



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

MX0115, 10260.2122

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Camilo Calderon

Evaluation report

Evaluation period: 2021-10-25 - 2021-11-15

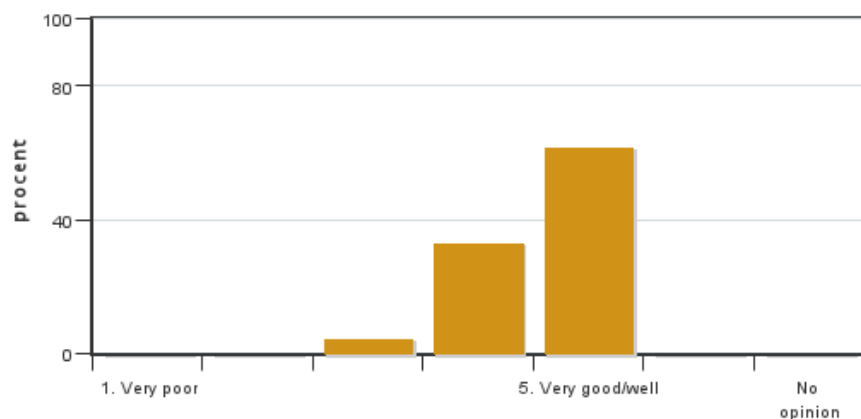
Answers 21

Number of students 29

Answer frequency 72 %

Mandatory standard questions

1. My overall impression of the course is:

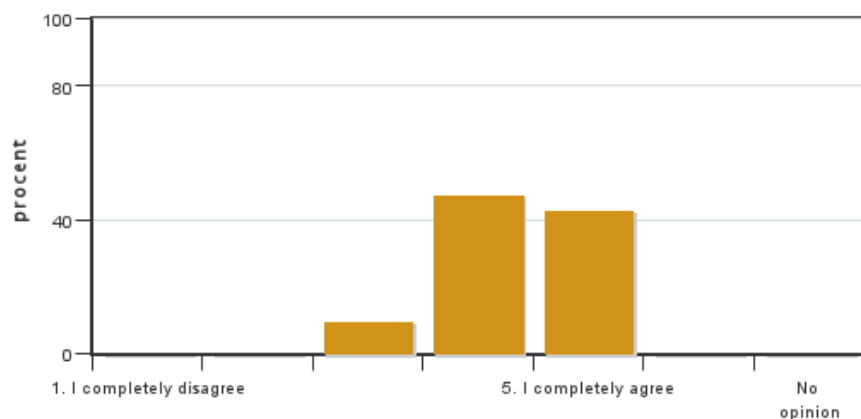


Answers: 21
Medel: 4,6
Median: 5

1: 0
2: 0
3: 1
4: 7
5: 13

No opinion: 0

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

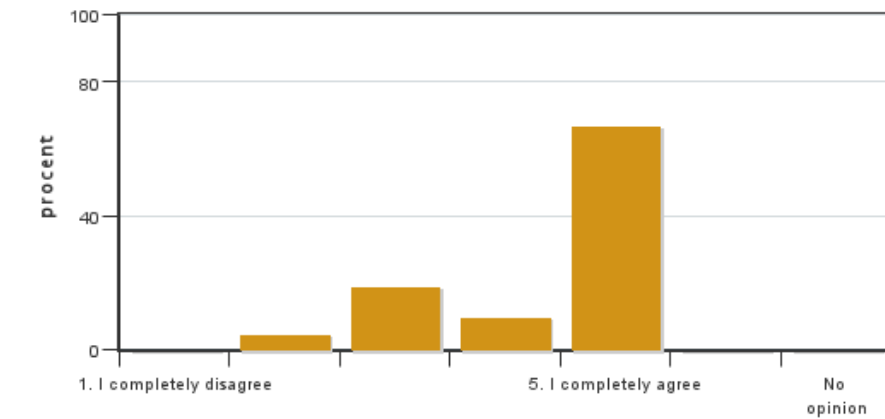


