



Sustainable Use of Natural Resources, International course MX0142, 50048.2122

7.5 Hp

Pace of study = 100%

Education cycle = Basic

Evaluation report

Evaluation period: 2022-08-12 - 2022-09-02

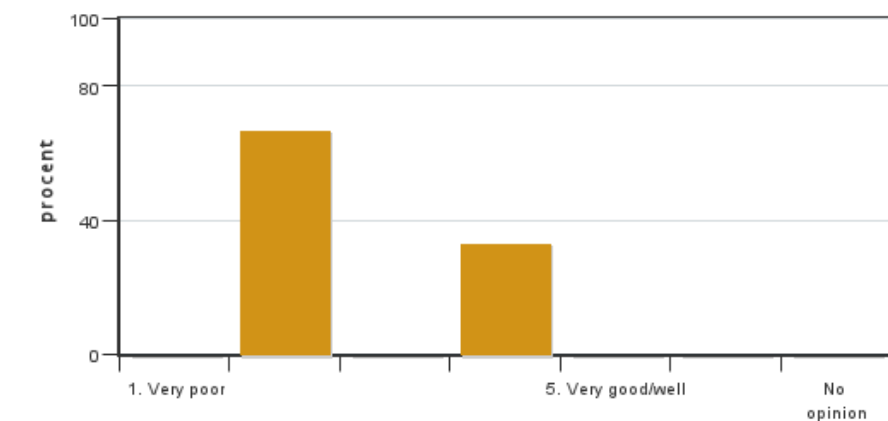
Answers 3

Number of students 3

Answer frequency 100 %

Mandatory standard questions

1. My overall impression of the course is:

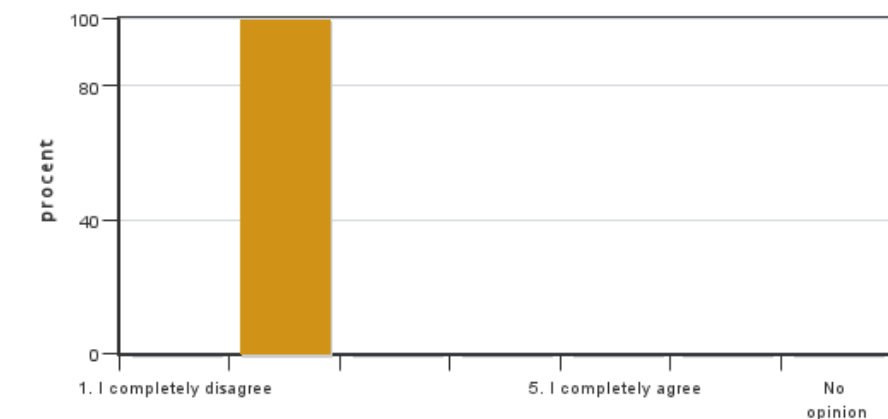


Answers: 3
Medel: 2,7
Median: 2

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

No opinion: 0

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

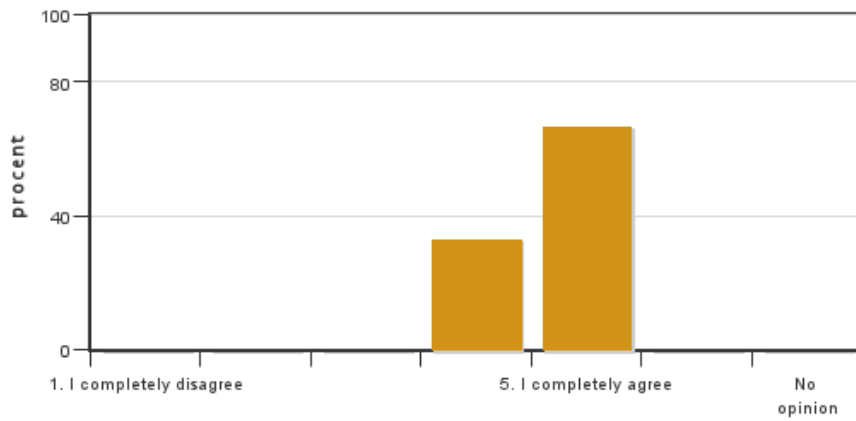


Answers: 3
Medel: 2,0
Median: 2

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

