



## Miljöekonomisk översikt kurs NA0184, 40116.2122

5 Hp

Studietakt = 30%

Nivå och djup = Grund

Kursledare = Efthymia Kyriakopoulou

### Värderingsresultat

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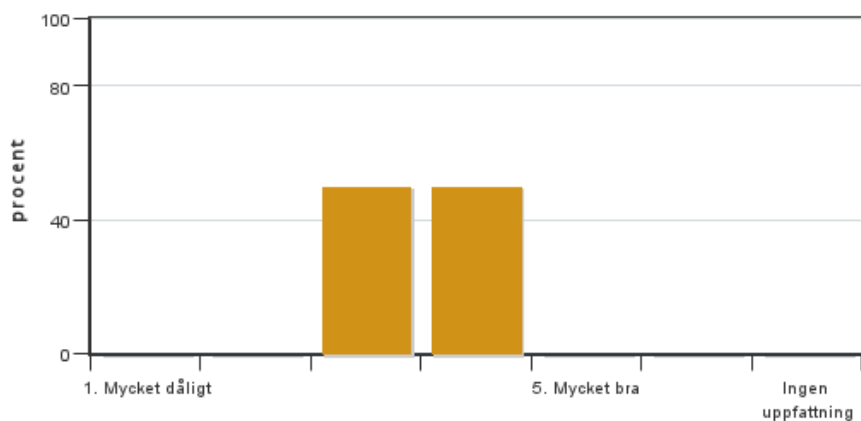
Värderingsperiod: 2022-05-29 - 2022-06-19

Antal svar 2  
Studentantal 6  
Svarsfrekvens 33 %

### Obligatoriska standardfrågor

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#### 1. Mitt helhetsintryck av kursen är:

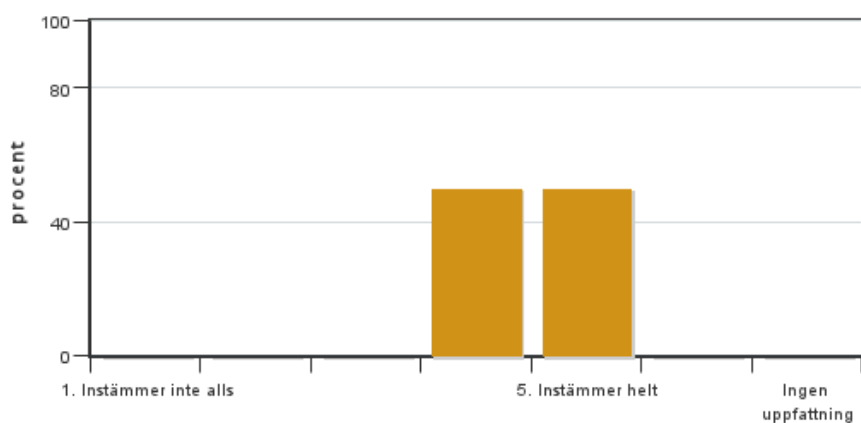


Antal svar: 2  
Medel: 3,5  
Median: 3

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

Har ingen uppfattning: 0

#### 2. Jag anser att kursens innehåll hade en tydlig koppling till kursens lärandemål.

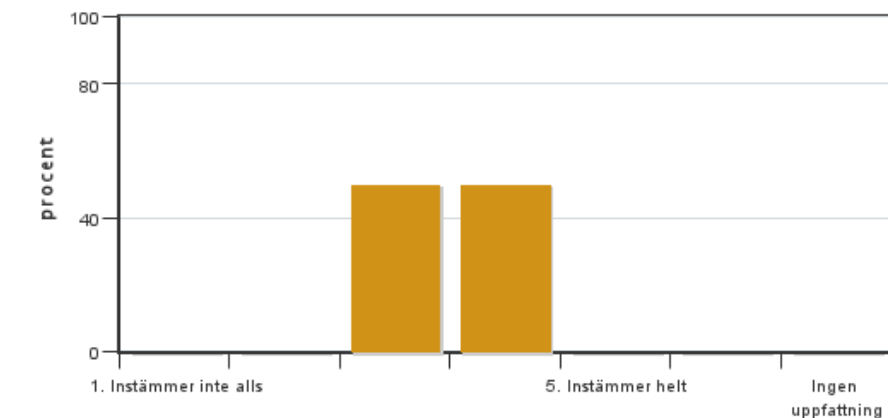


Antal svar: 2  
Medel: 4,5  
Median: 4

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

Har ingen uppfattning: 0

**3. Mina förkunskaper var tillräckliga för att tillgodogöra mig kursen.**

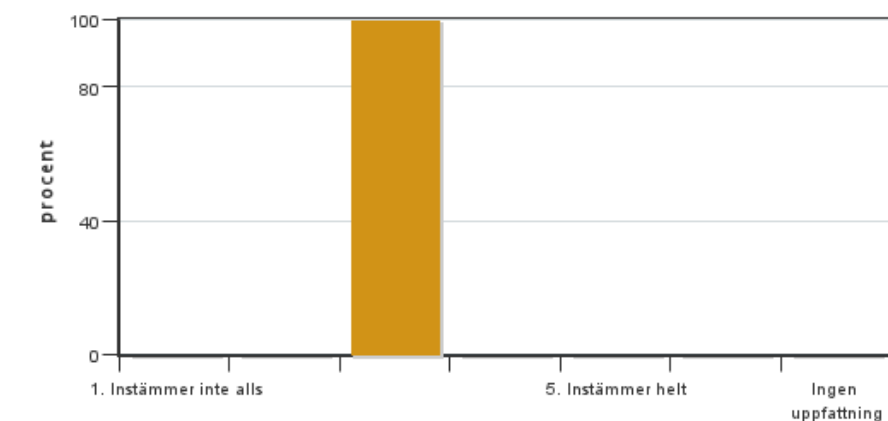


Antal svar: 2  
Medel: 3,5  
Median: 3

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

Har ingen uppfattning: 0

**4. Jag anser att kursinformationen var lättillgänglig.**

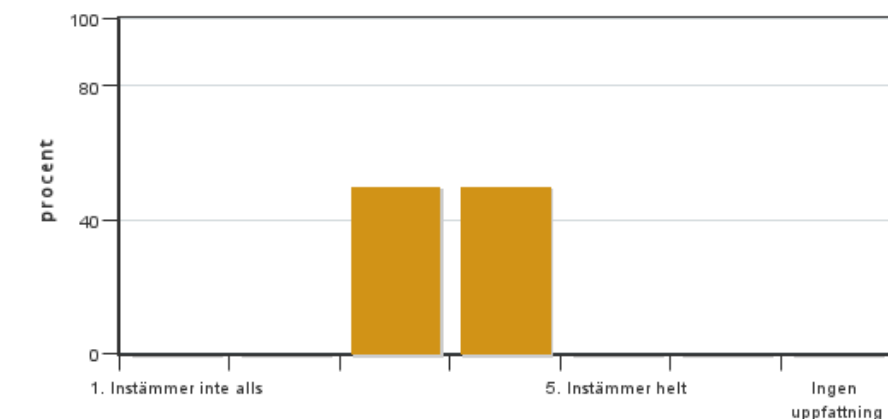


Antal svar: 2  
Medel: 3,0  
Median: 3

