



Engaging critically with environmental governance practices MX0149, 40110.2021

15 Hp

Pace of study = 100%

Education cycle = Advanced

Evaluation report

Evaluation period: 2021-05-30 - 2021-06-20

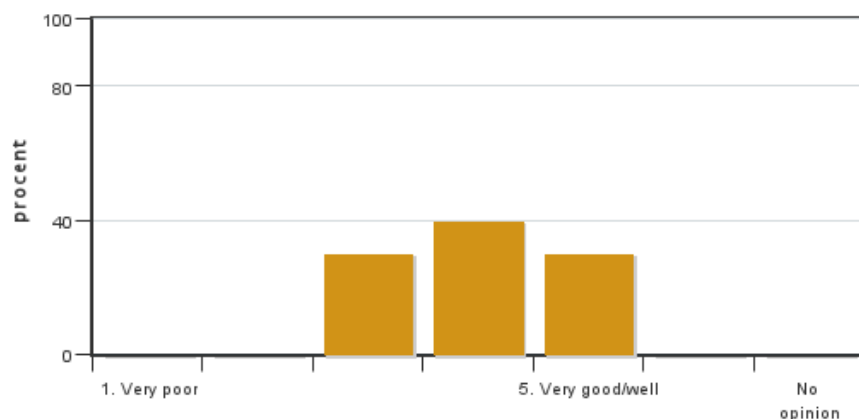
Answers 10

Number of students 25

Answer frequency 40 %

Mandatory standard questions

1. My overall impression of the course is:

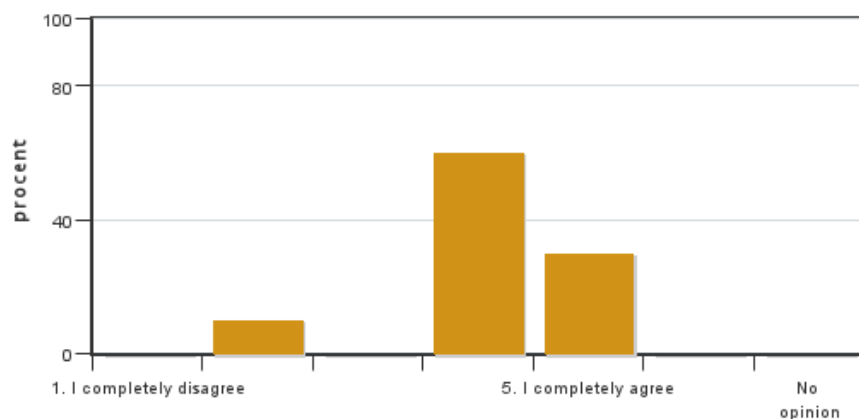


Answers: 10
Medel: 4,0
Median: 4

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

No opinion: 0

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

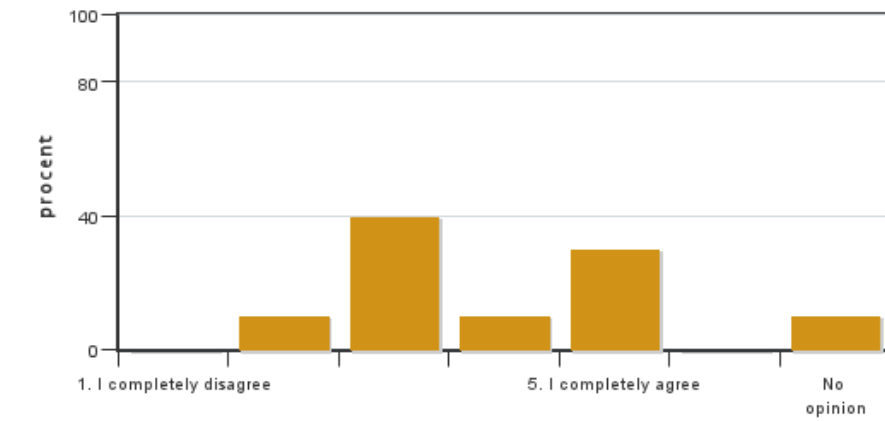


Answers: 10
Medel: 4,1
Median: 4

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

No opinion: 0

