



## Communication theory and strategy MX0154, 20149.2122

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Malte Rödl

### Evaluation report

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**Evaluation period: 2022-01-09 - 2022-01-30**

Answers 6

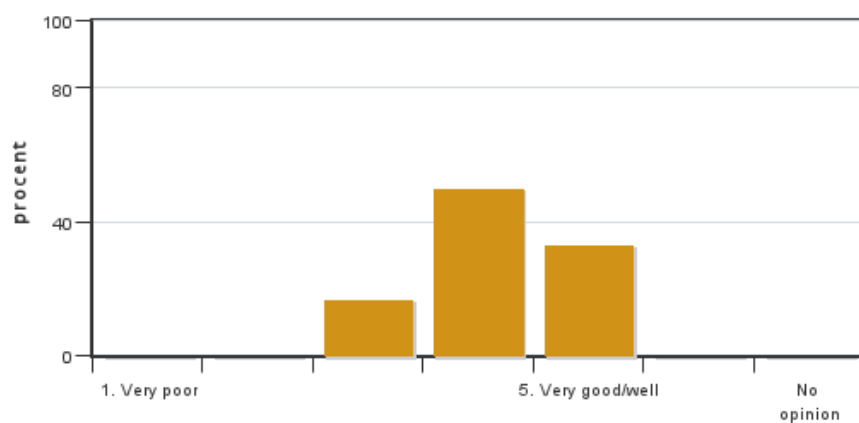
Number of students 18

Answer frequency 33 %

### Mandatory standard questions

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

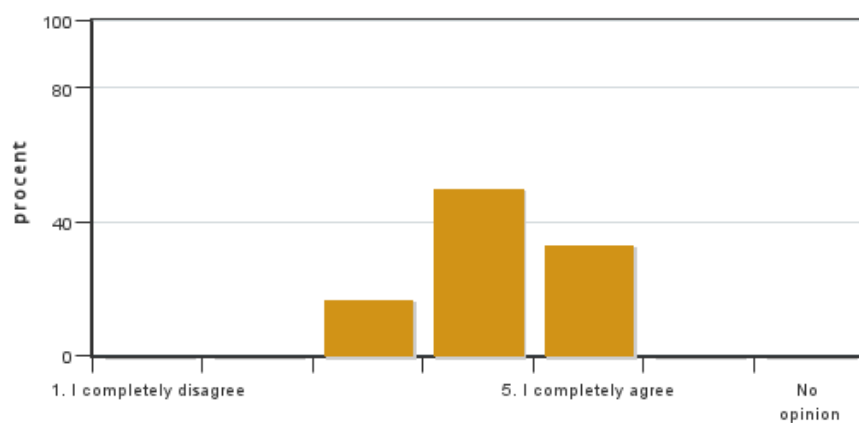


Answers: 6  
Medel: 4,2  
Median: 4

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

No opinion: 0

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

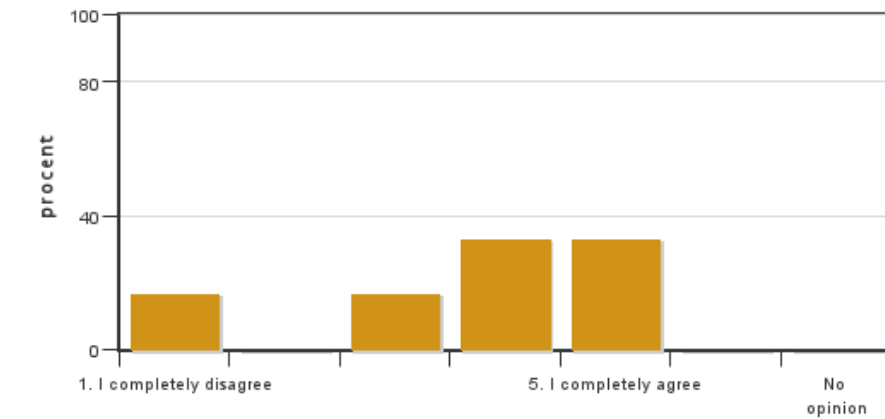


Answers: 6  
Medel: 4,2  
Median: 4

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

No opinion: 0

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

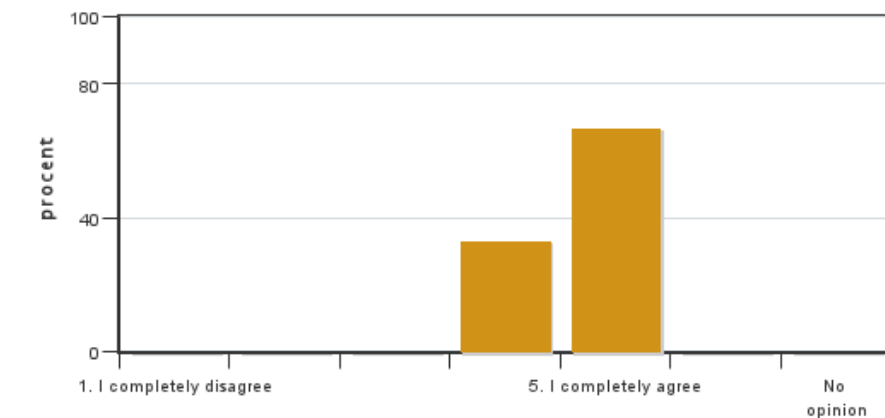


Answers: 6  
Medel: 3,7  
Median: 4

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

No opinion: 0

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

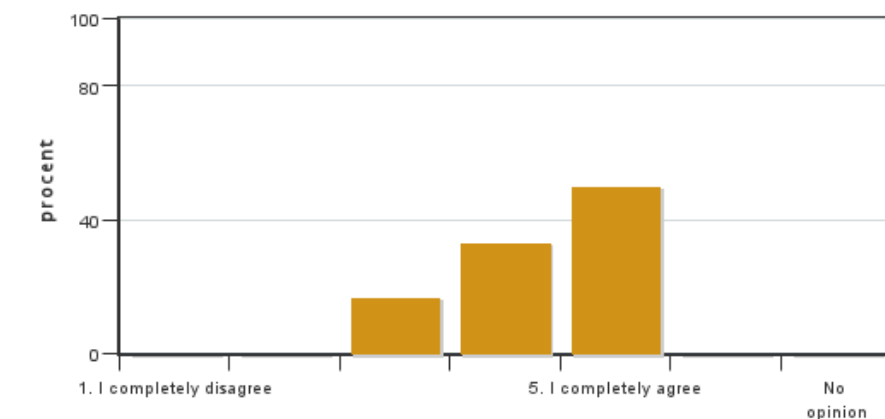


Answers: 6  
Medel: 4,7  
Median: 5

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

No opinion: 0

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



Answers: 6  
Medel: 4,3  
Median: 4

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

No opinion: 0

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



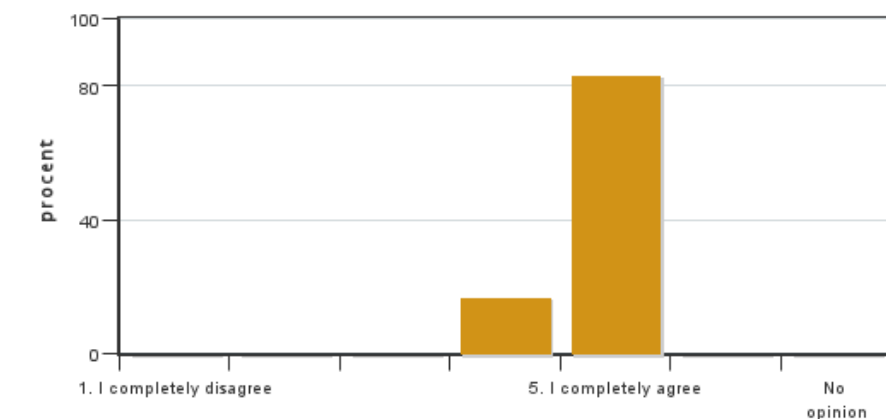
Answers: 6  
Medel: 5,0  
Median: 5

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



