



## Models for sustainable water management MX0145, 20043.2223

7.5 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Martyn Futter

### Evaluation report

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**Evaluation period: 2022-11-24 - 2022-12-15**

Answers 4

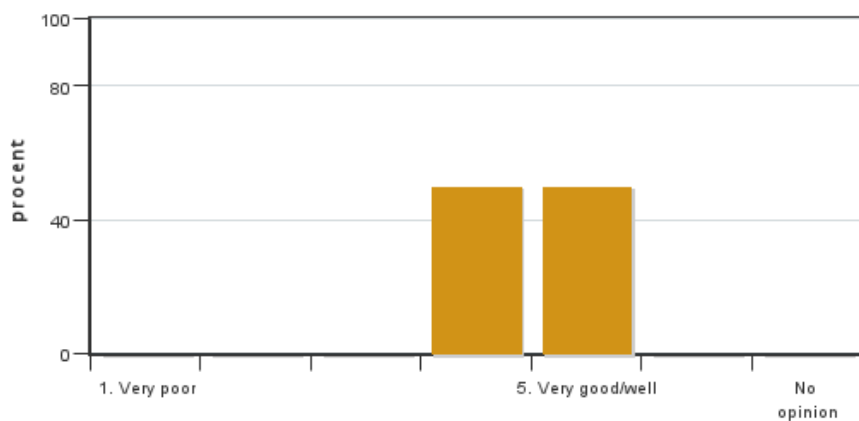
Number of students 10

Answer frequency 40 %

### Mandatory standard questions

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



Answers: 4  
Medel: 4,5  
Median: 4

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

No opinion: 0

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

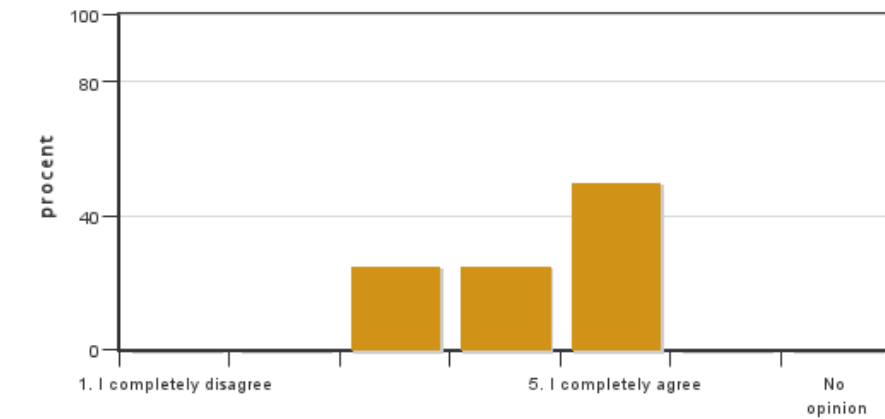


Answers: 4  
Medel: 5,0  
Median: 5

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

No opinion: 0

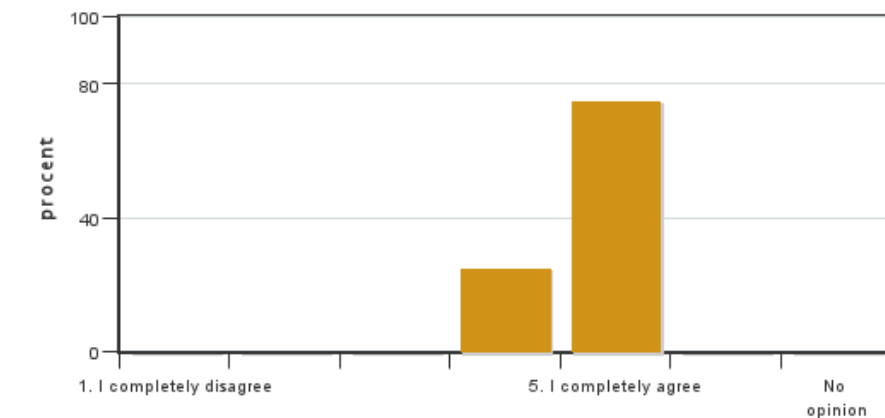
**3. My prior knowledge was sufficient for me to benefit from the course.**



