



Environmental assessment MX0152, 40045.2223

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Ulf Grandin

Evaluation report

Evaluation period: 2023-05-28 - 2023-06-11

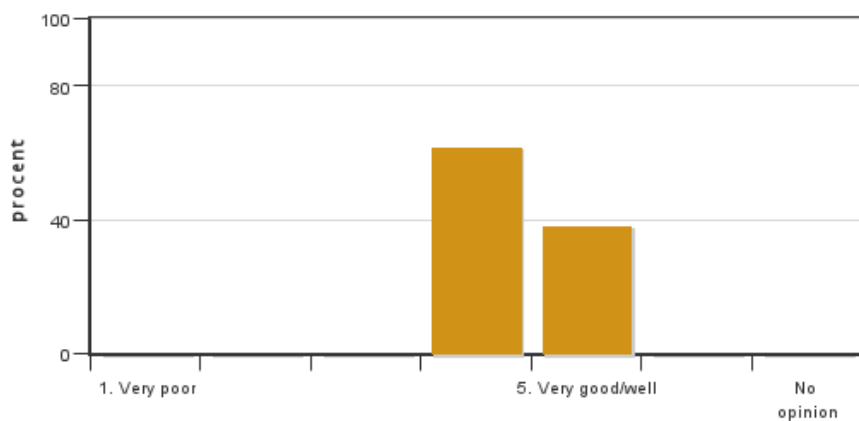
Answers 13

Number of students 16

Answer frequency 81 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 13

Medel: 4,4

Median: 4

1: 0

2: 0

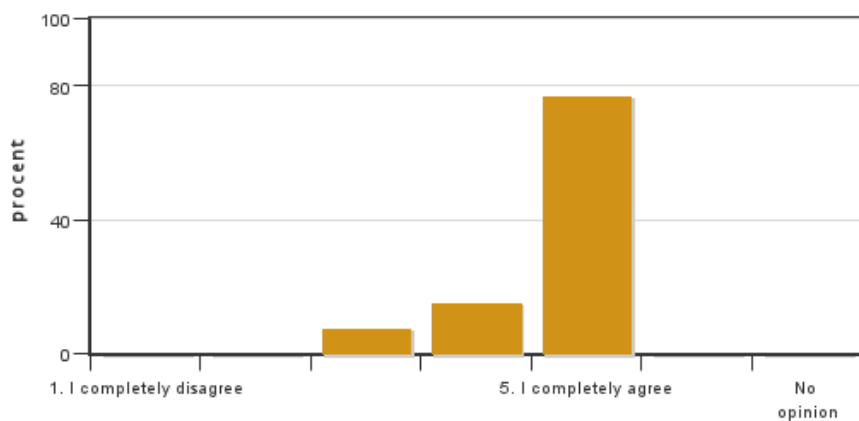
3: 0

4: 8

5: 5

No opinion: 0

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



Answers: 13

Medel: 4,7

Median: 5

1: 0

2: 0

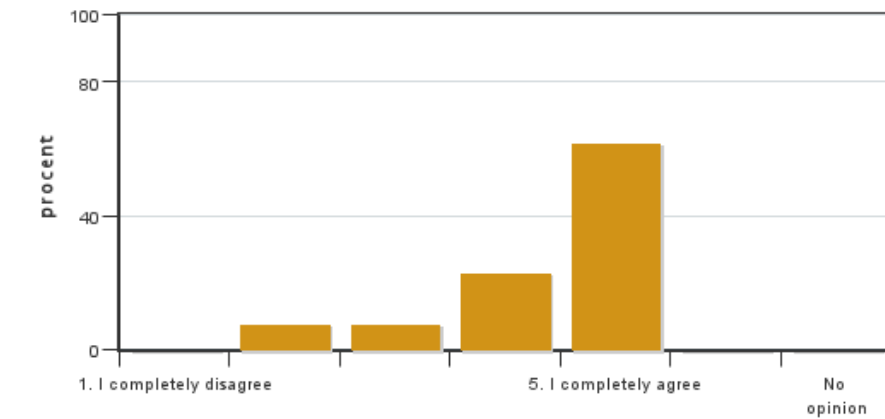
3: 1

4: 2

5: 10

No opinion: 0