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

Har ingen uppfattning: 0

**5. Kursens lärandemoment (föreläsningar, litteratur, övningar med mera) har stöttat mitt lärande.**

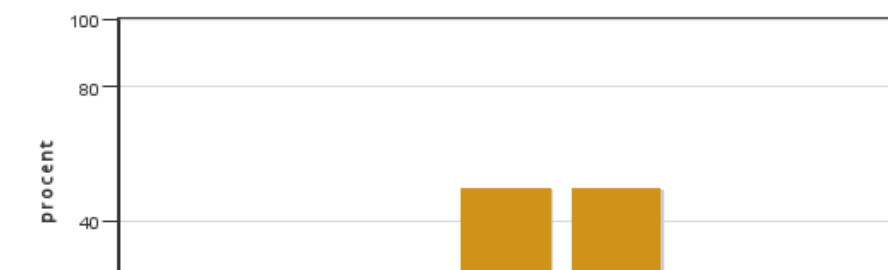


Antal svar: 2  
Medel: 3,5  
Median: 3

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

Har ingen uppfattning: 0

**6. Jag anser att den sociala lärmiljön har varit inkluderande där olika tankar respekterades.**



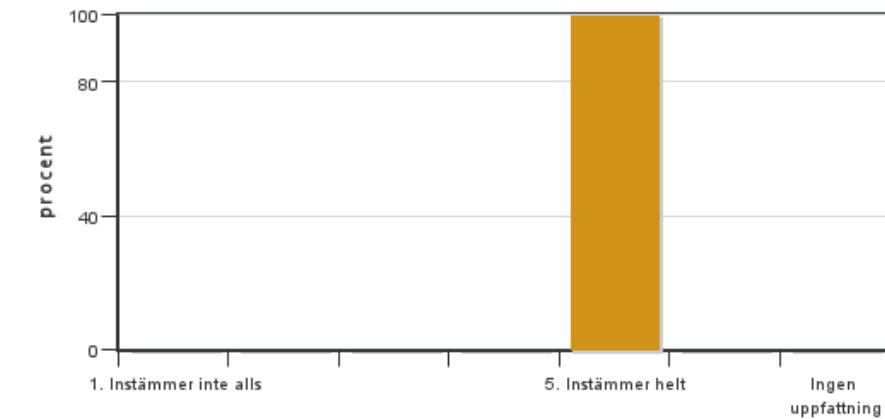
Antal svar: 2  
Medel: 4,5  
Median: 4

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



Har ingen uppfattning: 0

**7. Jag anser att den fysiska lärmiljön (exempelvis lokaler och utrustning) var tillfredställande.**

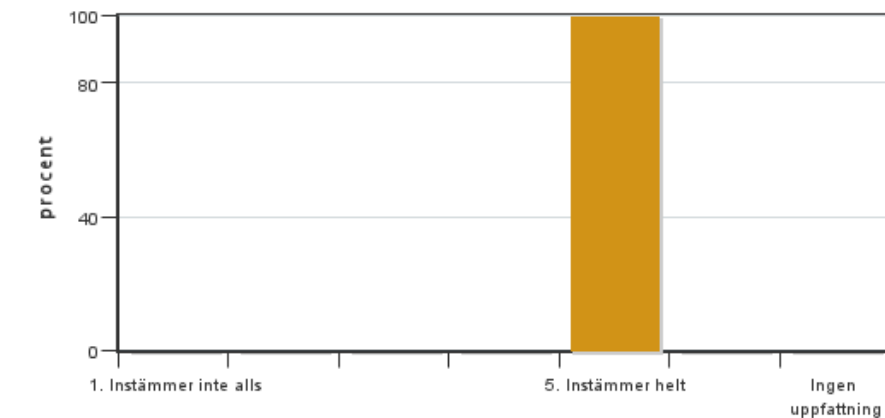


Antal svar: 2  
Medel: 5,0  
Median: 5

