



Microeconomics and its Applications in Agricultural and Environmental Economics

NA0183, 30214.2122

15 Hp

Pace of study = 100%

Education cycle = Basic

Course leader = Ruben Hoffmann

Evaluation report

Evaluation period: 2022-03-16 - 2022-04-14

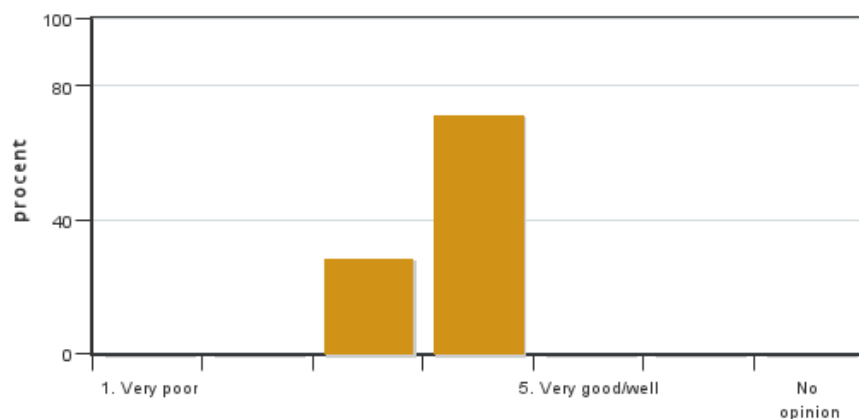
Answers 7

Number of students 9

Answer frequency 77 %

Mandatory standard questions

1. My overall impression of the course is:

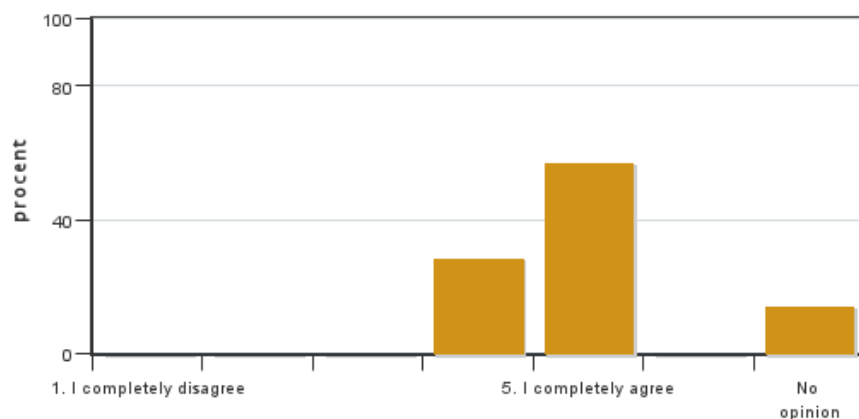


Answers: 7
Medel: 3,7
Median: 4

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

No opinion: 0

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

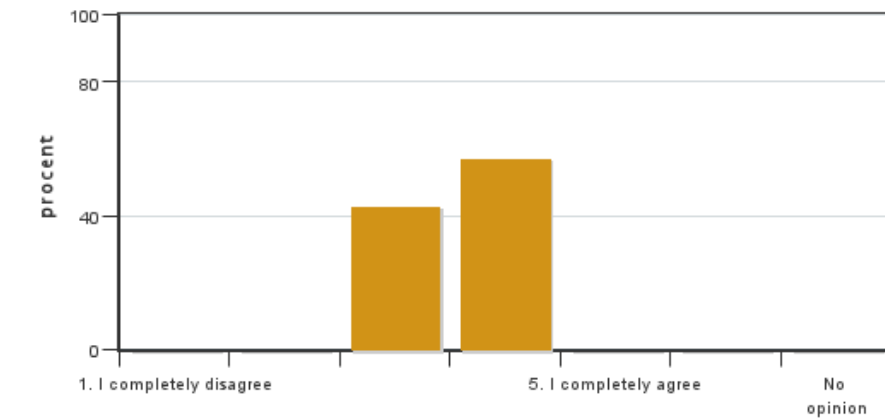


Answers: 7
Medel: 4,7