Answers: 21
Medel: 4,3
Median: 4

1: 0
2: 0
3: 2
4: 10
5: 9

No opinion: 0

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

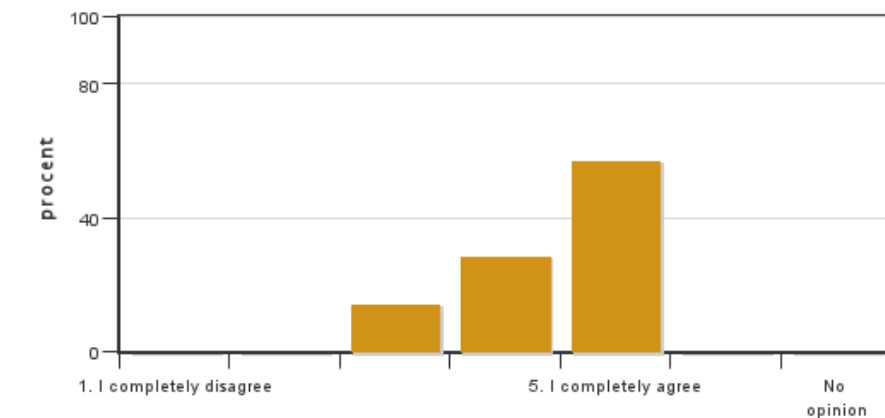


Answers: 21
Medel: 4,4
Median: 5

1: 0
2: 1
3: 4
4: 2
5: 14

No opinion: 0

4. The information about the course was easily accessible.

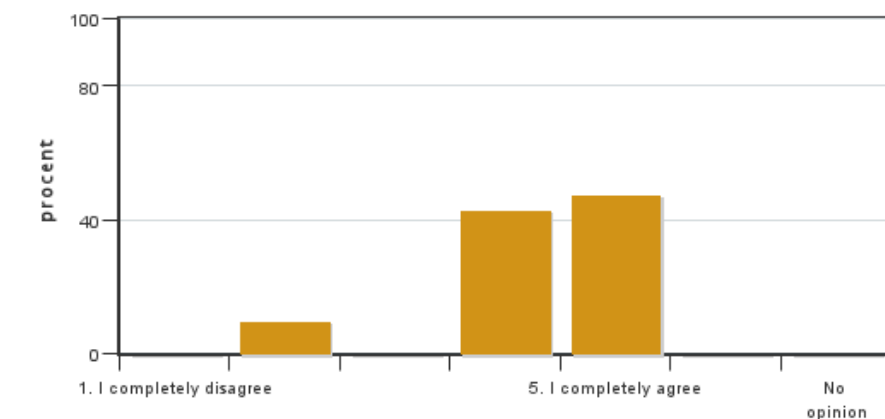


Answers: 21
Medel: 4,4
Median: 5

1: 0
2: 0
3: 3
4: 6
5: 12

No opinion: 0

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



Answers: 21
Medel: 4,3
Median: 4

1: 0
2: 2
3: 0
4: 9
5: 10

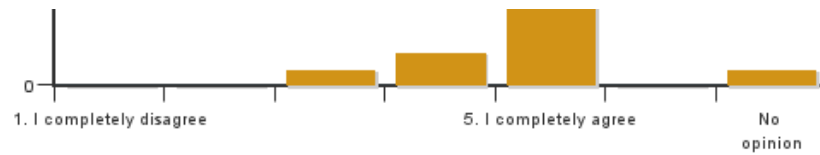
No opinion: 0