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

Har ingen uppfattning: 0

**8. Examinationen/-erna gav mig möjlighet att visa vad jag lärt mig under kursen, se lärandemål.**

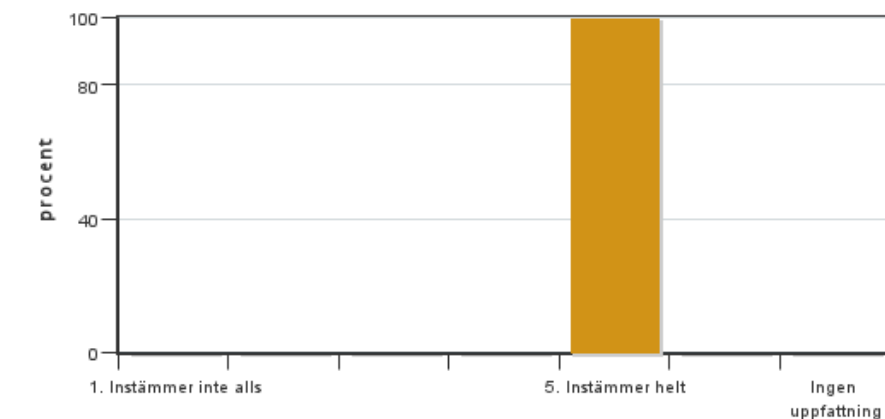


Antal svar: 2  
Medel: 5,0  
Median: 5

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

Har ingen uppfattning: 0

**9. Jag anser att kursen har berört hållbar utveckling (miljömässig, social och/eller ekonomisk hållbarhet).**

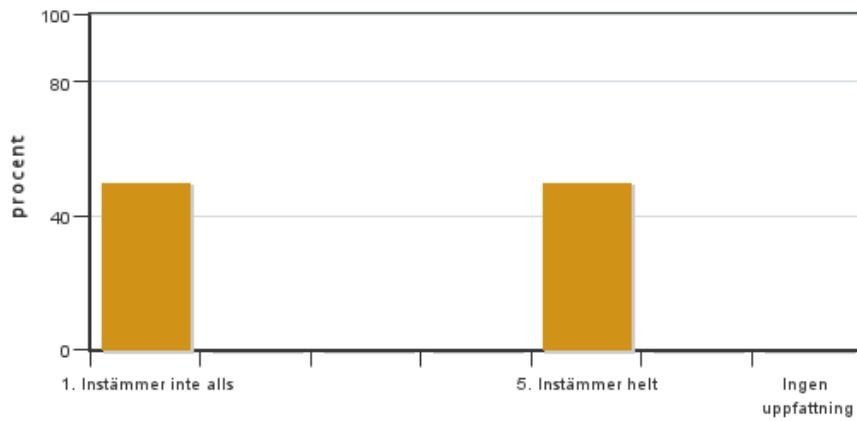


Antal svar: 2  
Medel: 5,0  
Median: 5

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

Har ingen uppfattning: 0

**10. Jag anser att kursen har berört ett genus- och jämställdhetsperspektiv i innehåll och praktik (t. ex. perspektiv på ämnet, kurslitteratur, fördelning av taltid och förekomst av härskartekniker).**

