



## Introduction to environmental communication - Society, social interaction and communicative skills

### MX0115, 10233.2021

15 Hp

Pace of study = 100%

Education cycle = Advanced

## Evaluation report

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

Answers 22

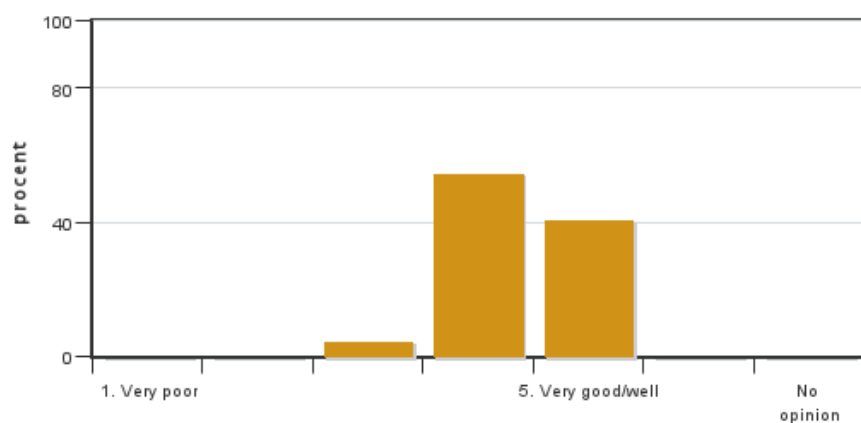
Number of students 35

Answer frequency 62 %

## Mandatory standard questions

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



Answers: 22

Medel: 4,4

Median: 4

1: 0

2: 0

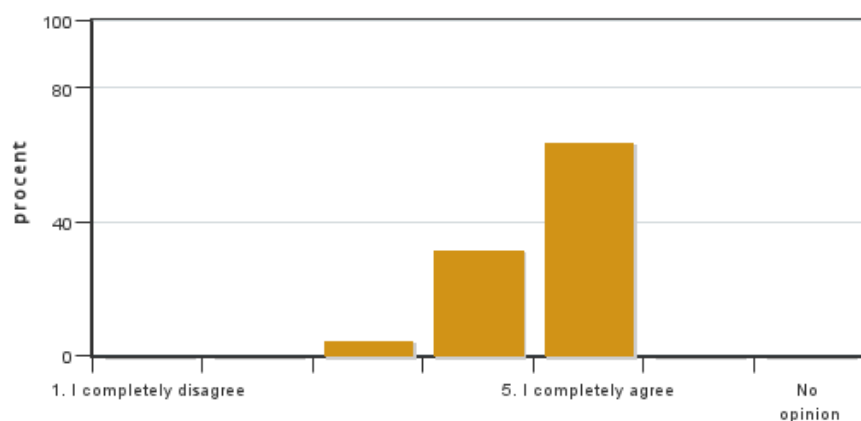
3: 1

4: 12

5: 9

No opinion: 0