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



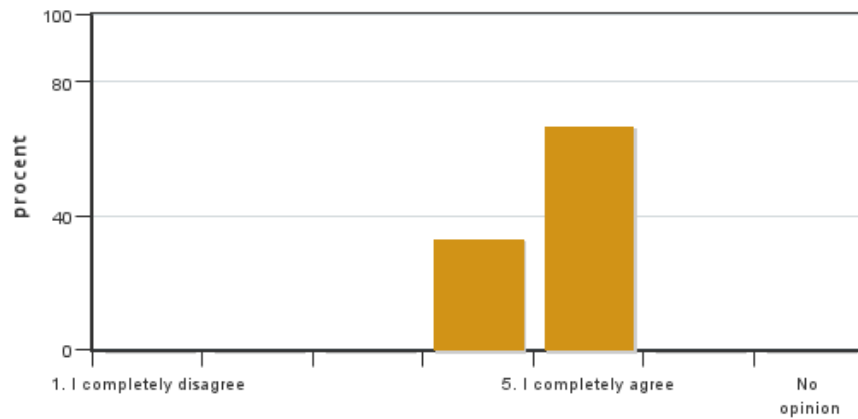
Answers: 21
Medel: 4,8
Median: 5

1: 0
2: 0
3: 1
4: 2
5: 17



No opinion: 1

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



Answers: 21

Medel: 4,7

Median: 5

1: 0

2: 0

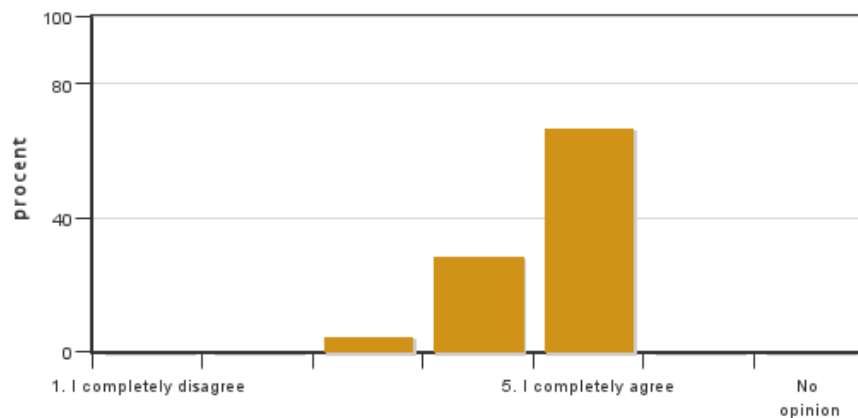
3: 0

4: 7

5: 14

No opinion: 0

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



Answers: 21

Medel: 4,6

Median: 5

1: 0

2: 0

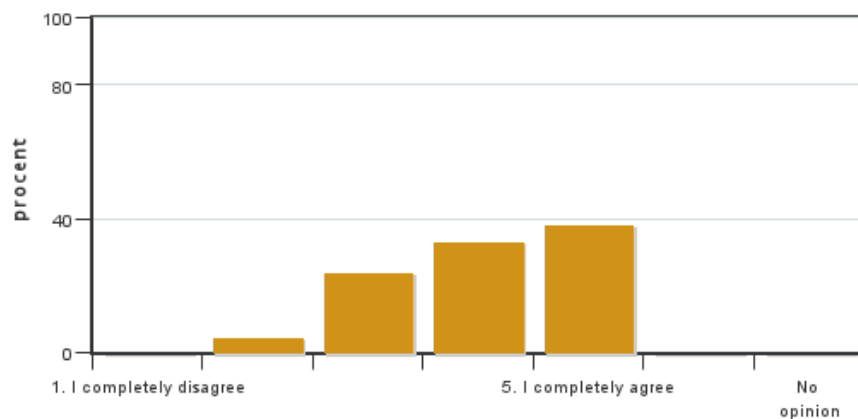
3: 1

4: 6

5: 14

No opinion: 0

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



