



Conflict, democracy and facilitation MX0148, 30099.2223

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Amelia Mutter

Evaluation report

Evaluation period: 2023-03-14 - 2023-04-04

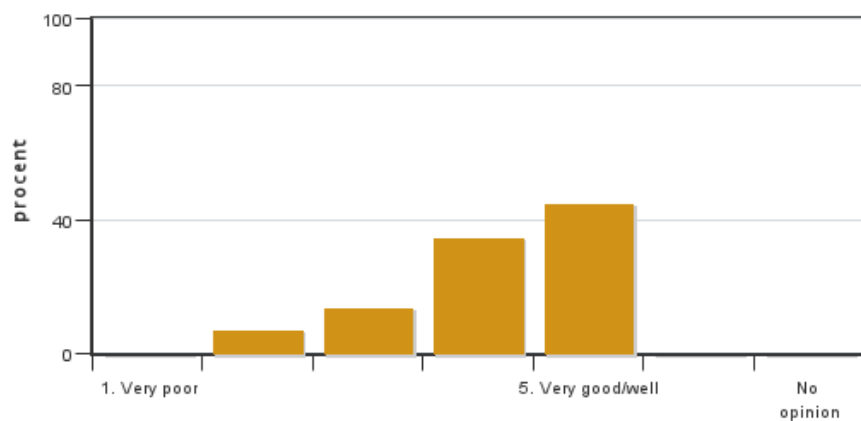
Answers 29

Number of students 45

Answer frequency 64 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 29

Medel: 4,2

Median: 4

1: 0

2: 2

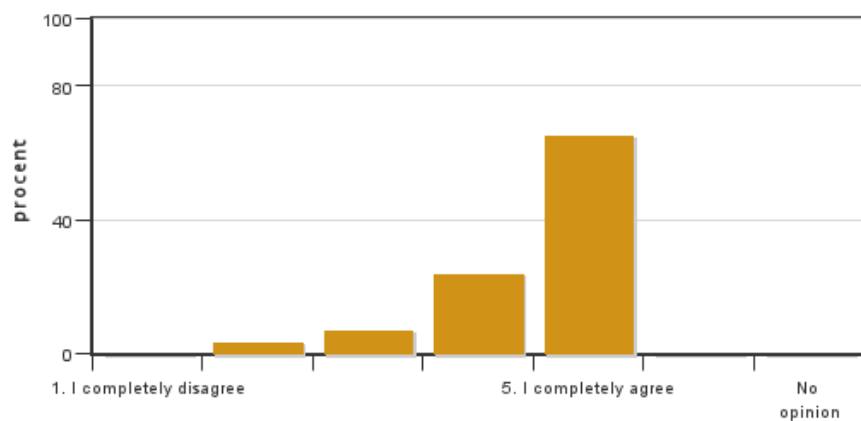
3: 4

4: 10

5: 13

No opinion: 0

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



Answers: 29

Medel: 4,5

Median: 5

1: 0

2: 1

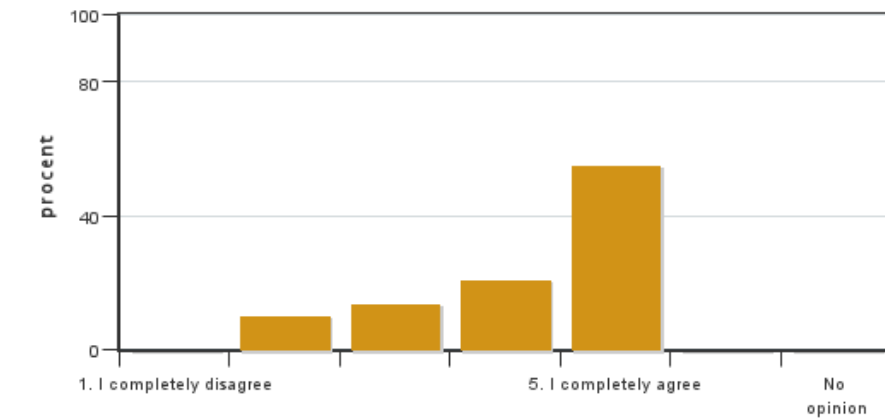
