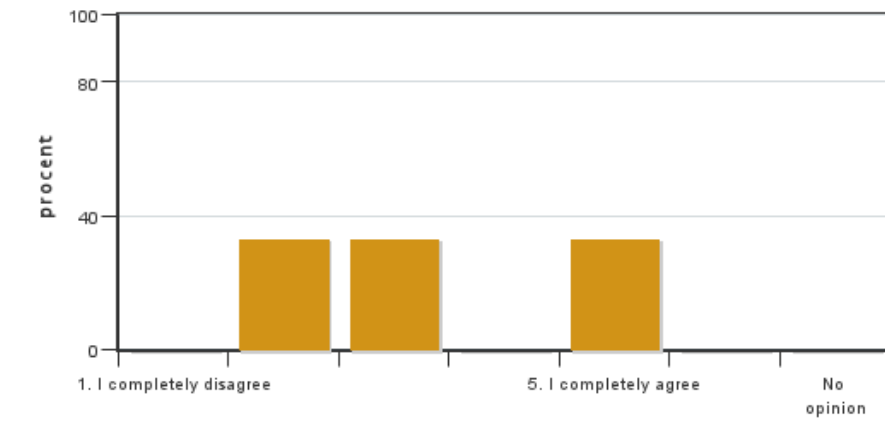
3: 0

4: 2

5: 0

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).

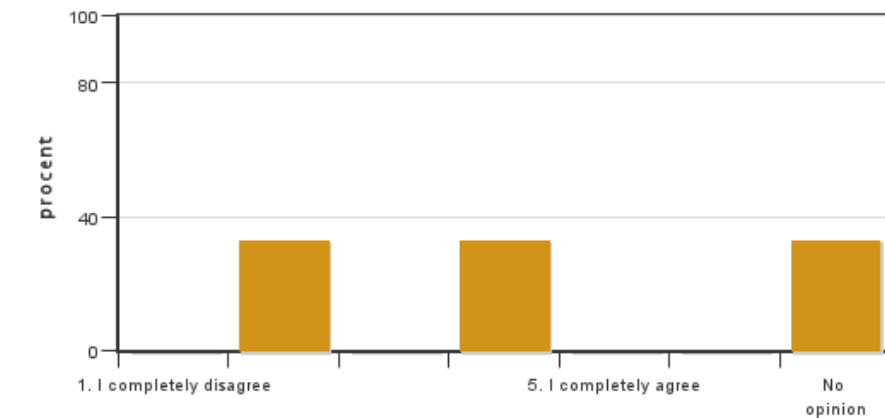


Answers: 3
Medel: 3,3
Median: 3

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

No opinion: 0

11. The course covered international perspectives.

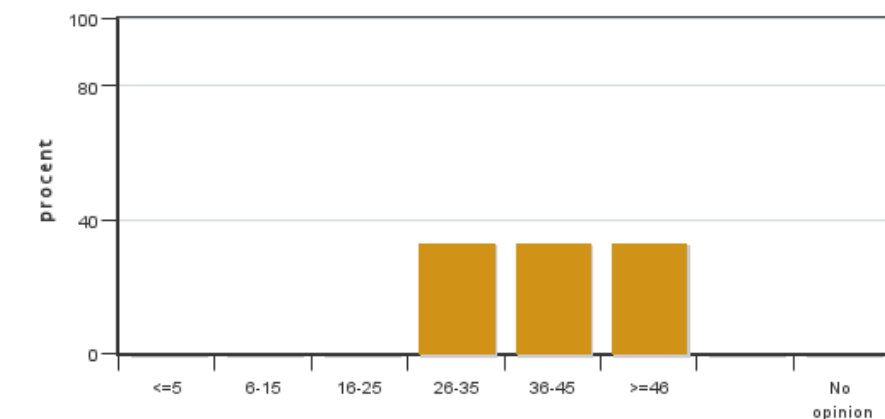


Answers: 3
Medel: 3,0
Median: 2

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

No opinion: 1

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

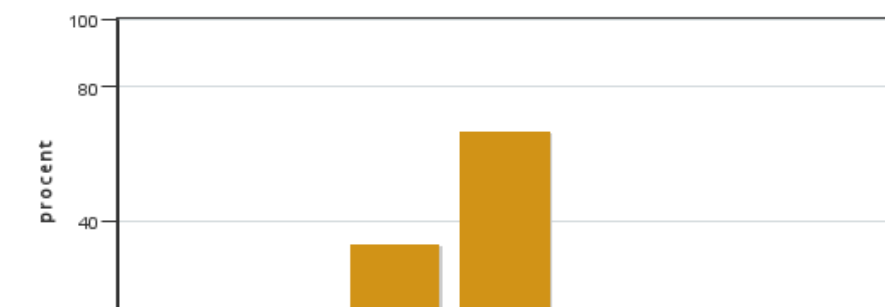


Answers: 3
Medel: 38,7
Median: 36-45

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

No opinion: 0

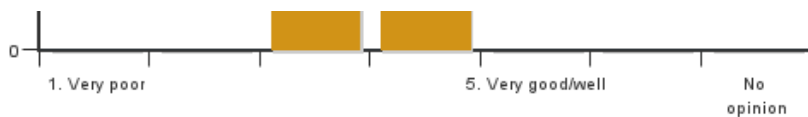
13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 3
Medel: 3,7
Median: 4

1: 0
2: 0
3: 1
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

Besides the course evaluation (only three students) I have received feedback from students during the course as well as from discussing with the student representative after the course ended. Overall students seem to perceive the course as interesting and relevant but also demanding. Due to an increase in covid cases in Uppsala just before the course started the entire course was taught online. The online teaching worked better than both I and many students had expected although many of us would have preferred to have at least part of the course on campus (especially some of the more mathematical parts). The first part of the course included frequent Q&A sessions in breakout rooms in connection to lectures. Furthermore, the exercise sessions were primarily Q&A based. Some students have emphasised that the Q&A structure was very appreciated, especially in relation to the lectures but also related to the exercises. Some students have commented that they perceived the course and the Canvas page as very well structured. The application part of the course have taken considerably more time than the part on microeconomic theory even if the credits rewarded were larger for the latter. Students also perceived the workload in the application part itself as uneven. In light of this the possibility to restructure parts of the course somewhat will be considered. Although all students have had taken some course/s in microeconomic theory their prior knowledge varied. A suggestion was to change the prerequisites of the course to specifically include a certain level of microeconomic theory (in addition to the general requirement of 60 hp in economics).

Student representatives comments

Jag har haft samtal med kursare vid flera tillfällen och diskuterat under kursens gång. Överlag upplevdes kursen som lyckad. Modul 2 i kursen med Efi kommenterades som otydlig och tidskrävande. En väldigt viktig inlärningsmoment var frågestunder och räknestugan. Bra samtal med Ruben där vi diskuterade hur man kan utveckla kursen från studenternas perspektiv.