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



Answers: 22

Medel: 4,6

Median: 5

1: 0

2: 0

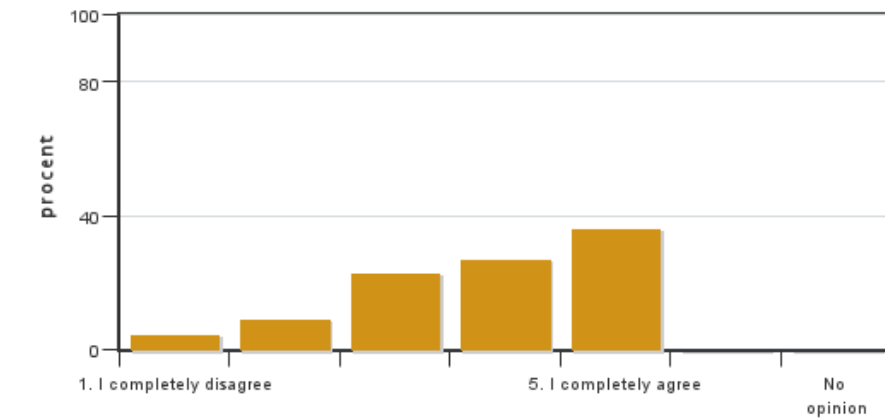
3: 1

4: 7

5: 14

No opinion: 0

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



Answers: 22

Medel: 3,8

Median: 4

1: 1

2: 2

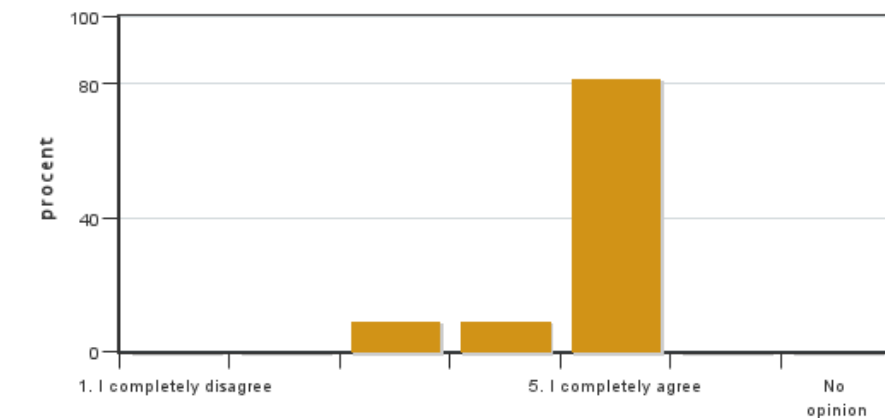
3: 5

4: 6

5: 8

No opinion: 0

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



Answers: 22

Medel: 4,7

Median: 5

1: 0

2: 0

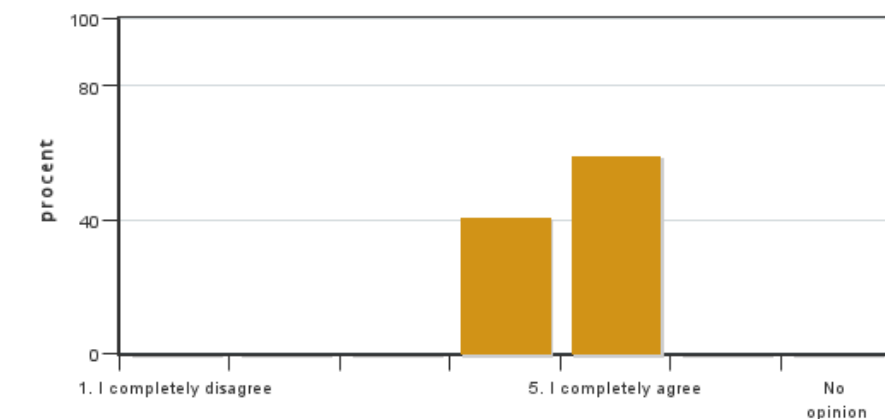
3: 2

4: 2

5: 18

No opinion: 0

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