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



Answers: 13

Medel: 4,4

Median: 5

1: 0

2: 1

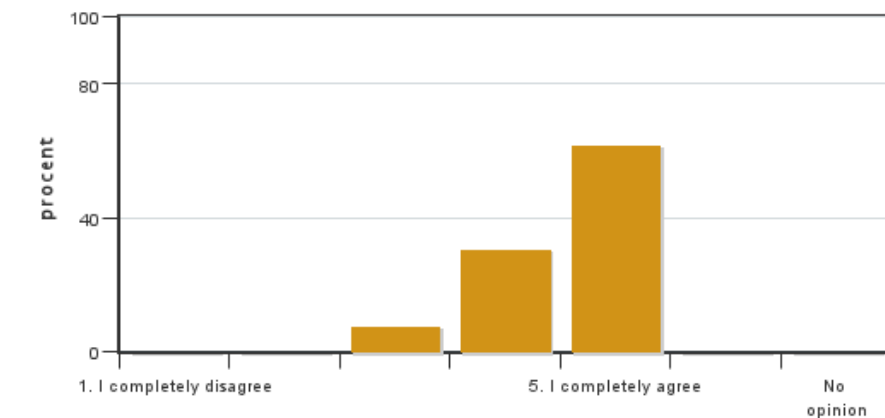
3: 1

4: 3

5: 8

No opinion: 0

4. The information about the course was easily accessible.



Answers: 13

Medel: 4,5

Median: 5

1: 0

2: 0

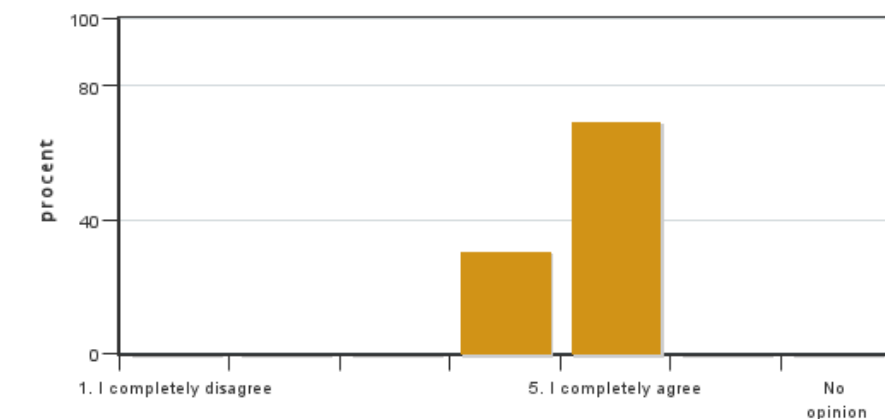
3: 1

4: 4

5: 8

No opinion: 0

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



Answers: 13

Medel: 4,7

Median: 5

1: 0

2: 0

3: 0

4: 4

5: 9

No opinion: 0

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



Answers: 13

Medel: 5,0

Median: 5

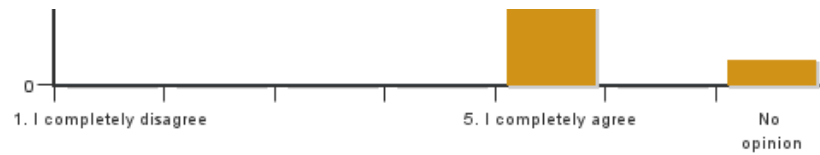
1: 0

2: 0

3: 0