3: 2

4: 7

5: 19

No opinion: 0

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



Answers: 29

Medel: 4,2

Median: 5

1: 0

2: 3

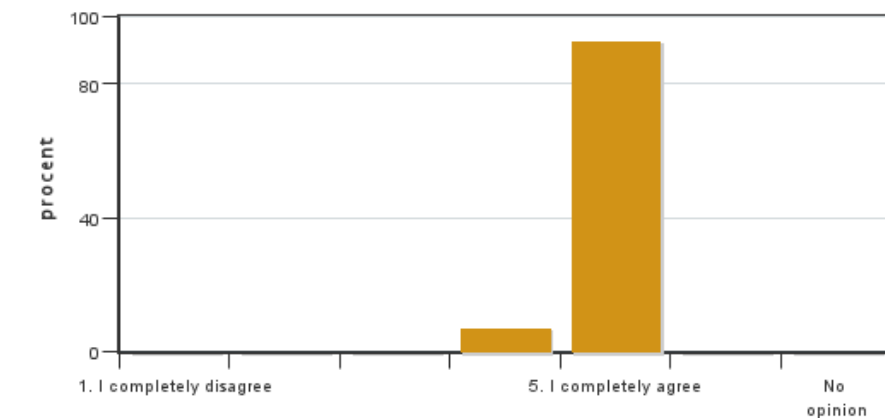
3: 4

4: 6

5: 16

No opinion: 0

4. The information about the course was easily accessible.



Answers: 29

Medel: 4,9

Median: 5

1: 0

2: 0

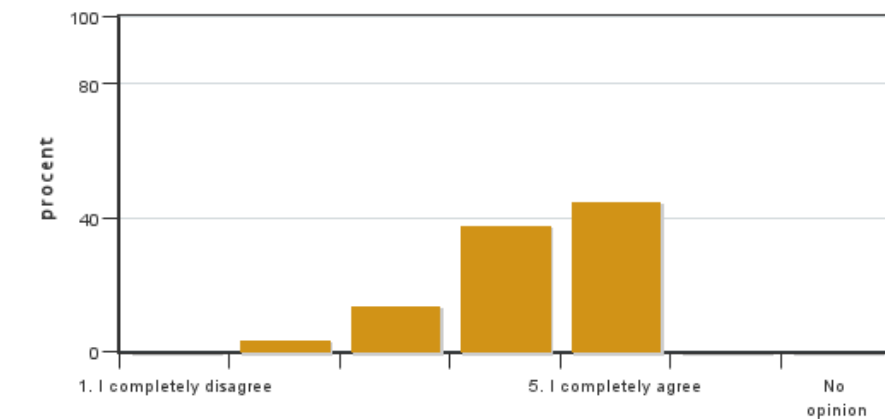
3: 0

4: 2

5: 27

No opinion: 0

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



Answers: 29

Medel: 4,2

Median: 4

1: 0

2: 1

3: 4

4: 11

5: 13

No opinion: 0

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