Answers: 22

Medel: 4,6

Median: 5

1: 0

2: 0

3: 0

4: 9

5: 13

No opinion: 0

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



Answers: 22

Medel: 4,8

Median: 5

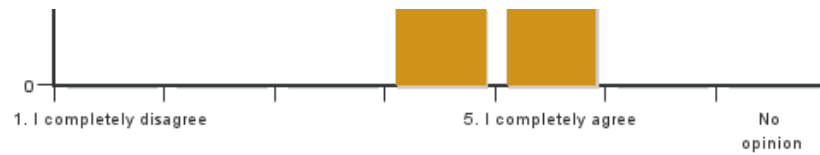
1: 0

2: 0

3: 0

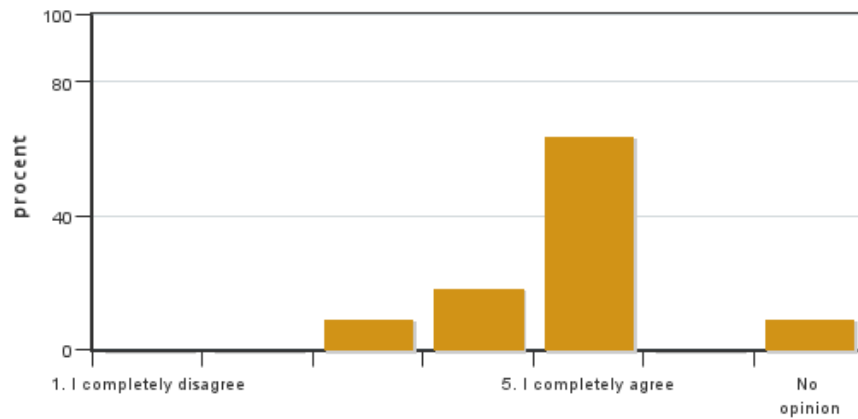
4: 5

5: 17



No opinion: 0

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



Answers: 22

Medel: 4,6

Median: 5

1: 0

2: 0

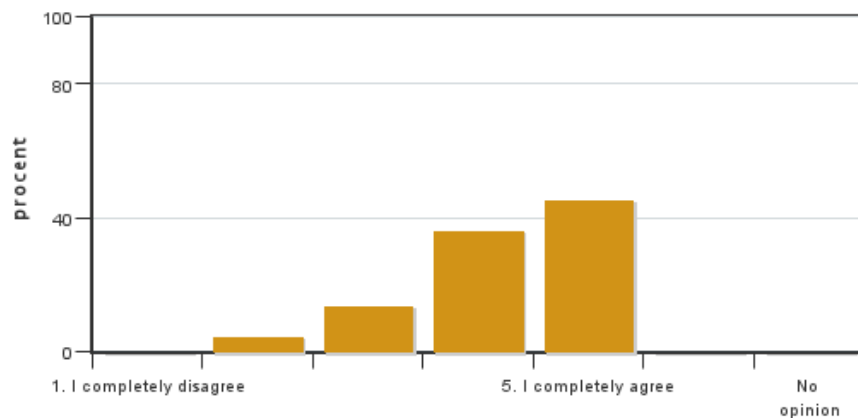
3: 2

4: 4

5: 14

No opinion: 2

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



Answers: 22