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

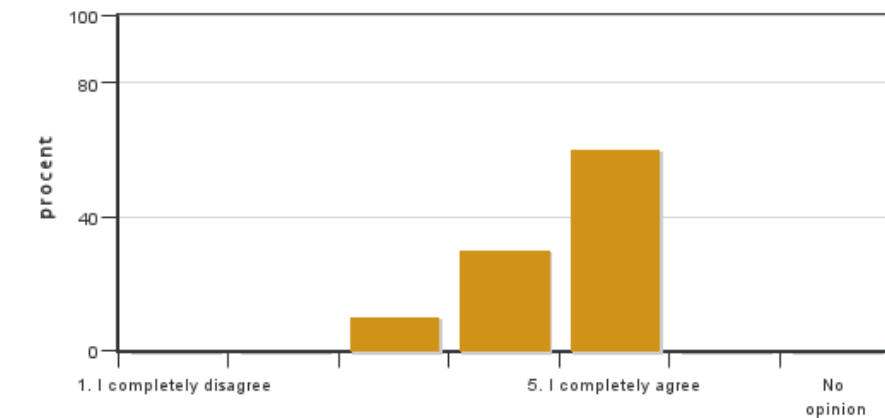


Answers: 10
Medel: 3,7
Median: 3

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

No opinion: 1

4. The information about the course was easily accessible.

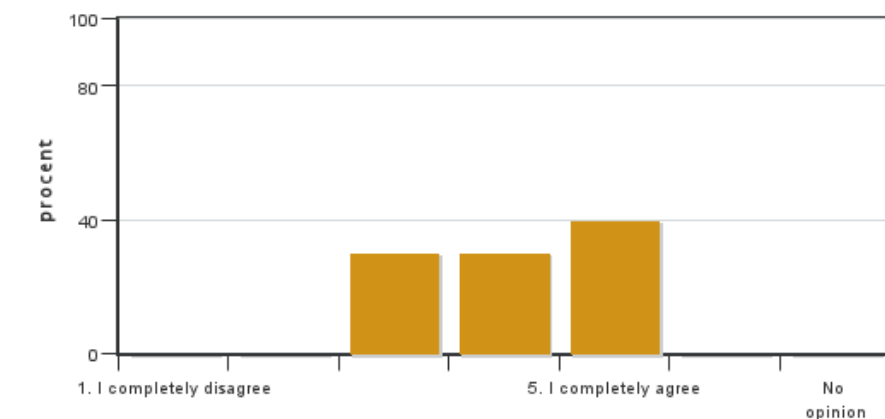


Answers: 10
Medel: 4,5
Median: 5

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

No opinion: 0

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

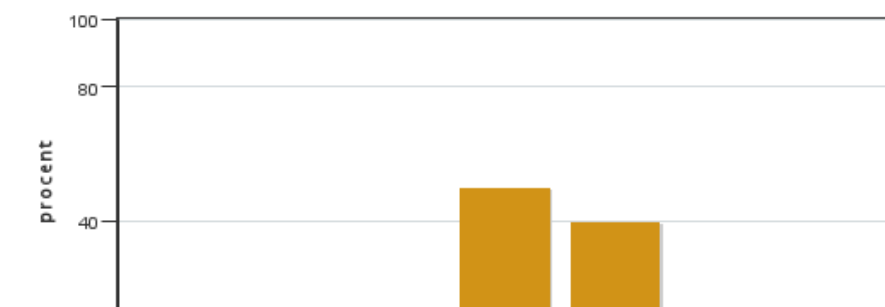


Answers: 10
Medel: 4,1
Median: 4

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

No opinion: 0

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



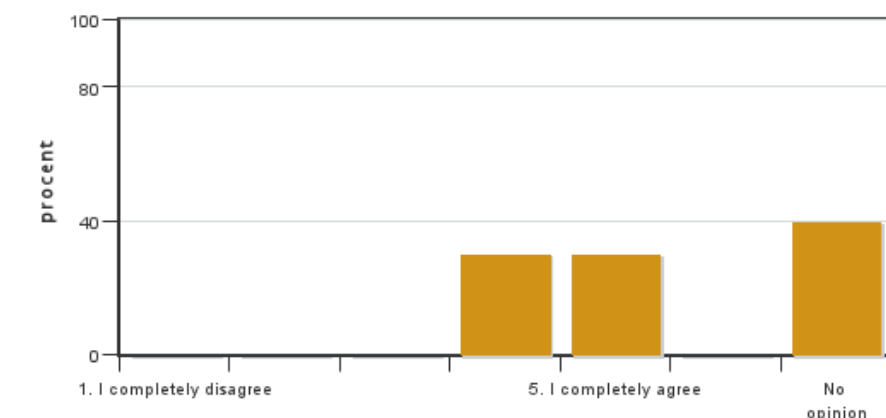
Answers: 10
Medel: 4,4
