



Making sustainable futures - An introduction to futures studies and scenario techniques

MX0150, 10302.2021

7.5 Hp

Pace of study = 45%

Education cycle = Advanced

Evaluation report

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

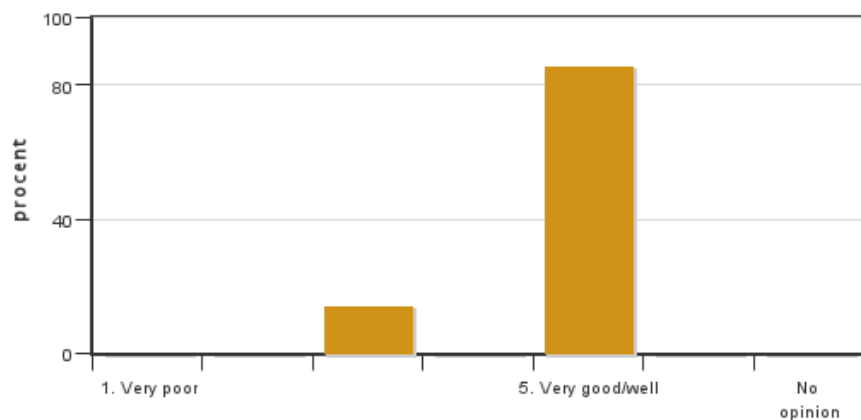
Answers 7

Number of students 19

Answer frequency 36 %

Mandatory standard questions

1. My overall impression of the course is:

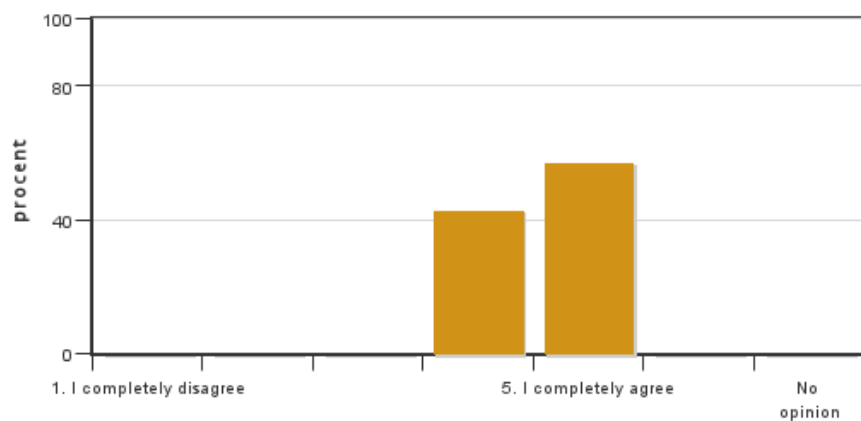


Answers: 7
Medel: 4,7
Median: 5

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

No opinion: 0