Medel: 4,2

Median: 4

1: 0

2: 1

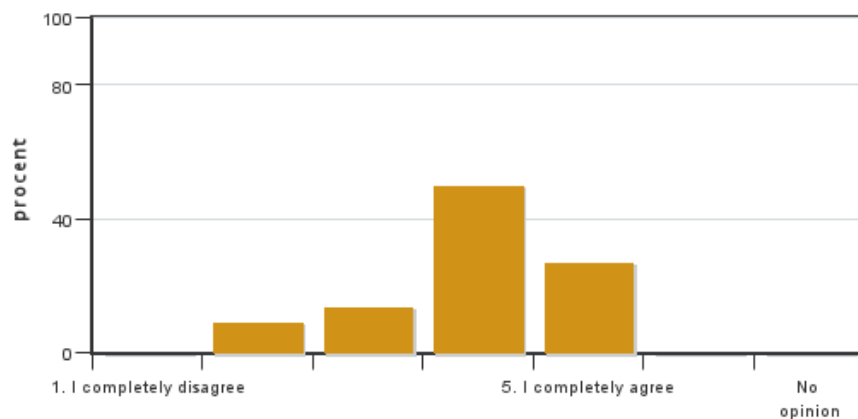
3: 3

4: 8

5: 10

No opinion: 0

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



Answers: 22

Medel: 4,0

Median: 4

1: 0

2: 2

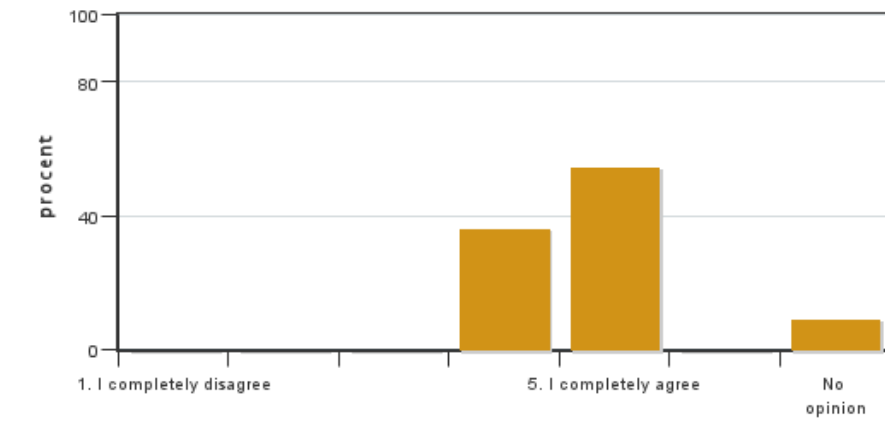
3: 3

4: 11

5: 6

No opinion: 0

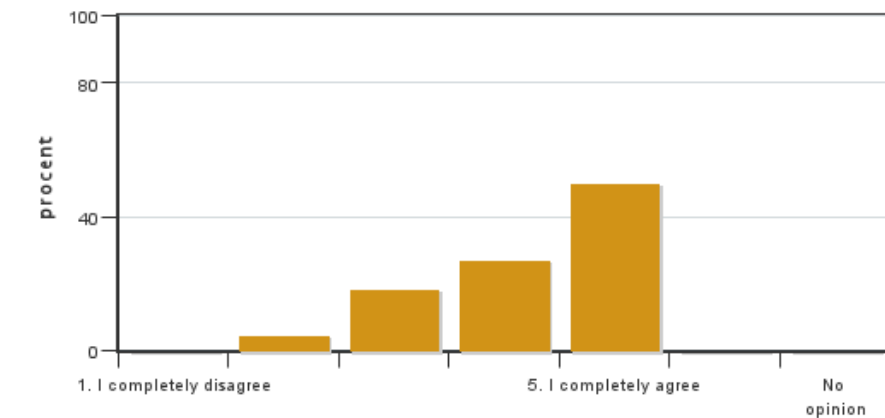
**10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).**



Answers: 22  
Medel: 4,6  
Median: 5

1: 0  
2: 0  
3: 0  
4: 8  
5: 12  
No opinion: 2

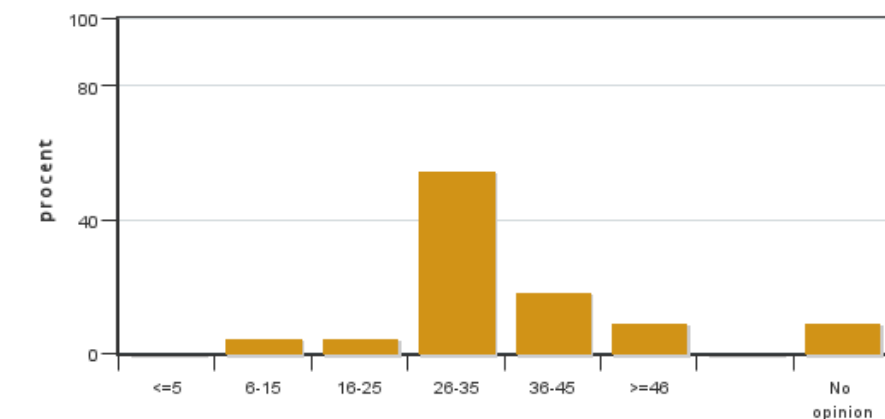
**11. The course covered international perspectives.**