Answers: 21

Medel: 4,0

Median: 4

1: 0

2: 1

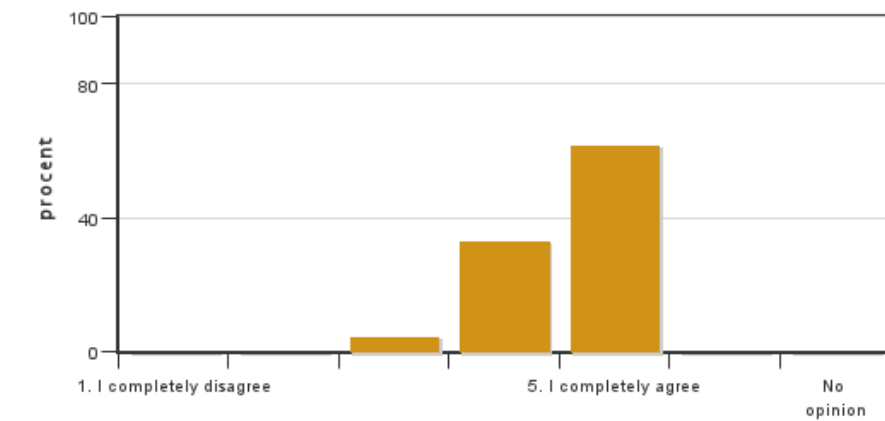
3: 5

4: 7

5: 8

No opinion: 0

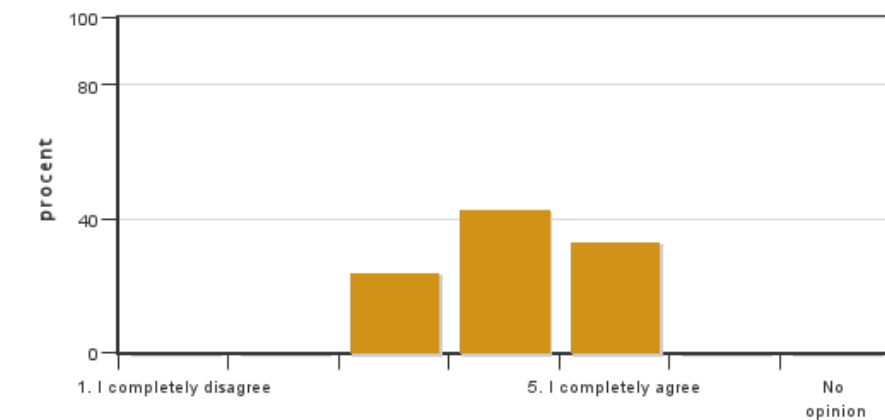
10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).



Answers: 21
Medel: 4,6
Median: 5

1: 0
2: 0
3: 1
4: 7
5: 13
No opinion: 0

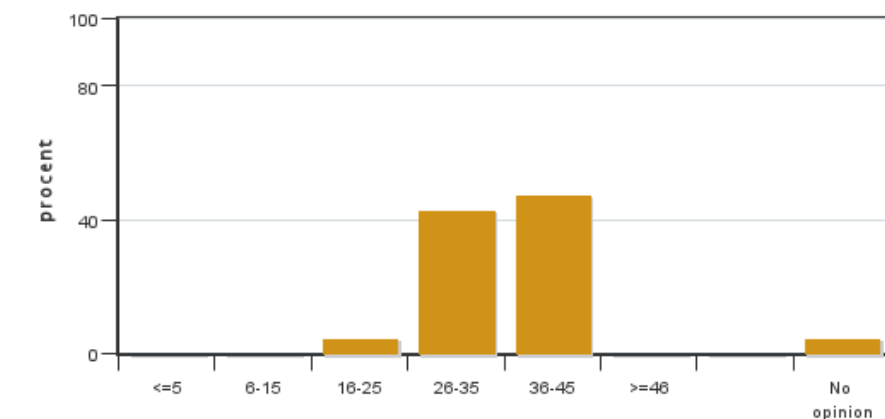
11. The course covered international perspectives.



Answers: 21
Medel: 4,1
Median: 4

1: 0
2: 0
3: 5
4: 9
5: 7
No opinion: 0

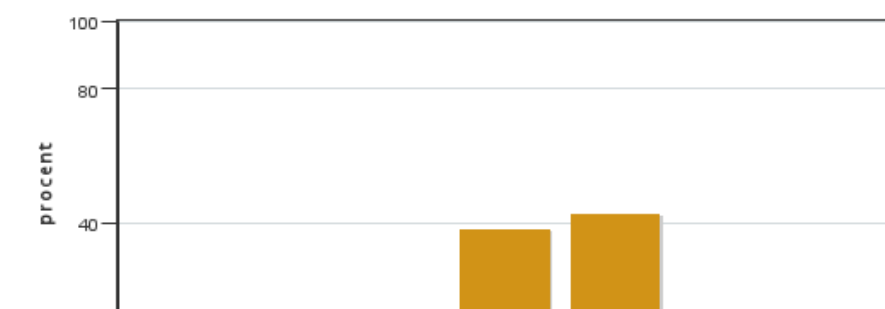
12. On average, I have spent ... hours/week on the course (including timetabled hours).