No opinion: 0

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

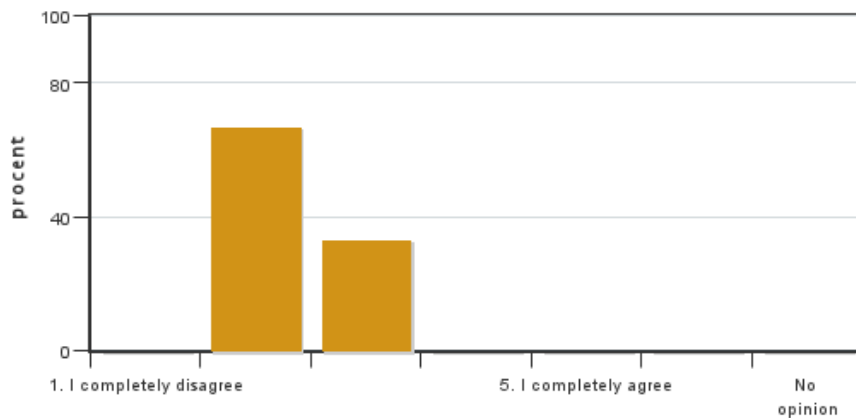


Answers: 3
 Medel: 4,7
 Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

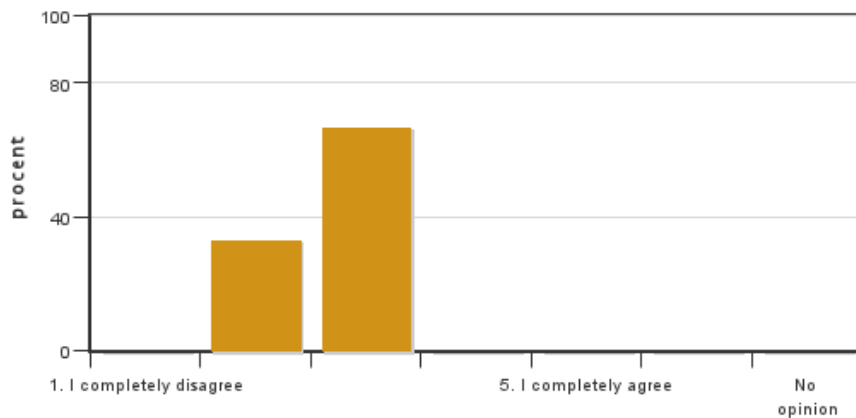


Answers: 3
 Medel: 2,3
 Median: 2

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

No opinion: 0

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

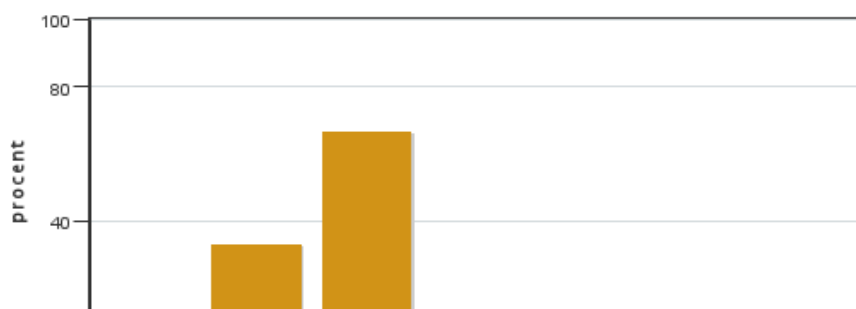


Answers: 3
 Medel: 2,7
 Median: 3

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

No opinion: 0

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



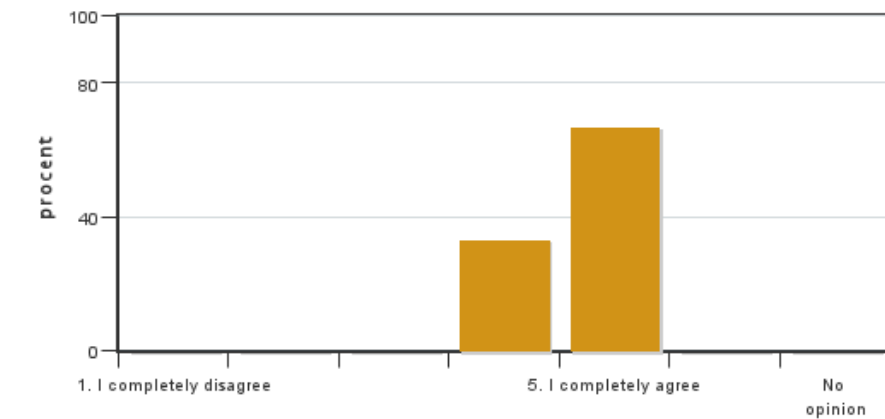
Answers: 3
 Medel: 2,7
 Median: 3

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