Median: 5

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

No opinion: 1

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

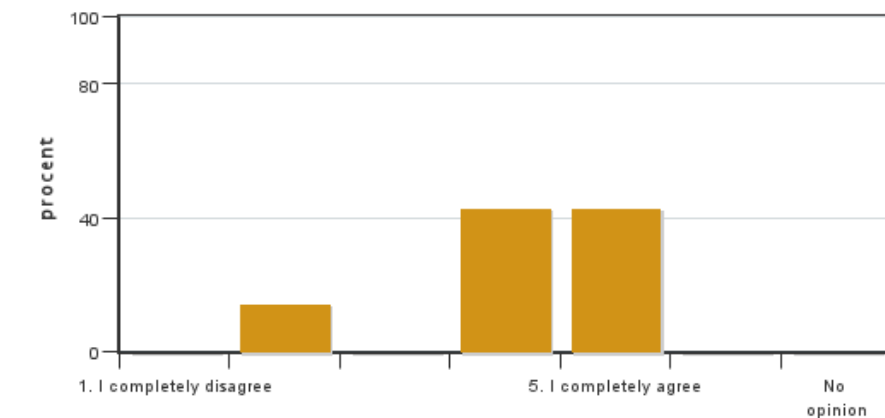


Answers: 7
Medel: 3,6
Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

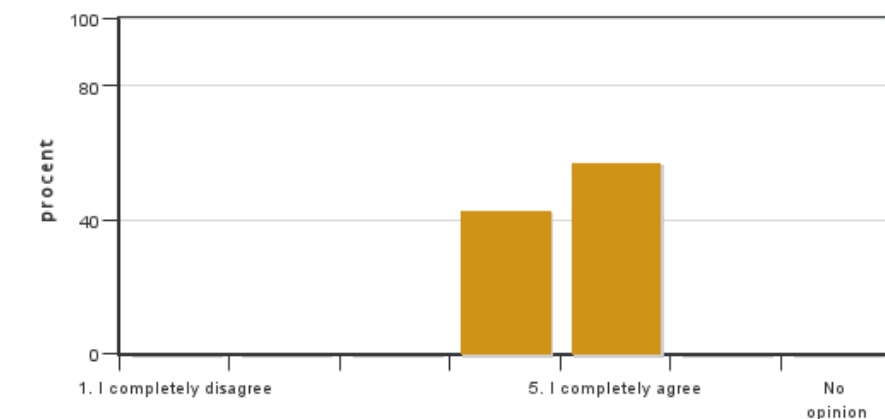


Answers: 7
Medel: 4,1
Median: 4

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

No opinion: 0

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



Answers: 7
Medel: 4,6
Median: 5

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

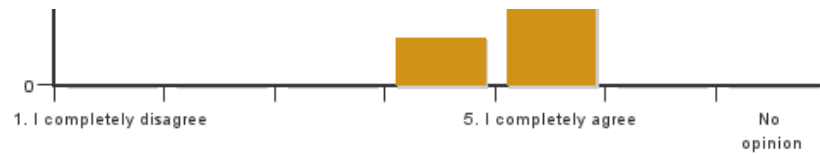
No opinion: 0

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



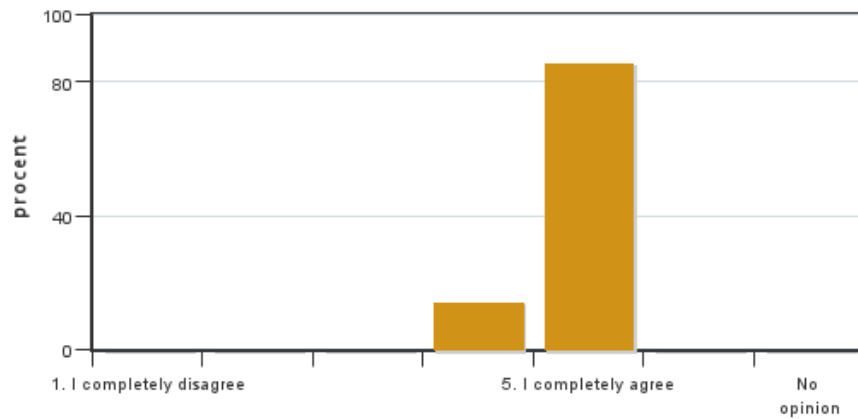