Answers: 21
Medel: 34,5
Median: 26-35

≤5: 0
6-15: 0
16-25: 1
26-35: 9
36-45: 10
≥46: 0
No opinion: 1

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



Answers: 21
Medel: 4,2
Median: 4

1: 0
2: 1
3: 3
4: 8
5: 9
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

General:

- Course has a more focus on communication than environment. The latter is understood by students as being more as a background. Can we include more about main current environmental problems dilemmas? Maybe as optional lectures similar to the ones about social science?
- We still had problems with late coming students despite having recorded the introduction videos, etc.
- We still have problems with students with too different academic cultures. Consider a buddy programme with 2nd year students from same country/region/discipline?
- Attendance: check during mandatory sessions (and mark these in calendar) and communicate about potential compensation work
- Be more transparent about our own facilitation practices as teachers?
- More time for reading of theories? → rather more time to connect readings to lectures (content) and make more references in lectures to where lecturers draw from
- literature discussion seminars are essential to make sense of theories (as well as other seminars and workshops that connect content and theories)
- suggestion: not only literature discussion seminars in groups but also with teachers (and the whole class)
- See if panel debate is possible among lecturers in CW3 and CW7. Might require making the links between teachers first
- Place the WC before HE? Could it be used as providing ideas for their texts?
- Focus on constructive feedback in CW recaps and final course discussion.
- Suggestion of the students: include “personal background” as some sort of connector role in the literature seminars
- Re-think structure of Canvas page (check new outline from CTS and CDF course)
- Greater inclusion of gender perspective during the course

Zoom:

- Appreciated but teachers/students still need to develop activities to fit online formats as well as be more aware of online norms
- Avoid hybrid sessions
- Students did not appreciate the requirement to have their cameras on – reconsider this?

Student representatives comments

EVALUATION REPORT

Overarching points

Sustainable Development as a theme/background

- explicitly talking about its components, concepts and holistic approaches
- including it in general, it always felt like a background component
- mostly viewed from the environmental side, not really talking about natural resources, more case studies

Gender perspective

- a little awkward, not really enough room for participants' views and thoughts
- not prevalent throughout the course, just visible in the one lecture and a few Camilo comments
- HOW can it be an optional and detachable perspective?

To Zoom or not to Zoom

-> Zoom is appreciated, but needs better organization and explicit rules

- no intrusive comments of teacher
- the "camera situation"
- more breaks and shorter sessions
- lectures designed for Zoom, not just screen share for lectures that were planned for being in person
- confusion about option of being in Zoom when in person lectures planned

Prior knowledge

- unfortunate clash of new incomers and backgrounds and lectures to bridge the gap
- more diversity encouraged?
- How much WAS expected to be known?

Specifics

Time management (incl. last minute information)

-> many comments were made on the difficulties of time management

- time allotted varied greatly, but not in proportion to tasks
- film and facilitation week; if schedule was stable and announced earlier, perhaps students would feel more comfortable
- perhaps have self-study/literature days before lectures (although this is a logistics issue?)

Online-tools management (incl. CANVAS)

- Canvas was confusingly built and not always easy to follow the course structure
- too many webpages to navigate -> centralise and simplify
-

Film week

- very intense at the beginning
- space for other activities
- Tessa is great

Facilitation week

- time management, effort clashed sharply between distance/in person and was hard to work with
- study pace was just crazy at times
- with such a time-intensive task, schedule structure has to be stable

Literature study groups and lectures

- teacher-led reading seminars?
- division into roles was a nice idea, but implementation struggles; made it more confusing as understanding of roles lags

Additional suggestions

- keeping information *specific and concise*

-> more words \neq better understanding

- more *team building/bonding activities*
- greater integration of personal backgrounds and previous experiences could help improve both study climate and achievement of course goals. Perhaps make backgrounds/"creative connector" role a bullet point on each task list
- general confusion about latecomers and how to integrate them?
- cultural clashes and inability to handle it, e.g. participation and punctuality
- revising ground rules continuously as part of the course?

Kontakta support: support@slu.se - 018-67 6600