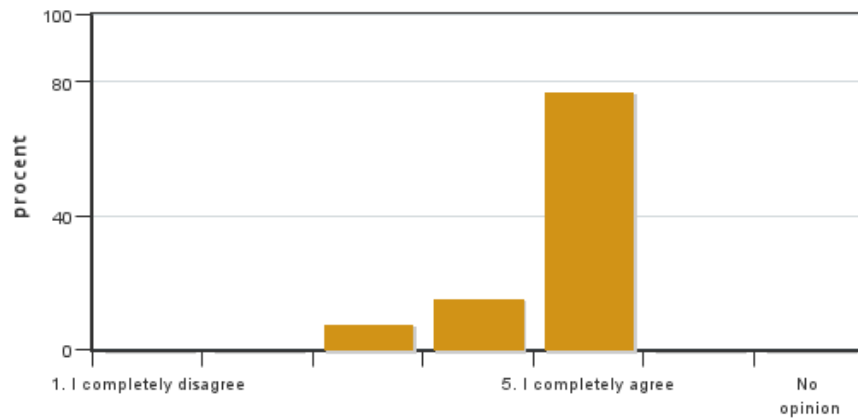
4: 0

5: 12



No opinion: 1

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



Answers: 13

Medel: 4,7

Median: 5

1: 0

2: 0

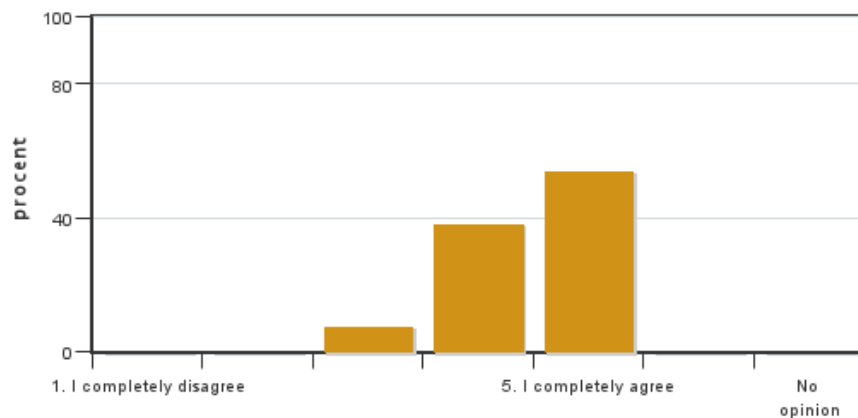
3: 1

4: 2

5: 10

No opinion: 0

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



Answers: 13

Medel: 4,5

Median: 5

1: 0

2: 0

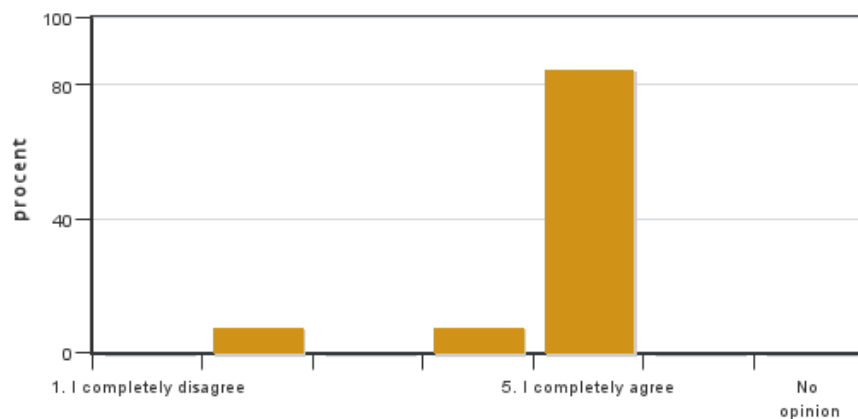
3: 1

4: 5

5: 7

No opinion: 0

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



Answers: 13

Medel: 4,7

Median: 5

1: 0

2: 1

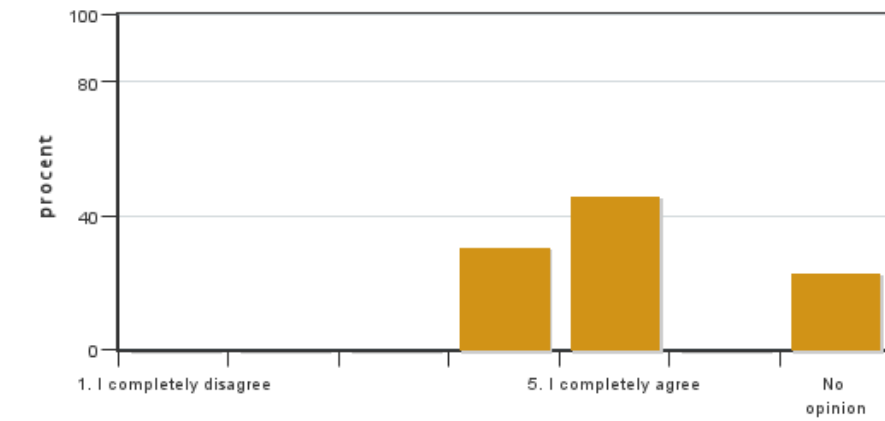
3: 0

4: 1

5: 11

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).