Answers: 7
Medel: 4,9
Median: 5

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



No opinion: 0

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



Answers: 7

Medel: 4,9

Median: 5

1: 0

2: 0

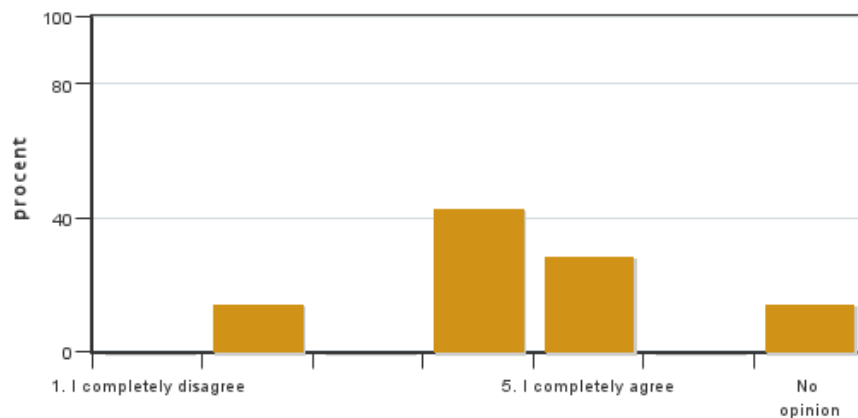
3: 0

4: 1

5: 6

No opinion: 0

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



Answers: 7

Medel: 4,0

Median: 4

1: 0

2: 1

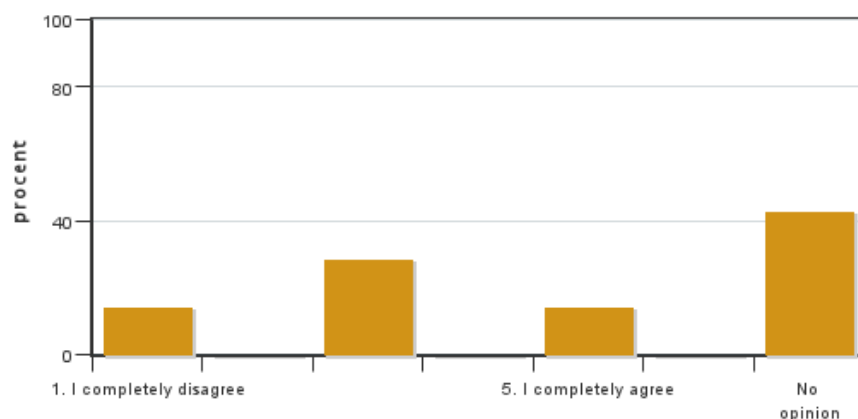
3: 0

4: 3

5: 2

No opinion: 1

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



Answers: 7

Medel: 3,0

Median: 3

1: 1

2: 0

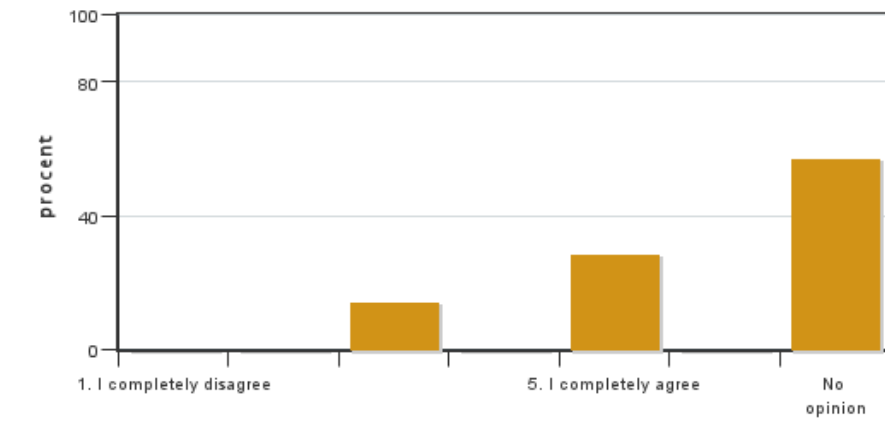
3: 2

4: 0

5: 1

No opinion: 3

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).