Answers: 22  
Medel: 4,2  
Median: 4

1: 0  
2: 1  
3: 4  
4: 6  
5: 11  
No opinion: 0

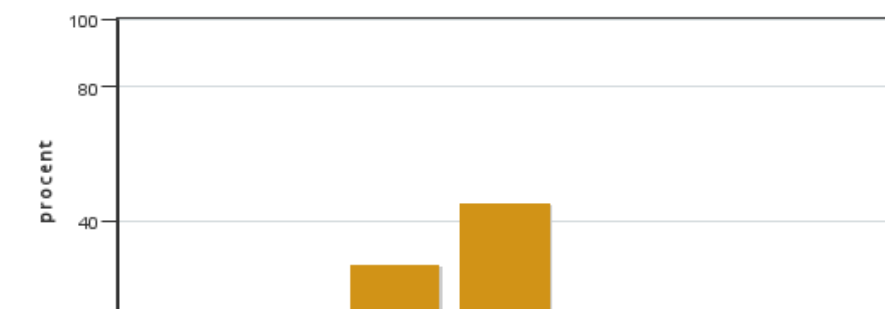
**12. On average, I have spent ... hours/week on the course (including timetabled hours).**



Answers: 22  
Medel: 32,1  
Median: 26-35

≤5: 0  
6-15: 1  
16-25: 1  
26-35: 12  
36-45: 4  
≥46: 2  
No opinion: 2

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



Answers: 22  
Medel: 3,5  
Median: 4

1: 1  
2: 2  
3: 6  
4: 10  
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

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### General notes on things to improve from meeting with teachers:

- Try to edit even more the content of the 2 first weeks.
- Make more explicit the use of annotated bibliographies in assignments
- Provide more guidance for field diary in film week
- Include different roles/role play in facilitation week.
- Improve content input on story telling for Research Lab. See Mistra project.

### Notes from final discussion with students

What have I enjoyed the most during the course?

- Film week, creativity, helpful and interesting discussion in breakout groups
- Getting to know each other and different backgrounds and group work – good that it is not just listening to lectures; nice to share thoughts to start thinking in a different way
- All practical parts were very helpful to understand the theories
- Easy to learn from each other
- Interactivity, group works, theory and practice balance, mix of teachers (refreshing)
- Balance of hands on exercises and lectures was really good. 'never experienced it this way before' – we are excited to learn more.
- Film week
- Johanna wants to argue that they got the chance to facilitate – if it had been only theoretical through lectures and reading, we would not have the same understanding. When we were supposed to choose methods we did not have time to read about those methods. So we just chose all the same – could have been more interesting if we had used role play or something like that.
- Everyone became the chance to raise their voice and it was special for some of the class
- I appreciate that everyone got a voice and we were not just a number and we had a say in what we wanted or not wanted to learn – it was very personal

What have I enjoyed the least/has been the most difficult during the course?

- Reading social science is difficult if you have a background in natural science. Different countries but same background is also difficult to make yourself be understood. It is a different way to think. In natural background you have 'facts' and in the social science it is about how you understand different aspects, phenomena etc.
- Literature groups had a lot of different views and opinions and then it was hard to learn from each other in the short amount on time – text were a lot and long, discussions were very deep trying to understand a small part of the text (but that is very valuable!); a lot of time is spent on the delegation of group roles and tasks and then we have different levels of engagement; sometimes people talking crossed topics
- Zoom was annoying but still well handled
- Too little reflection on the theories before writing the ARP, more time on the specific theories and concepts – when researching on my own I found different views on the topics and theories – more time
- Facilitation days were too crowded on two days – they all ended up having the same design
- Facilitation week was too general – just dropping ideas and stating ones opinion – it was more moderation than facilitation – a role play would have been more helpful

What did I expect to learn which I didn't?