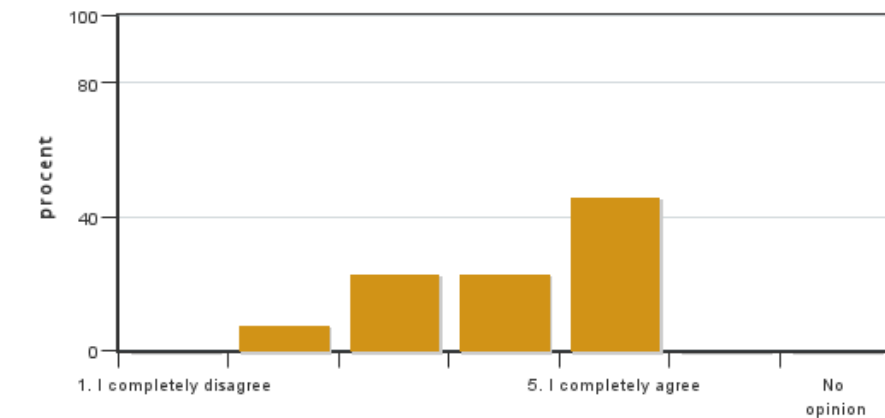


Answers: 13
Medel: 4,6
Median: 5

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

No opinion: 3

11. The course covered international perspectives.

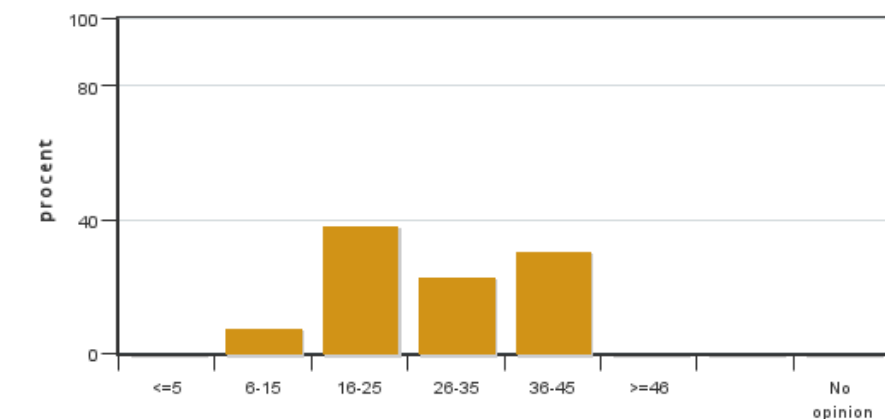


Answers: 13
Medel: 4,1
Median: 4

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

No opinion: 0

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

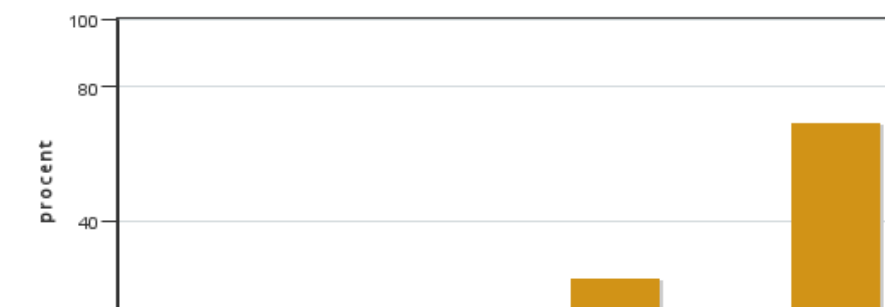


Answers: 13
Medel: 27,7
Median: 26-35

≤5: 0
6-15: 1
16-25: 5
26-35: 3
36-45: 4
≥46: 0

No opinion: 0

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



Answers: 13
Medel: 4,5
Median: 5

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

No opinion: 9

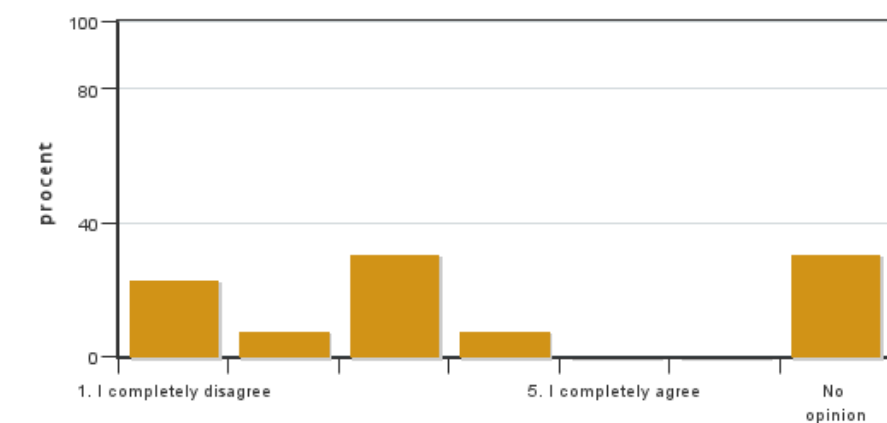


14. If relevant, please share what worked well when participating in teaching on distance

15. If relevant, please share what worked less well when participating in teaching on distance

Additional own questions

16. Were there disturbing overlaps between teachers at the course? If yes, please specify!

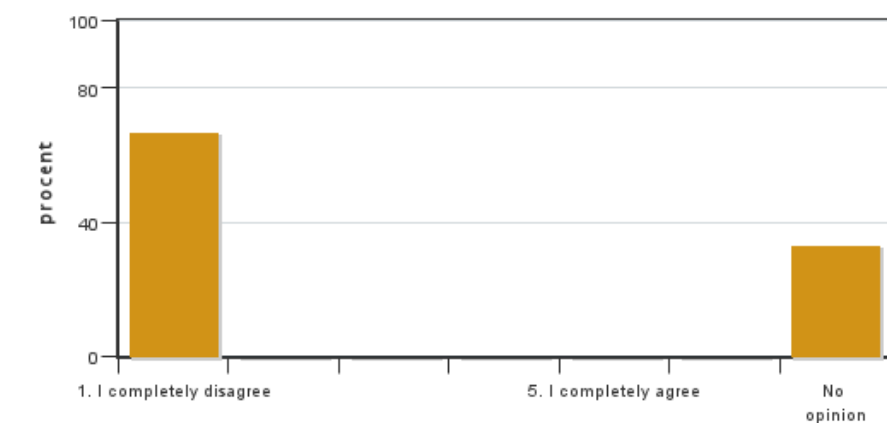


Answers: 13
Medel: 2,3
Median: 3

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

No opinion: 4

17. Were there disturbing overlaps with other SLU courses? If yes, please specify!



Answers: 12
Medel: 1,0
Median: 1

1: 8
2: 0
3: 0
4: 0
5: 0

No opinion: 4

18. Were there any parts of the course that you would say were extra fruitful?

18. Were there any parts of the course that should be removed or heavily modified for the course next year?

Course leaders comments

On the whole, the students were satisfied with the course. There were no consistent pattern in the comments that call for immediate revision of the course. However, there were some useful suggestions for improvements.