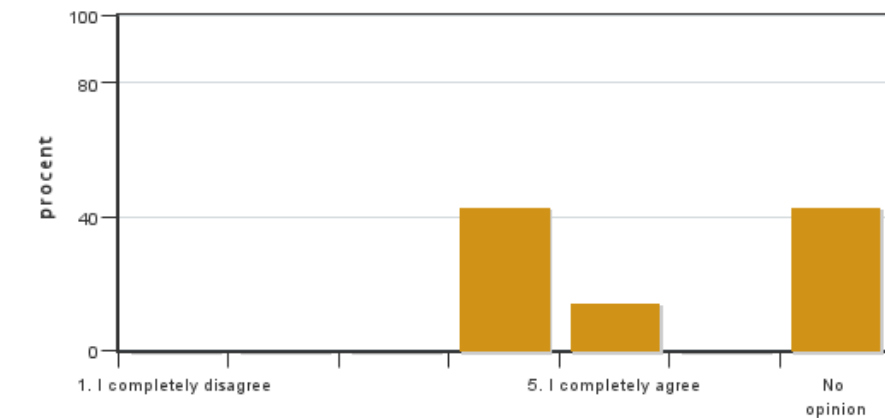


Answers: 7
Medel: 4,3
Median: 5

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

No opinion: 4

11. The course covered international perspectives.

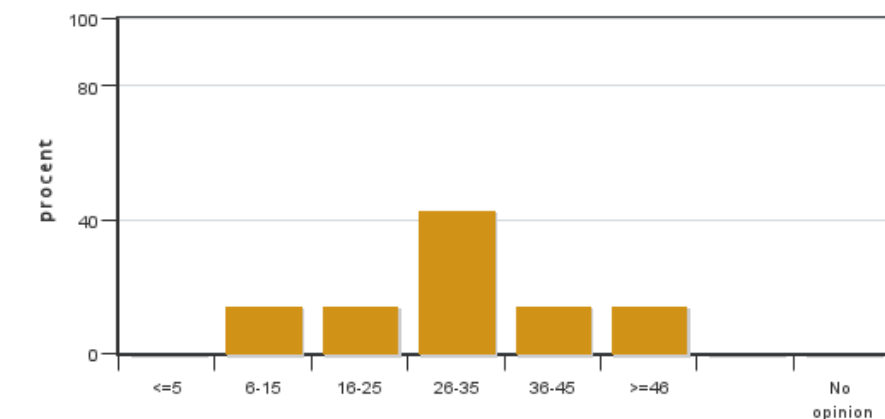


Answers: 7
Medel: 4,3
Median: 4

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

No opinion: 3

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

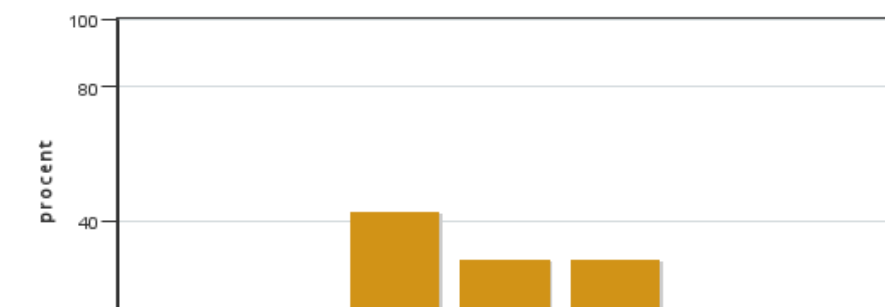


Answers: 7
Medel: 29,4
Median: 26-35

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

No opinion: 0

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



Answers: 7
Medel: 3,9
Median: 4

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

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

No comments from the teacher

Student representatives comments

The course "Microeconomics with applications in agricultural and environmental economics" has two parts. 10 HP is Microeconomics and 5 HP is Scientific writing.

The microeconomic part got high grades from the students according to the course evaluation. They found the microeconomics part well organized, having links to the learning objectives and easily accessible. The lectures, literature, exercises as well as the Q&A part supported the students learning.

In the examination part the student has different opinion about, some felt like it provided opportunity to demonstrate what they had learnt during the course and some felt like it didn't. I suggest this reflects the fact that only few students passed the first exam. Some students suggest to have formulas on the exam.

The scientific writing part got lower grade from the students according to the course evaluation. They found the Scientific writing part unorganized, having no clear links to the learning objectives and that the information was hard to access. Some student had to ask for information and it was uploaded on canvas very late. This made the scientific part and the proposal not so giving as it could have been.

The students felt that the social learning environment, the facilities, the distance teaching to be satisfactory on both the parts of the course. As well as the international perspective and gender equality.