No opinion: 0



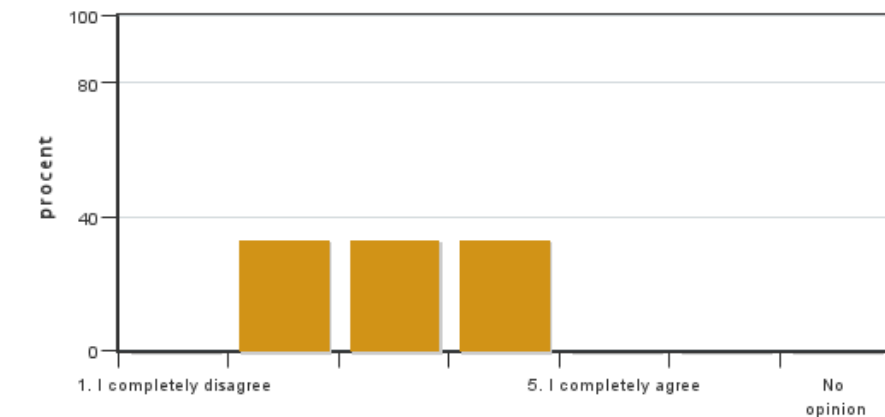
7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



Answers: 3
 Medel: 4,7
 Median: 5

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

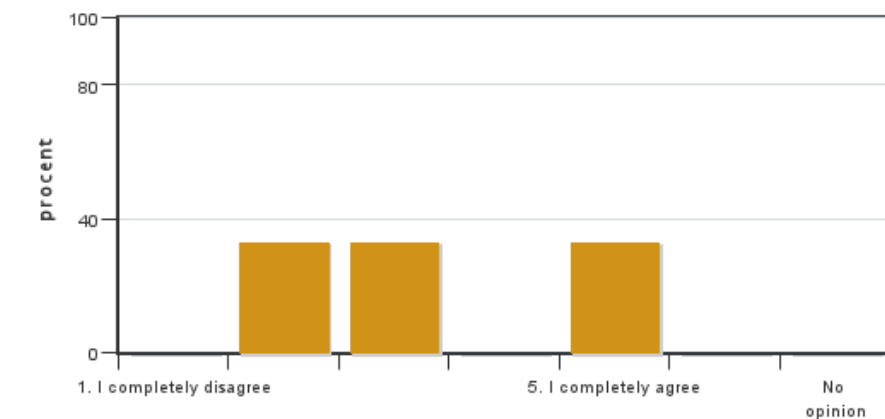
8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



Answers: 3
 Medel: 3,0
 Median: 3

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

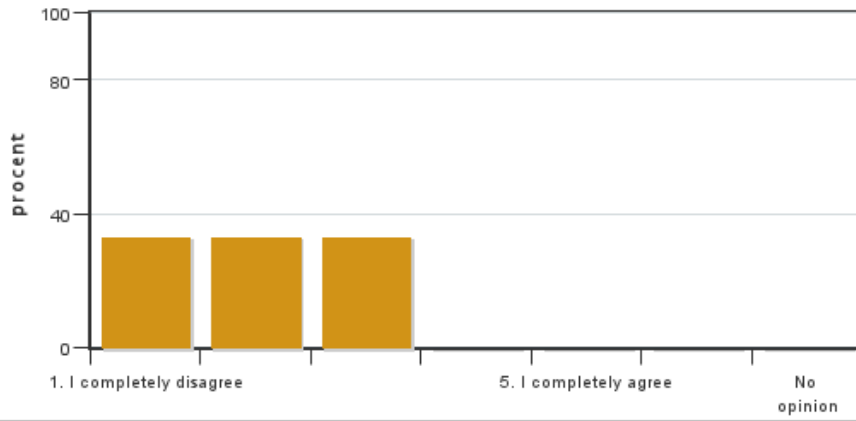
9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).



Answers: 3
 Medel: 3,3
 Median: 3

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

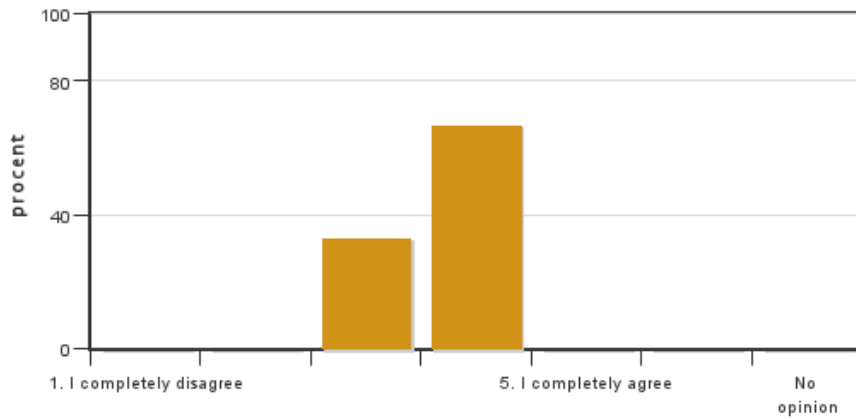
10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).