Answers: 4  
Medel: 4,3  
Median: 4

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

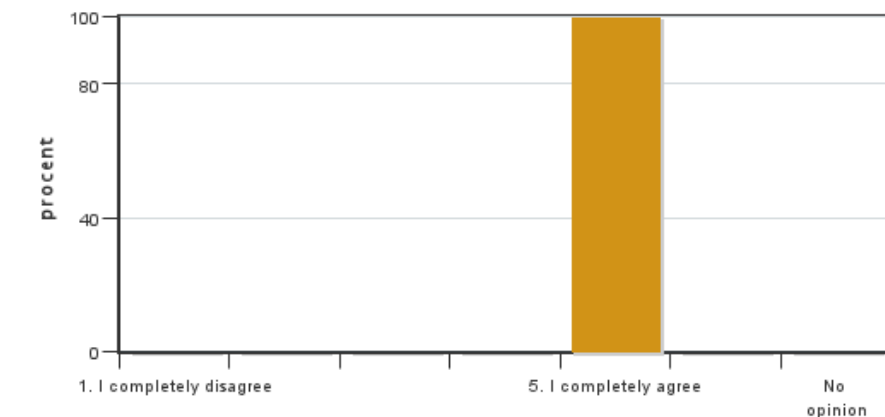
**4. The information about the course was easily accessible.**



Answers: 4  
Medel: 4,8  
Median: 5

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

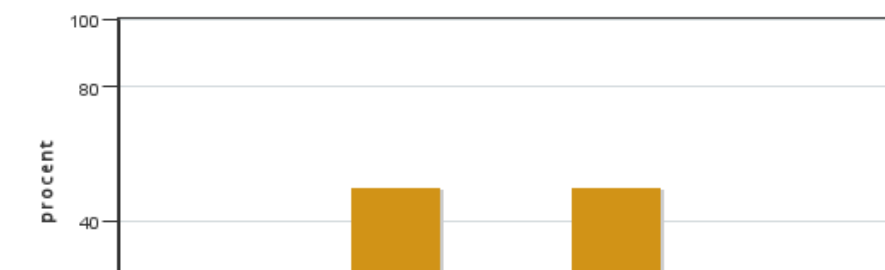
**5. The various course components (lectures, course literature, exercises etc.) have supported my learning.**



Answers: 4  
Medel: 5,0  
Median: 5

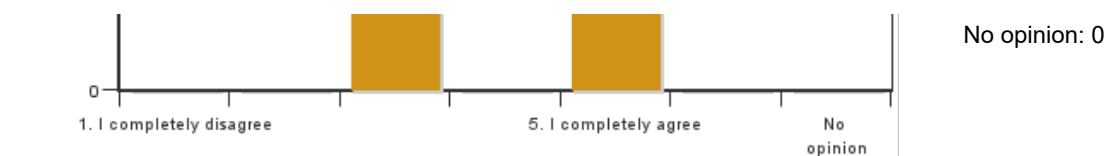
1: 0  
2: 0  
3: 0  
4: 0  
5: 4  
No opinion: 0