Median: 4

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

No opinion: 1



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

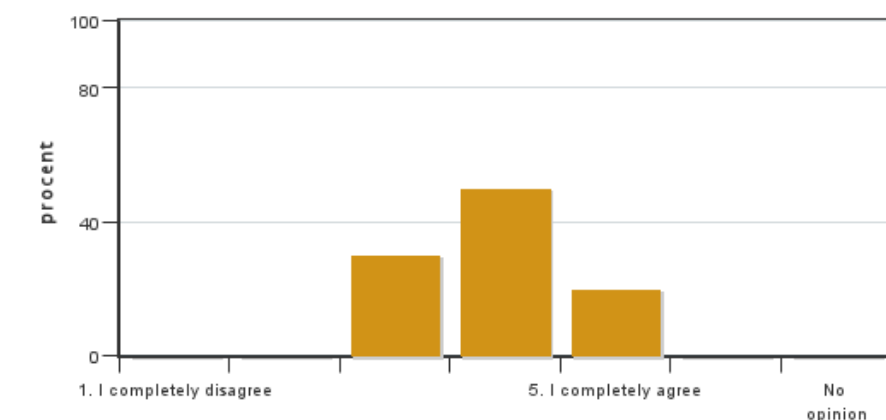


Answers: 10
Medel: 4,5
Median: 4

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

No opinion: 4

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

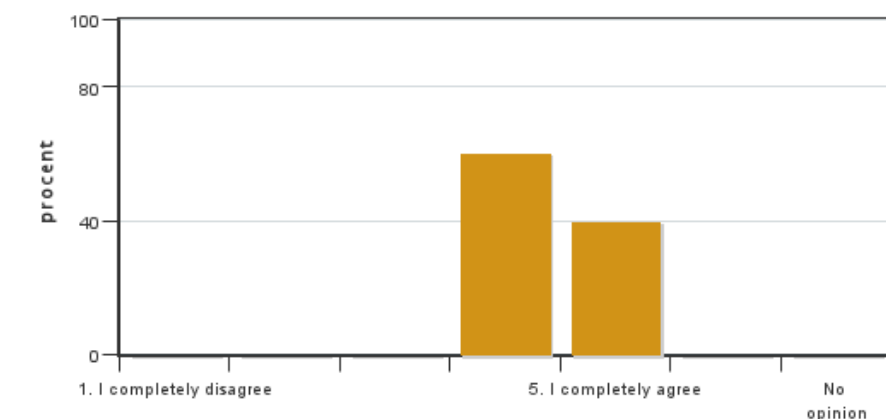


Answers: 10
Medel: 3,9
Median: 4

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

No opinion: 0

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

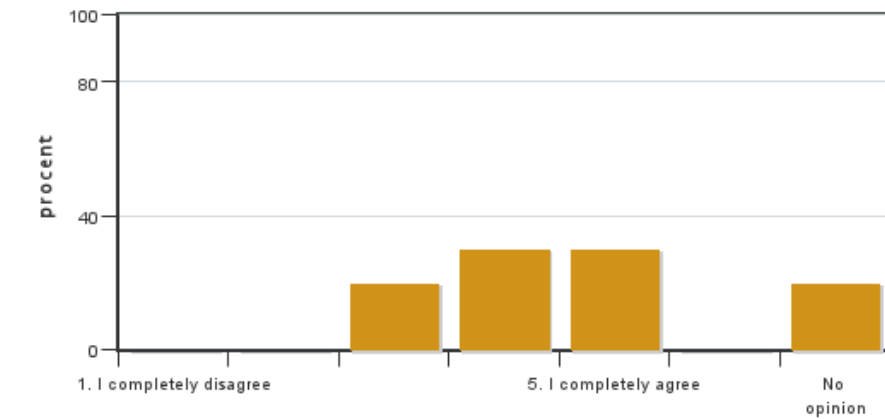


Answers: 10
Medel: 4,4
Median: 4

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

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).