No opinion: 0

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



Answers: 6

Medel: 4,8

Median: 5

1: 0

2: 0

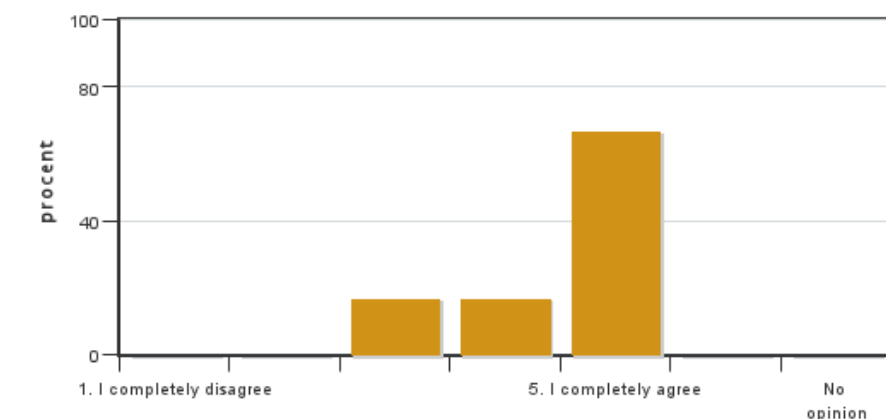
3: 0

4: 1

5: 5

No opinion: 0

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



Answers: 6

Medel: 4,5

Median: 5

1: 0

2: 0

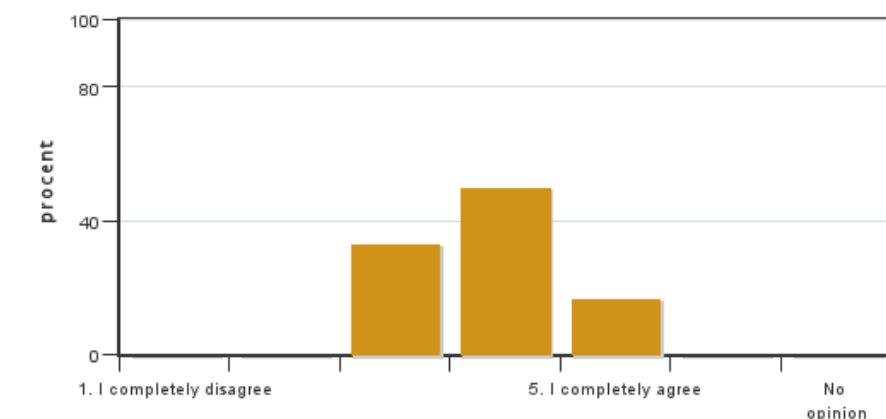
3: 1

4: 1

5: 4

No opinion: 0

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



Answers: 6

Medel: 3,8

Median: 4

1: 0

2: 0

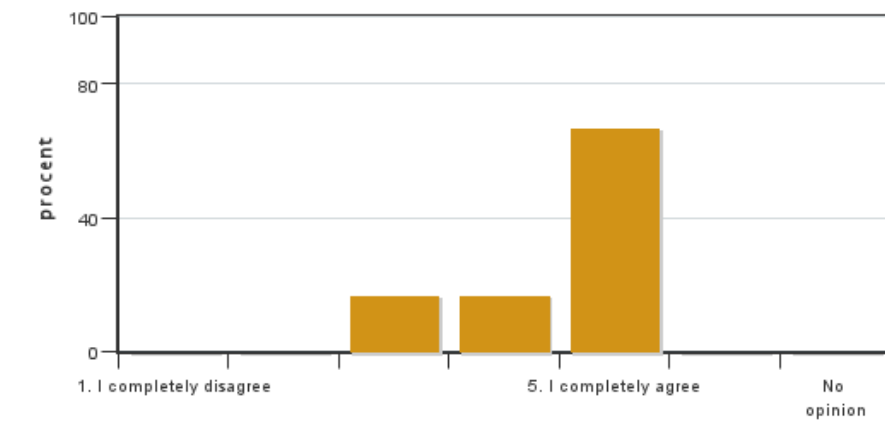
3: 2

4: 3

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).**

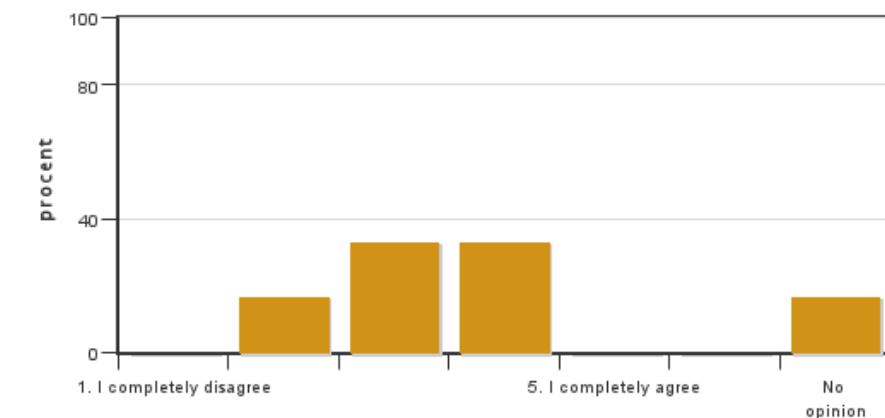


Answers: 6  
 Medel: 4,5  
 Median: 5

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

No opinion: 0

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

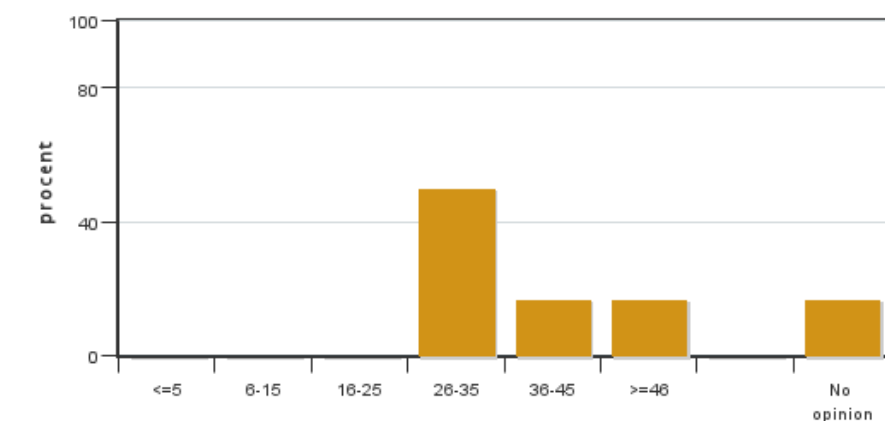


Answers: 6  
 Medel: 3,2  
 Median: 3

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

No opinion: 1

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

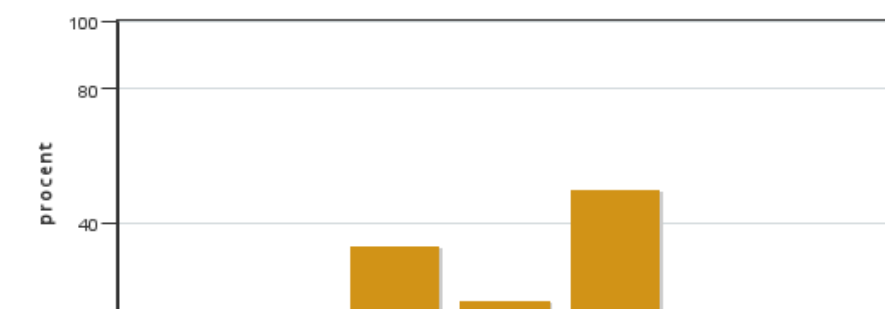


Answers: 6  
 Medel: 35,2  
 Median: 26-35

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

No opinion: 1

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



Answers: 6  
 Medel: 4,2  
 Median: 4

1: 0  
 2: 0  
 3: 2  
 4: 1  
 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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Overall, the teachers interpret the evaluation feedback as generally positive to the course activities, the learning opportunities, and the pedagogical procedure