Answers: 29

Medel: 4,6

Median: 5

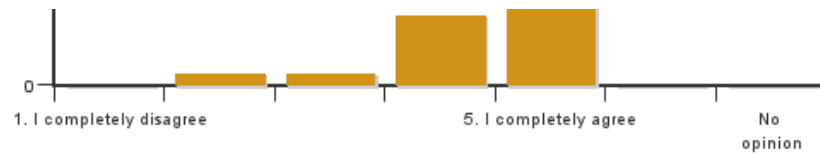
1: 0

2: 1

3: 1

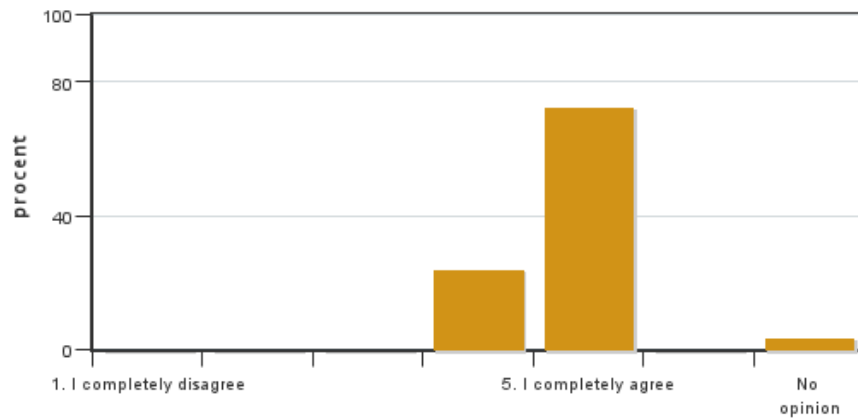
4: 6

5: 21



No opinion: 0

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



Answers: 29

Medel: 4,8

Median: 5

1: 0

2: 0

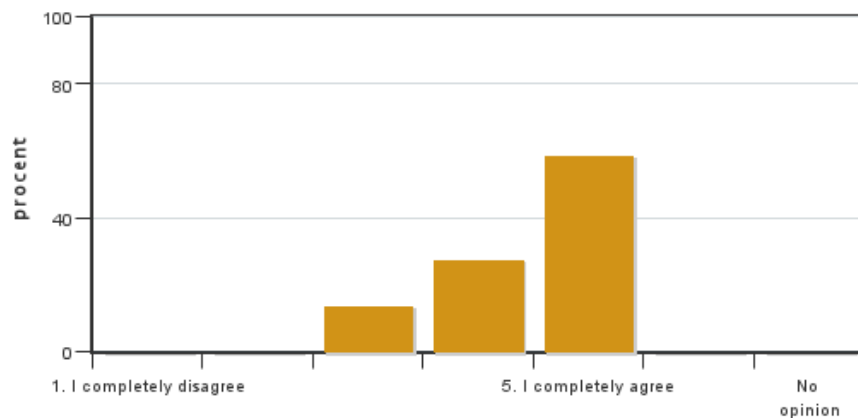
3: 0

4: 7

5: 21

No opinion: 1

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



Answers: 29

Medel: 4,4

Median: 5

1: 0

2: 0

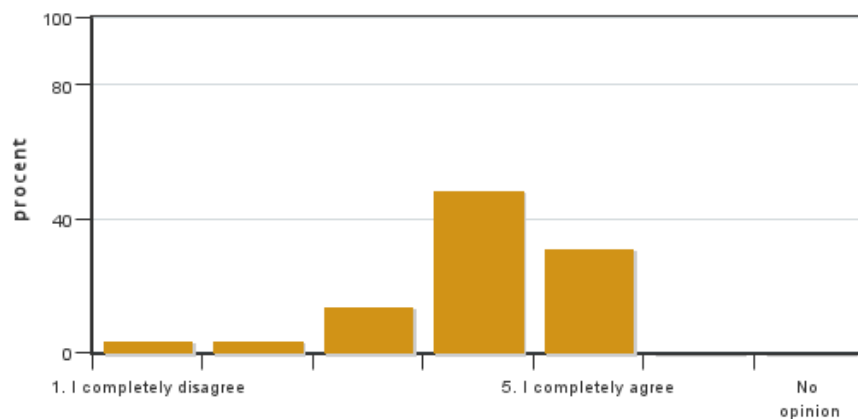
3: 4

4: 8

5: 17

No opinion: 0

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



Answers: 29