Answers: 3
 Medel: 2,0
 Median: 2

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

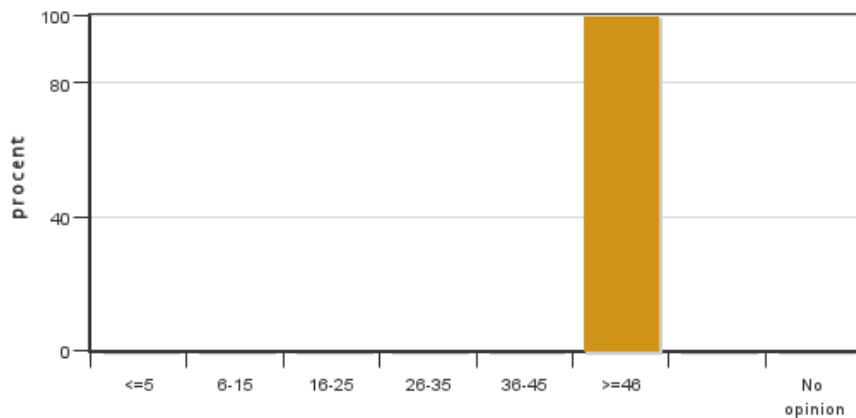
11. The course covered international perspectives.



Answers: 3
 Medel: 3,7
 Median: 4

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

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



Answers: 3
 Medel: 46,0
 Median: ≥46

≤5: 0
 6-15: 0
 16-25: 0
 26-35: 0
 36-45: 0
 ≥46: 3
 No opinion: 0

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



Answers: 3

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



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

Student comments

This course is given every second year in Scandinavia with the Swedish partner SLU organising the course and every second year in the US or Europe with the US partners doing most of the planning of the course. This year the course took place in Prague and the Czech republic. As obvious by the comments and response to the questions above the students did not think that the course fulfilled their expectations and this was mainly a result of too many guided tours and too few discussions about Sustainable use relating to the places we visited. Also, historical excursions were perceived taking too much space and the time for reflections and discussions were too few. All these comments will be considered when scheduling next years course that will take place in Northern Scandinavia.

One problem that was brought up to me after leaving the students with the US teacher and Czech guides for the last 2 weeks of the course was that the students experienced that the study environment was not inclusive and female students even got some sexist comments from one local teacher. This is not something that I expected and I find this highly embarrassing and intriguing. For coming years we have to consider if these people should be involved in the course and if so there have to be teachers that support the student if guides or teachers with sexist and non-inclusive behaviour are encountered. I will discuss these problems with the head of department and the Equal opportunities officer at SLU.

As a course leader I admit that I failed in understanding the initial planning of the course. As the schedule and travel plans was stated I thought that it was valid from the learning goals of the course and that the excursions would cover a wide range of Natural resource use. I had expected the great experience of the US teacher to make room for reflexions, problematisation and discussions. For coming years I have to make sure that those parts are included as scheduled activities on the course and also that more relevant literature is distributed to the students to give a better overview.

Student representatives comments

The course was an international course, with 3 Swedish students and 13 American students, this year we were based in Prague and traveled in the Czech Republic. The students did not find that the course corresponded to the learning objectives. Many of the visits we did focused too much on historical or touristic perspectives, such as castles, churches, synagogues sightseeing and museums. The visits did not include discussions where we could discuss the different land uses connected to the places we visited.

The information ahead of traveling was lacking what we were doing during the excursions, which made it hard to pack and plan. In the information that we got before traveling was that we would be able to cook food, but when we were traveling, we did not have that option every day. The course got more expensive than any of us would have thought, having both lunch and dinner at restaurants some days. The excursion days were very long with multiple visits, since we did not have the information before, it made it hard to prepare for the visits and bring questions to the guides we met.

The social environment was respectful, but the American teacher often explained 'how things works' instead of creating an environment where we could discuss the different use of natural resources. We had one interesting discussion with the Swedish teacher, where all the students were involved in the discussion, and we discussed the pillars of sustainability connected to the visits that we had done.

The course had quite a lot of discussions about gender and equality, however these were mostly initiated by students. From a student perspective, it felt like the Swedish professor was not given enough space in comparison to the American professor.

All the students put more than 46 hours per week, a lot more than a normal 7,5 credit course. It was not hectic all the

time, however some days we had excursions from 8-23, which could have been reduced if there was better timing in the planning. More free time would have been good, together with some more literature related to the visits that we made.

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