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

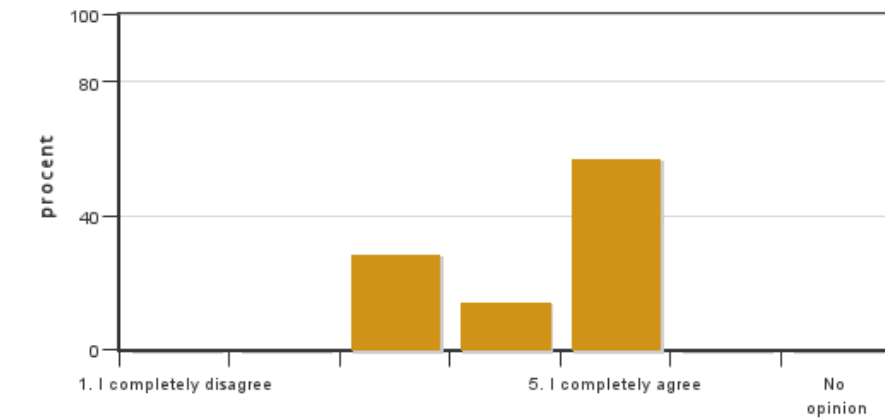


Answers: 7
Medel: 4,6
Median: 5

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

No opinion: 0

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

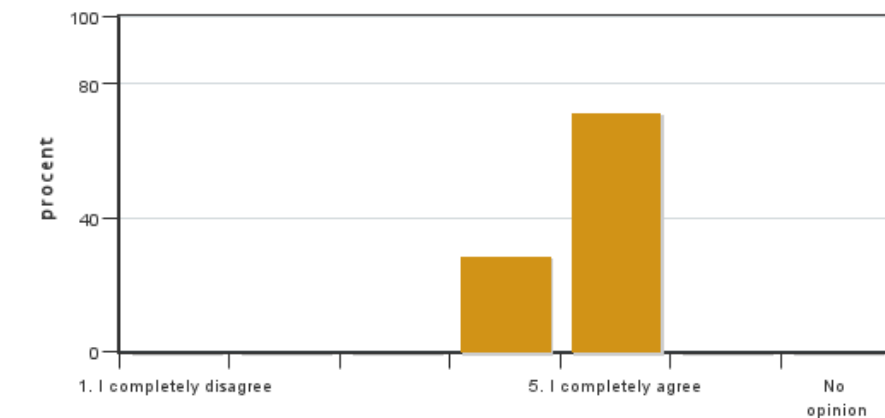


Answers: 7
Medel: 4,3
Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

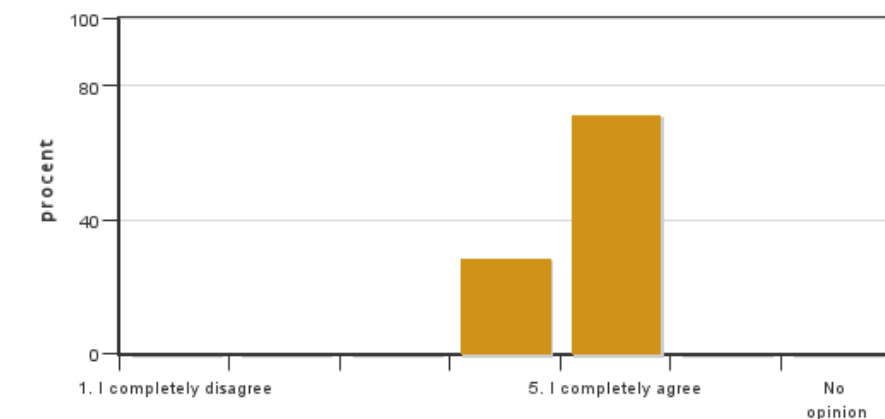


Answers: 7
Medel: 4,7
Median: 5

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

No opinion: 0

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