Medel: 4,0

Median: 4

1: 1

2: 1

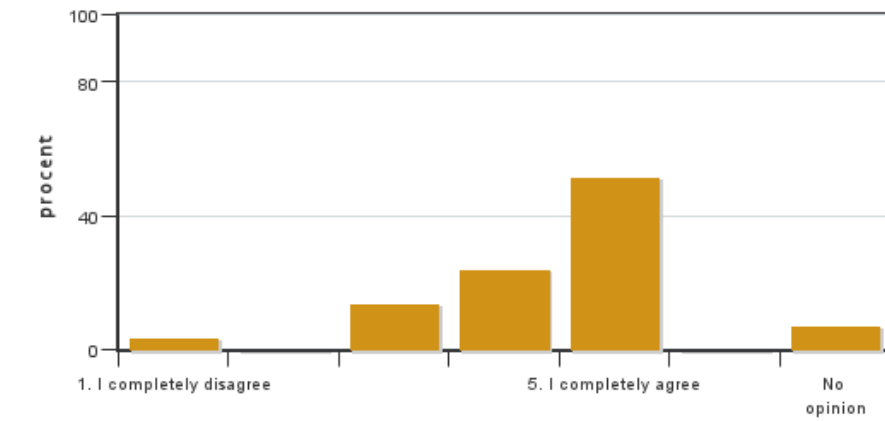
3: 4

4: 14

5: 9

No opinion: 0

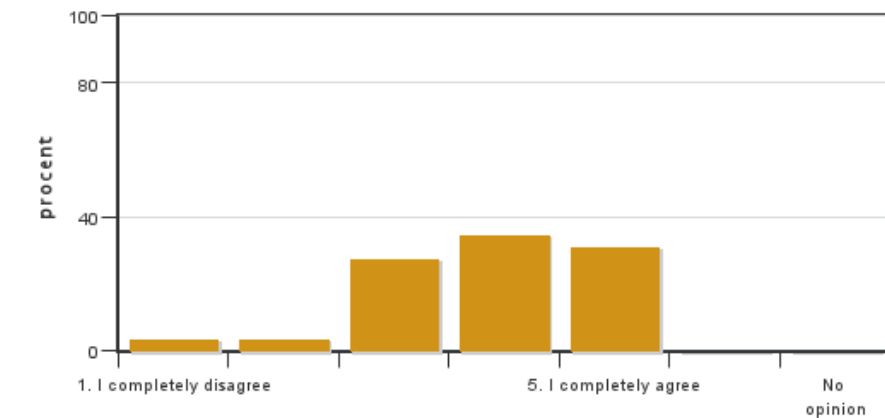
10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).



Answers: 29
 Medel: 4,3
 Median: 5

1: 1
 2: 0
 3: 4
 4: 7
 5: 15
 No opinion: 2

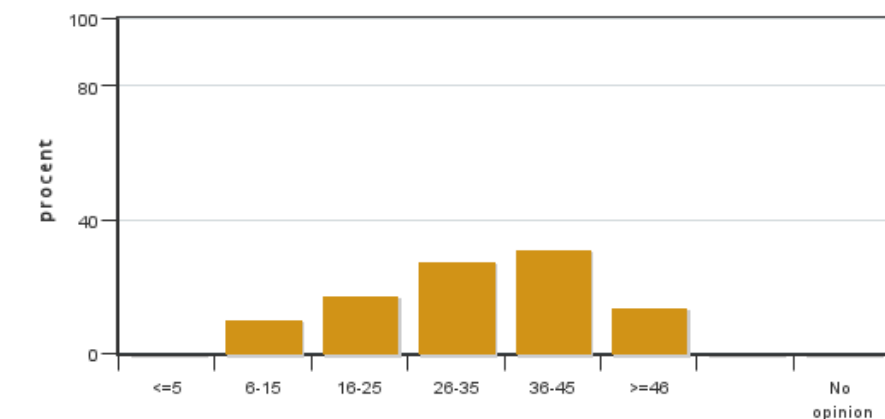
11. The course covered international perspectives.



Answers: 29
 Medel: 3,9
 Median: 4

1: 1
 2: 1
 3: 8
 4: 10
 5: 9
 No opinion: 0

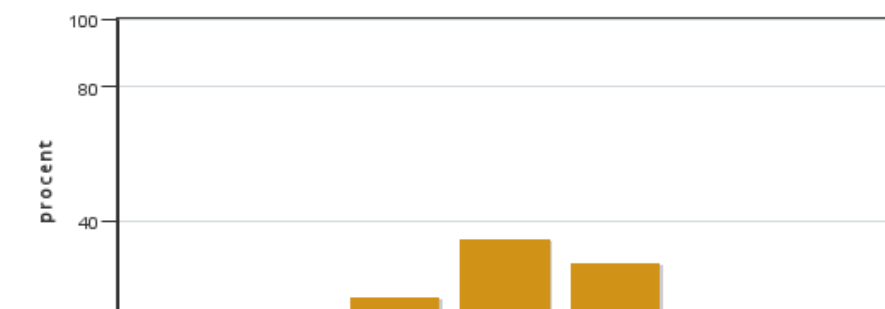
12. On average, I have spent ... hours/week on the course (including timetabled hours).