of the course. While only one third of participating students filled out the questionnaire, the positive result was confirmed in the oral course evaluation conducted with around three quarter of the students at the end of the course. Hence, the teachers believe that the questionnaire reflects the impressions of most students in the course.

Compared to the previous year, the teachers implemented changes in teaching and learning activities, course literature, and examination. From the course evaluation, it appears clear that students generally appreciated these changes. Compared to the previous year, the teachers also intended to strengthen the connections between theory and practice, which we believe we have made progress towards.

The teachers will take the following points of improvement and suggestions into consideration when preparing for the next course iteration: Firstly, some students asked for more concrete guidance about the newly introduced oral exam. Secondly, some students asked to make the connections of theory and practice more explicit, and to work more with applications of theories. Thirdly, students suggested include more academic literature from authors and/or with cases from outside the Anglo-American sphere and the Global North.

One student 'completely disagreed' that their previous knowledge was sufficient for them to benefit from the course. The teachers share the observation that students should not take this course lightly, which is why there is a prerequisite corresponding to 5hp in communication theory. In relation to this, the teachers are already in discussions on how to enforce this more diligently also for students in the Environmental Communication and Management degree programme. It needs to be noted though, that students with little prior knowledge who are willing to attend all teaching and learning activities and who engage deeply with the course content and literature can complete the course comfortably and achieve the intended competence.

One final point deserves highlighting: there appeared to be no disagreement about the excellent 'social learning environment'. The teachers share this observation and together with many motivated students were very happy to facilitate, enable, and contribute to an inspiring and respectful learning environment, both in-person and online.

## Student representatives comments

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Student representatives' perspective

-> we agree with teachers' summary

What was good:

- CANVAS page was great, easy to maneuver
- great social and physical learning environment
- open and accepting atmosphere
- knowledgeable and responsive teachers, always willing to explain and elaborate
- interesting subject overall and engaging discussions
- engaging lectures with good use of whiteboards and presentations
- very nice dynamic between Malte and Lars (very cute)
- the discussion on gender/awareness of the over-use of old white men made said over-use slightly better
- the literature labs were very appreciated
- time management was very good, short and spicy

What was not so good/what could be improved:

- too much representation of US/Western perspectives compared to others, wishes for more international perspectives

- less straight white old men
- more of the environmental perspectives into the required readings instead of supplementary readings
- excessive working hours (on top of lectures)
- sometimes snarky comments by teachers about turning cameras on - while understandable for human interaction feel, some students have struggled with sitting still and being watched; screen is very different and difficult from live
- more movement in classes, more breaks/standing up
- when engaging with zoom how to create connection with the people in your class, how to make it more interpersonal
- unclear instructions and expectations on examinations
- theory disconnected from practice, should be clarified after such a meta course that the oral examination would be so hands-on
- workshops very intense/heavy load for such short lectures, would perhaps have been better as group work over a few days
- little help during workshops, feeling of being lost, sometimes elaboration of teachers led to more confusion due to loooooong monologues (or confusing dialogues)
- clarifying expectations teacher vs. student at the beginning of the course (what does it mean "to be a master student" - frequently used by Malte as explanation to workload which felt heavier than other courses')

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Kontakta support: [support@slu.se](mailto:support@slu.se) - 018-67 6600