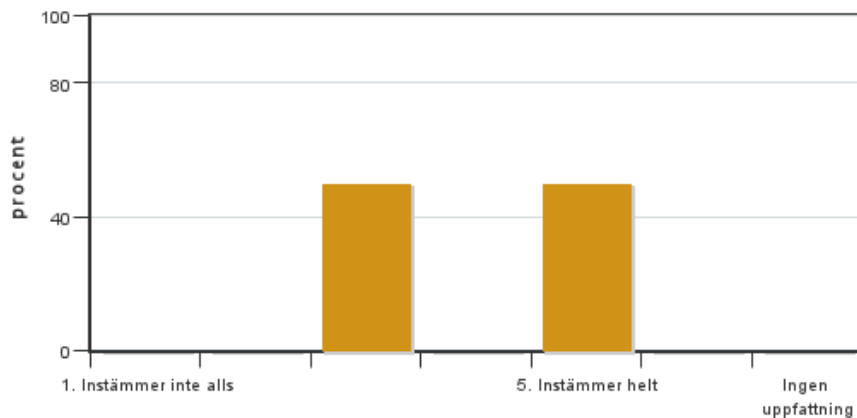


Antal svar: 2  
 Medel: 3,0  
 Median: 1

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

Har ingen uppfattning: 0

**11. Jag anser att kursen har berört internationella perspektiv.**

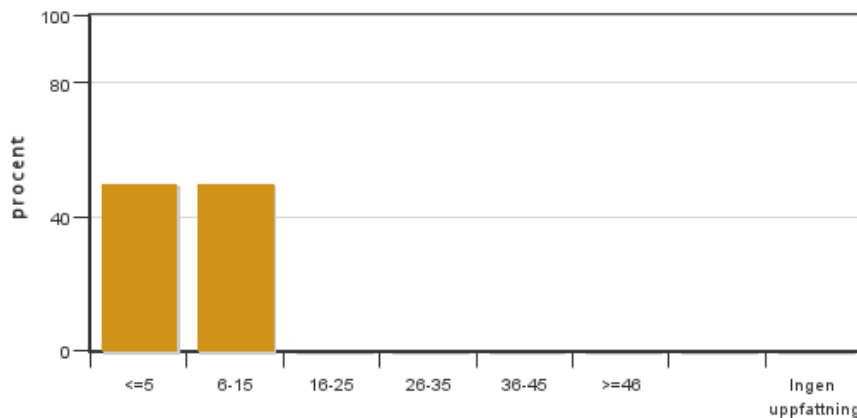


Antal svar: 2  
 Medel: 4,0  
 Median: 3

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

Har ingen uppfattning: 0

**12. Jag har i genomsnitt lagt ... timmar per vecka på kursen (inklusive schemalagd tid).**

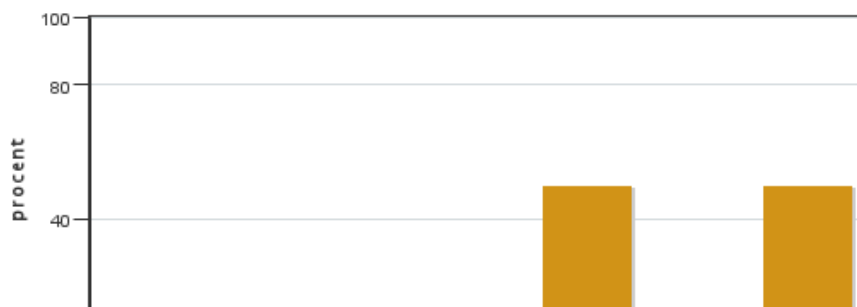


Antal svar: 2  
 Medel: 6,3  
 Median: ≤5

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

Har ingen uppfattning: 0

**13. Om relevant, vad är ditt helhetsintryck av att hela eller delar av utbildningen genomförts på distans?**



Antal svar: 2  
 Medel: 5,0  
 Median: 5

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

Har ingen uppfattning: 1



14. Om relevant, vad fungerade väl i undervisningen på distans?

15. Om relevant, vad fungerade mindre väl i undervisningen på distans?

## Kursledarens kommentarer

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Läraren har inte lämnat några kommentarer

## Studentrepresentantens kommentarer

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This year saw 4 students enrolled in the course NA0184. In the end only 2 students completed the course. The 50% drop-off was however not due to disliking the course, rather because life & other studies took up too much time and effort.

It baffles us why so few chose to take this course as it covers an interesting topic, has a reasonable workload and can be of great use in the future career. From asking other fellow students it seems many lack the knowledge of this course's presence. Indeed it seems like the biggest reason why so few took this course this year was due to lack of knowledge of its existence. One way to combat this is to have a closer connection with people such as Henrik Sjöstrand (the head of programme for the Energy systems programme) at Uppsala University, to collaborate in order to better spread the word and advertise the course for future classes. This should especially be done before/during the admission period to make more people aware of its existence.

All of this year's students had a background of engineering studies, thus had barely been in contact with environmental economics or economics in general. This was not an issue as the first lectures focused on introducing and explaining the relevant concepts and economic background required to fully take in the content of the course. There was also a number of additional videos supplied to help the student grasp the background theory better than solely from the lectures (although all students believed the lectures were sufficient). This signifies a very "engaged" course administration! This was also reflected by the answers one got from questions, regardless of if they were asked in person during lectures or via email.

Lecture 4 and 5 were particularly important to understand the various environmental policy instruments that are of use throughout the world. It also provided valuable information for the case study exercise (= course project) that really helped weave the course content together. Bare in mind that the case study takes longer time than expected, for future students it is advised to start well ahead of the deadline (at least 4 weeks) to be able to work continuously with the content. The case study also helps the students study for the exam, so it's a win-win by starting early.

The course layout is centered around lectures, calculating exercises, seminars and one course project. Due to the low amount of course participants it was difficult to follow the layout as usual. The course administration had to adapt the course to better fit the smaller audience, but managed to do so while still retaining high quality of education. Although it is believed by the students that seminars and other student-centered discussions would help grasp the course content faster and shed light on different perspectives.

The course introduces the field of environmental economics in a pedagogical and interesting way. I would very much recommend this course to students who are interested in sustainability, global warming and emission reduction. The course sheds light on these issues from various perspectives, especially from the economic, societal, sociological and political scales.