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

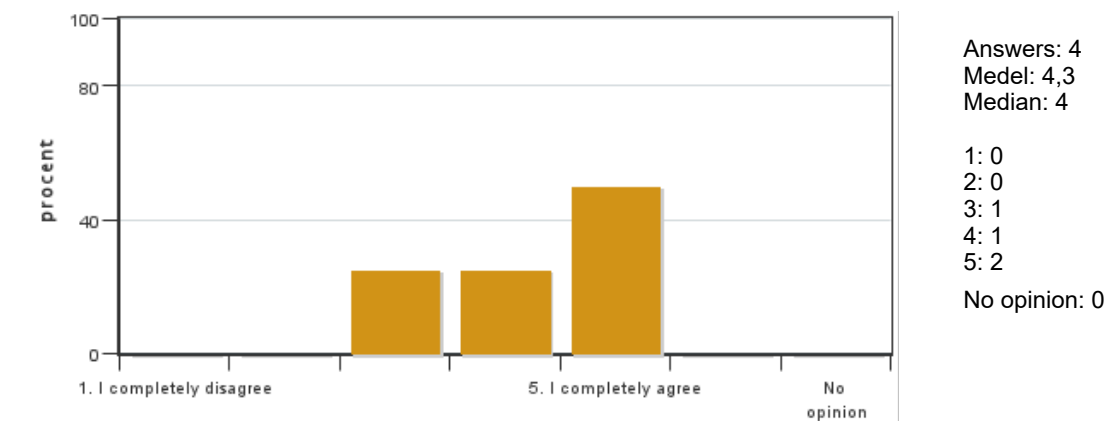


Answers: 4  
Medel: 4,0  
Median: 3

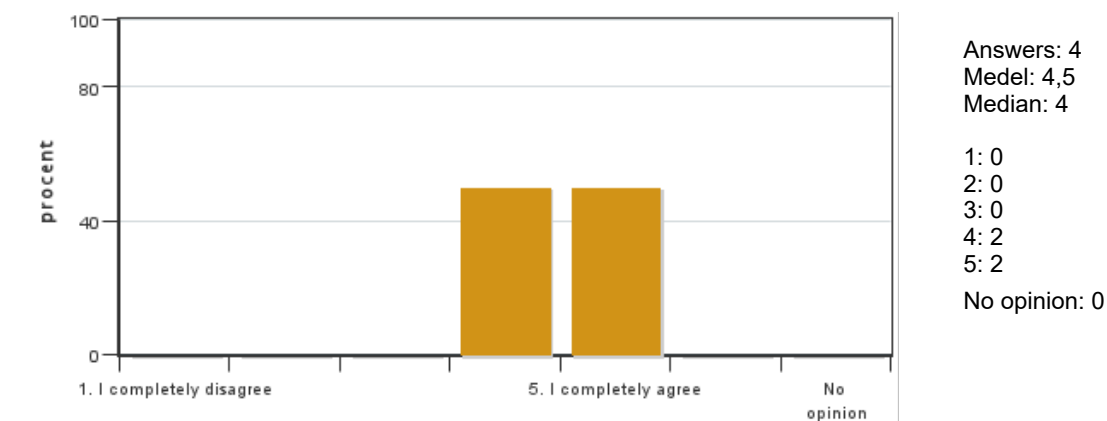
1: 0  
2: 0  
3: 2  
4: 0  
5: 2



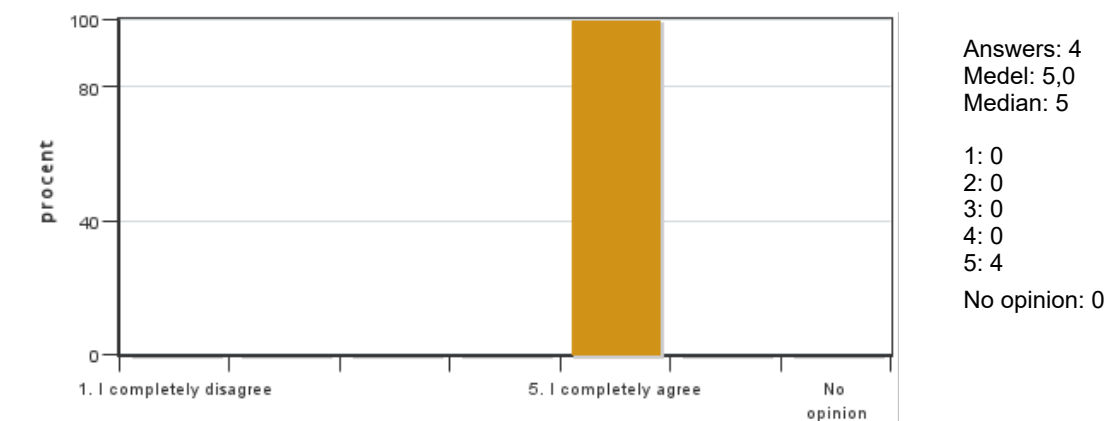
**7. The physical learning environment (facilities, equipment etc.) has been satisfactory.**