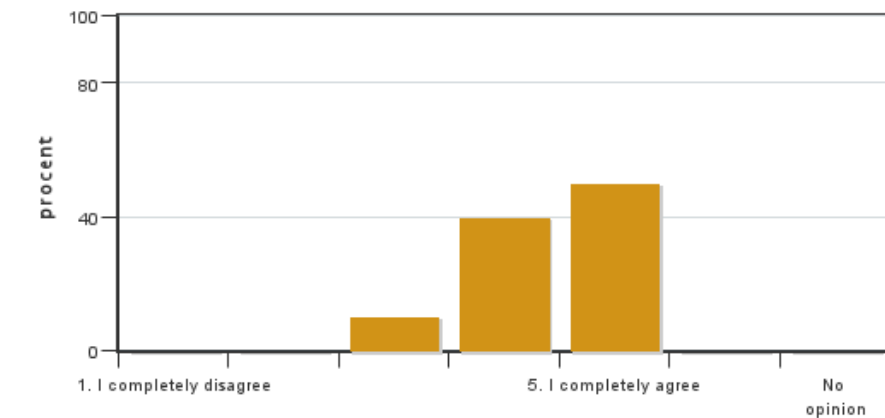


Answers: 10
Medel: 4,1
Median: 4

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

No opinion: 2

11. The course covered international perspectives.

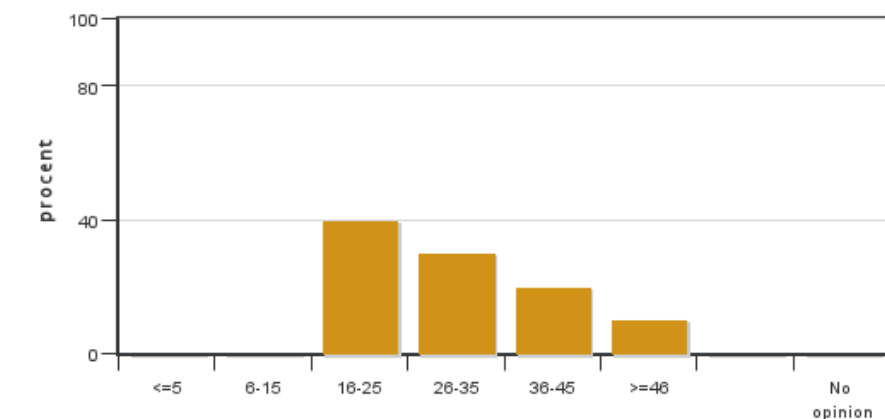


Answers: 10
Medel: 4,4
Median: 4

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

No opinion: 0

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

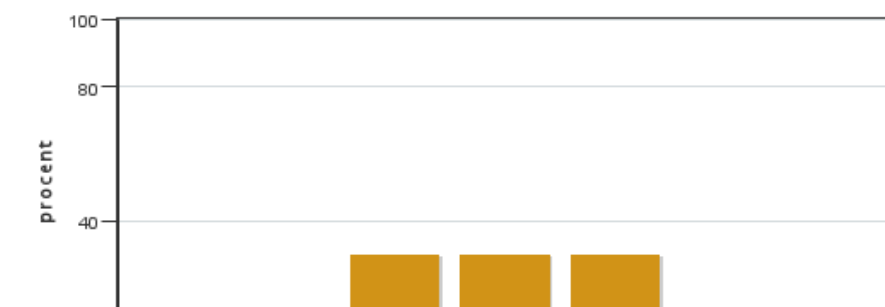


Answers: 10
Medel: 29,6
Median: 26-35

≤5: 0
6-15: 0
16-25: 4
26-35: 3
36-45: 2
≥46: 1

No opinion: 0

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



Answers: 10
Medel: 3,8
Median: 4

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

Teachers comment to the evaluation of course “Engaging critically with environmental governance practices” (MX0149)

Only 40% of the course participants answered the questionnaire, but the answers reflect the discussion at the oral course evaluation, which makes us (teachers) believe that the questionnaire reflects general impressions of the course.

In connection with the course being moved from period 2 to period 4 within year one of the ECM program, it was also redesigned. The relatively high figure for the course as a whole (4) shows that the changes have fulfilled the intended purposes. Students generally appreciate the combination of theory and practice (ie application of the theories to concrete cases), they find course valuable in many ways and appreciate most of the course elements.

Of course, the evaluation also points to a number of possibilities for improvement. The ones that are most important to address are aspects within modules 1 and 2, where students generally express that they need more teacher support. We are now working on reviewing how we can achieve this with the help of more lessons and exercises, both to make students feel they master the theories presented during the course and to give them ideas and guidance on how to design the stakeholder workshops that finalise their project work. We will also reduce the number and change the forms of examinations in order to make it easier for the students to realise their value.

Student representatives comments

Overall comments

Overall, the students described the course to be interesting and fun, due to new theoretical concepts and the analysis of very different governance cases (based on the students interest). Nevertheless, some students commented that the course seemed to be at some times like a repetition of the course “conflict, democracy and facilitation”, which could lead that some students (out of the ECM programme) would have a better background knowledge than others.