- Real cases of environmental communication (example mentioned was 'campaigns' – shows the understanding of EC from the students?!)
- Environmental issues were not really introduced (we are not gonna explain climate change for example)
- Facilitation week – it was like a debate but it was too little time to actually dive into the topic
- We did not do anything on management

What could have contributed more to the learning environment of the course?

- In person session obviously

What have I enjoyed most?

- Film week was the most fun; because we had an actual film maker to help us (Tessa)

Others

- Annotated bibliographies: Have we just submitted something to submit something? Maybe have more time to discuss
- Scheduled time for literature groups!

Self Reflection

How did I contribute to the learning environment?

- Having our camera on, by participating, sharing my thoughts and opinions
- Being open and curious about other peoples' perspectives
- Respectful atmosphere

We miss lunch breaks!

What helped/supported me in my learning process?

- Code of conduct and knowing that there is no judgement

What limited our learning?

- Different geographical backgrounds, using English full time difficult in the beginning

How could I have contributed more?

- Be even more active; it did not feel too comfortable to speak up on zoom

## **Student representatives comments**

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### **Course Representative Evaluation**

**Introduction to environmental communication - Society, social interaction and communicative skills MX0115 -**

#### **General Comments**

- **The course was perceived to be well organised, with files and classes easy to access**
- **There was a mixed feeling about zoom.**

#### **Group Work**

**I see why we have a lot of groupwork and I know that we can also directly apply what we learn about communication to our group works but I feel that the work ethics vary a lot in the group members and I don't really know what to do about it. I just got a bit frustrated when I had to do a small extra essay to compensate for a group activity I missed because I was sick. I'm not against compensating in general it just felt unfair when I looked back at so many group works where other group members and I had to do so much extra work because some didn't show up, participate or were frankly not motivated at all. (4)**

→ Participation in discussions and group work is not ideal. Some people barely participate in any discussions.

→ The learning style of the literature groups was really beneficial to all students. But as the annotated bibliographies are not marked or assessed, there should not be a 'make up assignment' or similar if they are late or uncompleted. By making parts mandatory, some students feel like they take the slack created by less active students which is unfair. This kind of group learning should be able to benefit all (even those who 'freeride') but it shouldn't be seen as a punishment or burden for any individual who is doing the work.

## Exam

Especially for the home exam I felt that the word limit was very restricting. Explaining 3 different topics, using literature, our own examples, reflecting and doing all these things in depth and critically in order to get a 5 was

really difficult while sticking to the word limit. (4)

→ Several comments about the word limit being too low and the ARP and Home exam being too similar

→ The different questions were hard to link together and remain within the word limit. To be able to link certain aspects together required a solid understanding of the topic. Thus, students with a basic understanding were unable to formulate the essay in the instructed way - eg. essay style, not question/answer.

→ Maybe include a case study aspect to one assignment so students can apply theories they are taught to a subject that most interests them.

## Content of Lessons

Even though I would have wished to have more real-life examples & learn more about actual sustainability issues and communication cases in connection to that (4)

→ Several comments asking for more real-life examples, e.g. communication artefacts

→ Students were looking for a more directly environmentally (or broader SDG) linked examples - maybe ask people to bring their own examples to work.

→ The facilitation week was very interesting in content but the practical aspects ended up more as a debate than a facilitation exercise. Maybe consider having a role play style exercise where we are given a narrative and people are assigned different actors - the story about the town in Sweden would work well for this

## Online learning

I think the lessons/lectures could have more breaks/be shorter. It is much harder to keep focus on Zoom than in a real classroom.

→ The break out rooms are generally appreciated, however some students mention that the groups are sometimes too big and that there's not enough time to discuss. Apart from that the break out rooms give the more quiet students the chance to voice their opinions and take part in discussions.

→ For some students, it's hard to concentrate and follow the lectures on Zoom. It is important to have enough breaks in between and clearly communicate about it. Speaking up on Zoom is challenging for some students