Answers: 7
Medel: 4,7
Median: 5

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

No opinion: 0

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

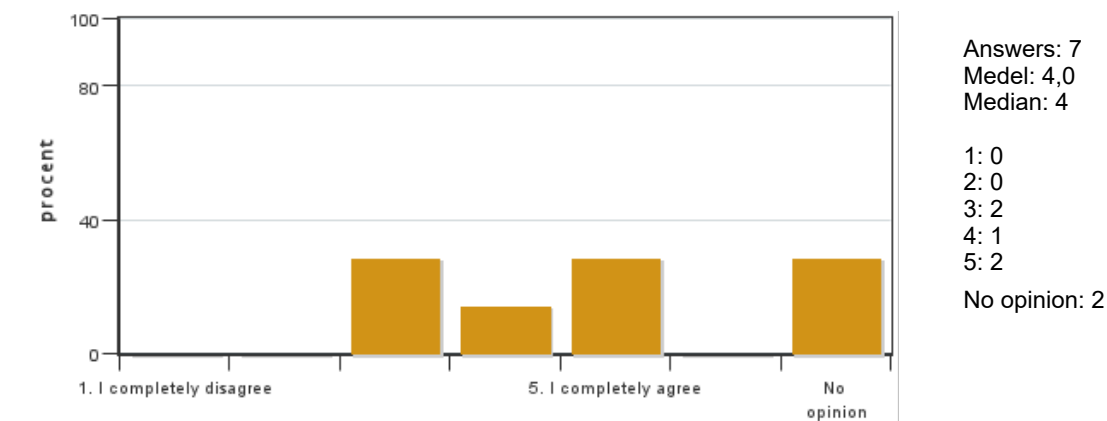


Answers: 7
Medel: 4,7
Median: 5

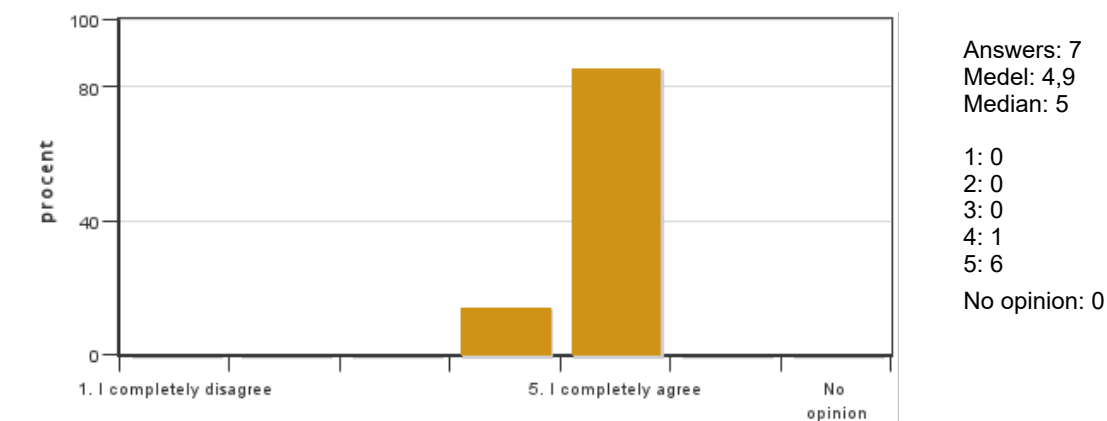
1: 0
2: 0
3: 0
4: 2
5: 5



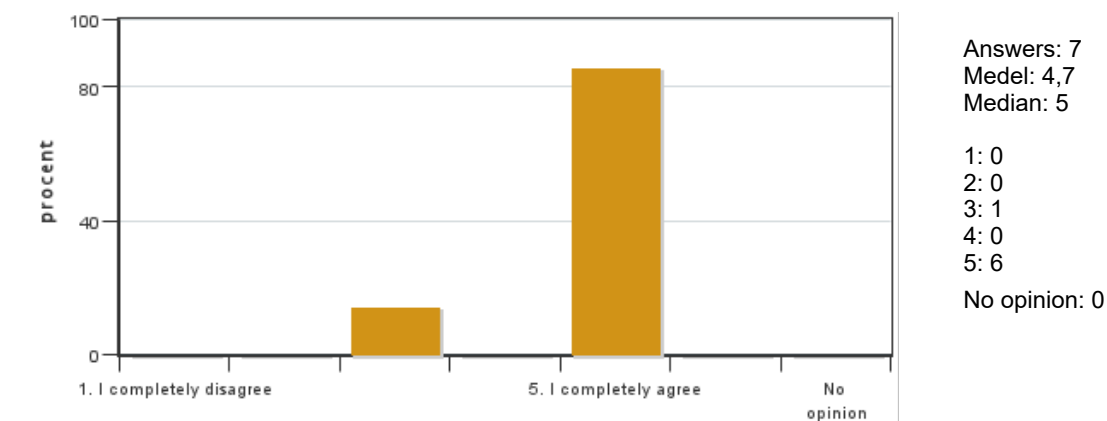
7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



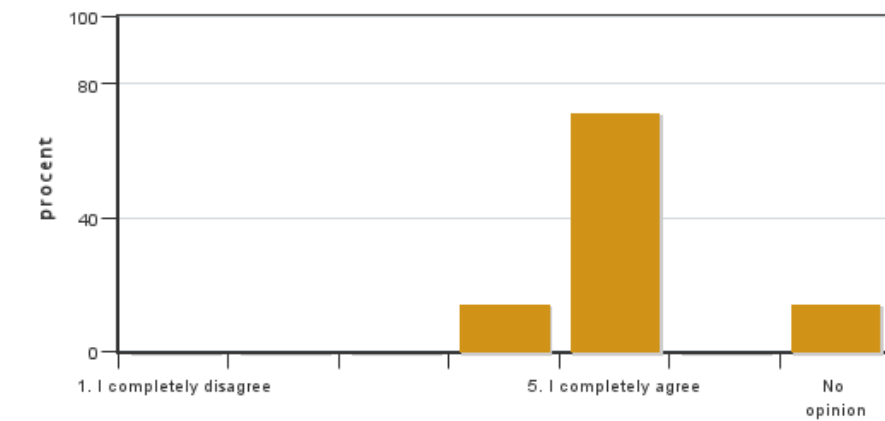
8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



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).