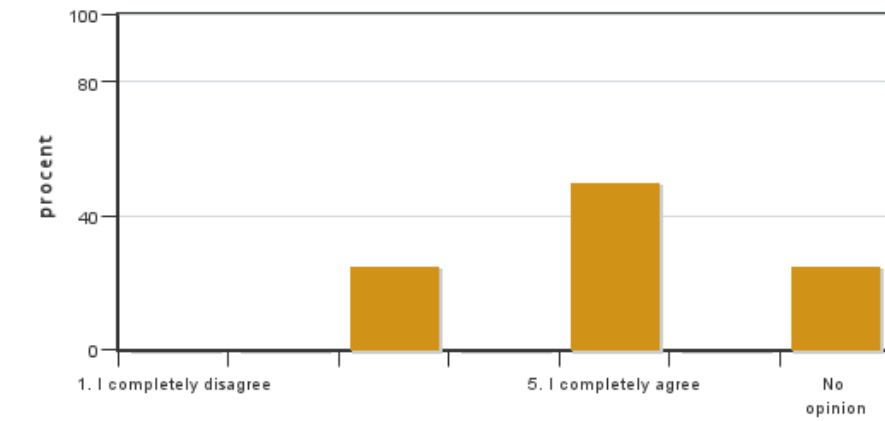
**8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).**