Answers: 29
 Medel: 31,5
 Median: 26-35

≤5: 0
 6-15: 3
 16-25: 5
 26-35: 8
 36-45: 9
 ≥46: 4
 No opinion: 0

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



Answers: 29
 Medel: 4,0
 Median: 4

1: 0
 2: 2
 3: 5
 4: 10
 5: 8
 No opinion: 4



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

Teacher comments CDF course 2023

Comments based on discussion among the teacher team, considering course evaluation, wrap up discussion with the whole class and report from and meeting with course representative.

The teacher team is overall satisfied with the course this year. The evaluation both in Evald and in the final discussion with students was mainly positive. There were some few students that had negative experiences during the project work which were reflected in the evaluation (more on this below)

The teacher team was pleased with the changes and improvements that were implemented this year:

- Changes in the schedule regarding adding some lectures and workshops during the project work period, instead of focusing only on the project work, worked well and was appreciated by the students. More activities can be added or developed. For example, a workshop or seminar could be added to the facilitation lecture at the beginning of the project work, to meet students' request to include more content on facilitation tools and techniques.

- Changes in the schedule regarding the first home exam also seem to have addressed previous years' problem of the first home exam being too early. The optional choice of answering Q3 for a higher grade seems to have also worked. The new focus of Q3 on the case of the PW seemed to have been useful for advancing students thinking on the PW.

- Moving the group dynamic experience workshop to a later stage of the course also made it possible for most students to find value in the activity, compared to the critique that it got in previous years.

- The improvements made to the general reflection sessions, including a greater emphasis on the reflection cycle, seem also to have worked as students valued these sessions very much compared to previous years.

The bad experiences that some students had during the project work were mainly based on tensions caused by different levels of commitment and engagement among some members of two project work teams. Given that the project work teams are meant to be self-organised and self-driven (following the pedagogical principles behind the project work) it was difficult for the teachers to foresee these problems and intervene. Students suggested to have more mandatory or in person sessions on campus. This could be done and would allow teachers to get better insights into the internal dynamics of the PW teams including the individual contribution of the team members. This could be done in connection to the consultation meetings, asking students to work on campus in the same room during that day and having a separate room for consultations.

Other aspects highlighted in the evaluation that could be considered to revise are:

- Dealing with expectations on Democracy in the name of the course.
- Having more international content
- Making gender perspectives more visible in the course content
- Keeping up to date with climate change related conflicts (including e.g. social mobilization, activism) and not only natural resource management conflicts.

Student representatives comments

Overall, the students considered the course "Conflict, Democracy and Facilitation" to be a valuable learning experience. In my role as course representative, I never received complaints about the course or teachers.

This course not only taught students about different theoretical aspects and dynamics of environmental conflicts but also contributed to their personal growth as collaborators through the project work. The group project was generally

considered as an important and valuable part of the course that provided the students with interesting new insights. Some students also perceived the project as challenging at times, mainly due to it being a student-driven project that is dependent on the initiative and engagement of students as a group.

Most students highlighted that their conflict competence improved through the course and that they acquired valuable new skills and knowledge. The mixture between lectures, engaging seminars, and workshops as well as a guest lecture contributed to a good learning environment.

Additionally, I would like to highlight the open communication between students and teachers that was continuously encouraged, for example through regular consultation sessions. Throughout the whole course, the teachers made sure to emphasize that students could always contact them with any comments, concerns, or other matters and this was appreciated by the students. I am sure that many future students will benefit from this course.

Kontakta support: support@slu.se - 018-67 6600