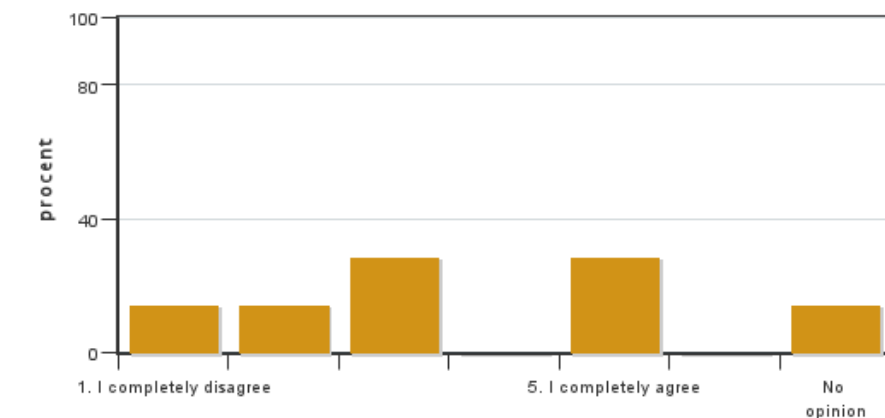


Answers: 7
 Medel: 4,8
 Median: 5

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

No opinion: 1

11. The course covered international perspectives.

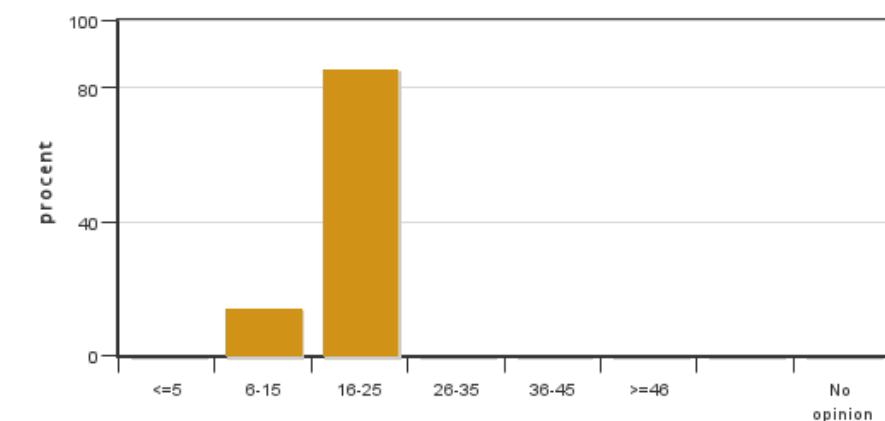


Answers: 7
 Medel: 3,2
 Median: 3

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

No opinion: 1

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

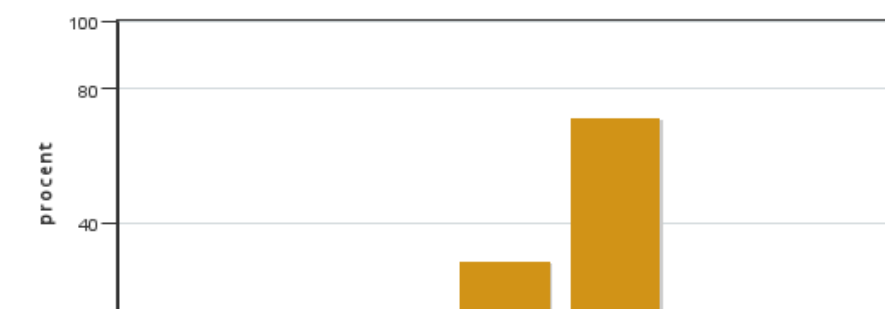


Answers: 7
 Medel: 18,6
 Median: 16-25

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

No opinion: 0

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



Answers: 7
 Medel: 4,7
 Median: 5

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

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

This was the first time this course was given, and what a great experience it was! Indeed there are things that can be improved, but in general the course went well beyond our (rather high) expectations.

Our ambitions of providing a course that allowed for interdisciplinary and intercultural learning and exchange were met to a satisfying degree. This is partly thanks to that the course managed to attract students from diverse backgrounds, in terms of disciplines, countries of origin, age, and experiences, and partly thanks to that the student group was very open-minded. We also believe that the course design with a larger project work provided a beneficial context for interdisciplinary and intercultural learning. In the home exam, several students provided examples of what they learned from working in diverse groups. There might however be reason for us to consider including a short lecture or exercise on common challenges with this way of working.

It went better than expected to give the course completely online, even though it did impact student and student-teacher interactions. Having multiple and short exercises and discussions throughout the lectures contributed with possibilities for students to get to know each other a bit more, and also made the online learning environment a bit less burdening.

During the course we realized that what we were teaching was deeply embedded in a Western futures studies tradition, and that problem-representations and knowledge-traditions from other parts of the world was almost completely missing. We think there are two ways of dealing with this, which are complementary: we can make more explicit at the start of the course that it is premised in a Western tradition, and we can try to include examples and perspectives from other knowledge-traditions. In order for the course to be as inclusive as possible, we envisage the latter alternative.

We also learned that futures studies as an approach and 'the future' as an object of study both are highly engaging. Both for the students, but also for the people they engaged with in their project works, and to a wider audience. To the final presentation, about 20 people from outside the course attended – including people from STUNS, Uppsala kommun, Uppsala region, and SLU.

Two practitioners participated in the course (and they attended the course on paid work time), and based on their feedback it could be relevant to explore the possibilities of offering the course as 'vocational training'. We think that this could either run in parallel to the master course, which would provide possibilities to create teams with practitioners and students, or to have them as separate courses.

Finally, in spite of several invitations we did not manage to find any student willing to act as student representative. Thus, there will not be any comments from students except for those present in the evaluation.

Student representatives comments

No comments from the student representatives