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



**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).**

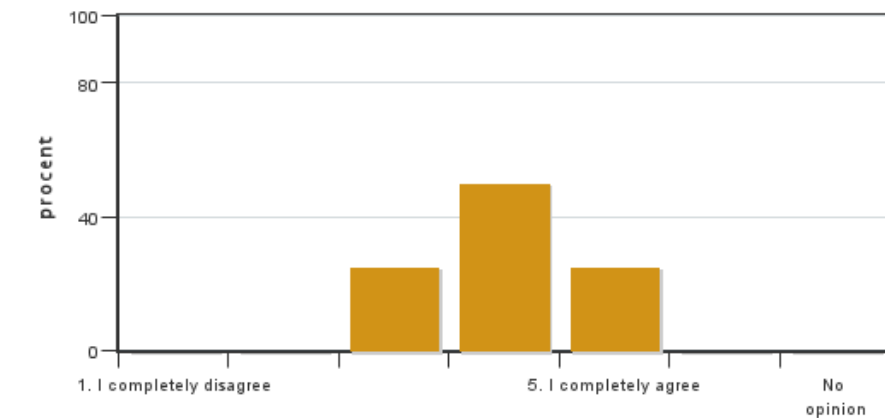


Answers: 4  
Medel: 4,3  
Median: 5

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

No opinion: 1

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

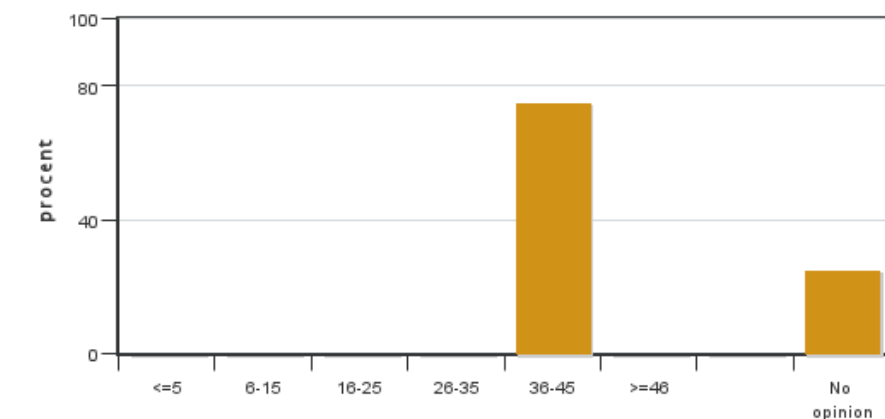


Answers: 4  
Medel: 4,0  
Median: 4

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

No opinion: 0

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

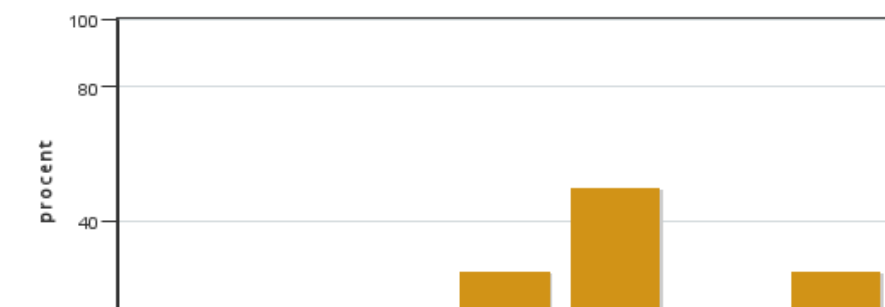


Answers: 4  
Medel: 40,0  
Median: 36-45

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

No opinion: 1

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



Answers: 4  
Medel: 4,7  
Median: 5

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

No opinion: 1



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 evaluations are positive but they highlight a number of areas for possible improvement in future course offerings. There was a relatively low response rate for the survey (40%). Presenting previous years' survey results in the introductory lecture with a focus on how this information, especially written comments, can improve future course offerings could increase response rates in the future. The course is designed for students with a broad range of backgrounds. As a result, some participants may feel they lack sufficient prior knowledge. The next instance of the course can highlight the possibility for "one on one" meetings to ensure participants have the necessary background. Half of the respondents felt there were opportunities to improve the social learning environment. One way to accomplish this will be a greater focus on student discussions and group work. SLU is getting better but the physical learning environment can still offer surprises. Hopefully projectors will be better maintained in the future. The course has an even mix of female and male instructors at a range of career stages. International perspectives can be broadened based on student interest.

## Student representatives comments

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First of all, the number of participants on the evaluation was 4 out of 10 so the comments released are not so representative. A bigger number of participants should involve to the evaluation as it is a beneficial process for the next year's students, teachers and the quality and progress of the course. Generally the evaluation for the course "Models for sustainable water management" was very good with more of the questions ranked with 4 and 5. The lectures and lab exercises were properly completed and a theoretical assignment report was asked on the last part. The course leader and all the participated teachers were very communicable and willing to help during all the parts of the course. With grade 3 the following questions regarding the prior knowledge, the inclusive social learning environment, the physical learning environment, the gender equality and the international perspective were ranked.

Specifically, for,

- **prior knowledge**, a student felt that he lacks knowledge corresponding to the course. However, the teacher was always willing to explain and discuss any question/topic during the course. It is recommended to the students to explain and discuss any question or problem they have in order the communication would be beneficial for both sides.
- **the inclusive social learning environment**, where two students ranked with 3. Unfortunately, as the question is vague enough a comment would help to understand the source of the problem and give to the teacher the opportunity to provide a solution.
- **the physical learning environment**, would be improved with controls for room's equipment as the lectures that were completed in the room Prima of library were problematic due to the insufficient function of projector as a result maps, figures and photographs presented during lectures were dim without letting the students to understand fully the material.
- **the gender equality**, the teachers that were participated on the course were 3 men and 3 women (genderwise). As all of them were from Europe, international teachers that would provide their projects could be introduced.
- **international perspective**. The topics that were covered during the course focused on different areas in Europe, America and Asia. Further comments could help the teacher to understand the thought of the student that ranked with 3 this question.