Lectures and workshops

Lectures as well as workshops were valuable for the students, filled with interesting content. Especially the real-life examples discussed in the course were seen as particularly useful. Furthermore, students mentioned that the teachers were very open to answer questions as well as adjusting the course content on the needs and wishes of the students. It was mentioned by one student, that it felt difficult to become an expert in every of the presented theoretical concepts.

Home exams

In general, the home exams were described as an opportunity to demonstrate what had been learned during the course. Also, the teachers were always open to clarifications and offered Q&A sessions. The design of some of the home exam tasks was criticised by the students, which was very positively received by the teachers and will therefore be included in the new course design for the coming year.

Project work

The project work was described as generally positive, as the projects could be chosen according to personal interests on the one hand and on the other hand formed a place for mutual exchange. Criticism of the project work came up firstly because the course content in the project work had overlaps with the previous course from the ECM programme and secondly because there was a general zoom fatigue, which meant that some students could no longer contribute as they otherwise would have done. However, the latter point can be explained by the Corona situation, as otherwise the entire group work could have taken place in real-life.

Online

As already described above, there was a general zoom fatigue at the end of the course year of the ECM programme, and students often express the wish to finally be able to come back to the university. What was described as positive about the online teaching was that long commutes could be saved and that there was greater flexibility. Furthermore, it was praised that in this course in particular, breakout rooms worked well and discussions could take place that might not have worked in larger courses. It was also commended that the teachers promoted interactive discussion. Nevertheless, it was described that through Zoom, communication and interaction generally took place differently than in real-life, that some participants lacked human contact and were tired of Zoom.