One of the most striking comments is that a lot of the lectures ended earlier than scheduled. I will bring up this with all involved teachers, and adapt the schedule for next year's course. The evaluation also showed that a few lecturers had forgotten to add study questions at the end of their presentations. I will continue to remind all teachers about this. The aim is that all lecture handouts should have these questions. I will also remind the involved teachers to upload reading, assignments and handouts at least one day before the lecture or lab. It is in the instructions for teachers, but some are very busy and forget.

Some commented that there were varying requirements for pass the calculation assignments. There were also comments that for some of the assignments, the purpose was not entirely clear and that results of the calculations were not put in a wider context. These are useful comments and we will harmonise the assignments for the course next year.

A majority of the students were happy with the exam. We apologise for the question that could be interpreted in different ways for people with English as a second language. However, we believe that everyone got a fair score on that question.

For international perspectives in the course, we agree that there is a European focus when it comes to monitoring frameworks. However, a lot of the statistics, monitoring and indices brought up are universal. Apart from the UN Air convention, we feel that bringing up environmental policies in other parts of the world would be too much for the course.

Finally, the field week. It was interesting to read that it was highly appreciated even if the weather was really bad during the day with lake monitoring. There was a suggestion to have the field week earlier. However, most of the monitoring techniques require late spring or summer conditions. There need to be plants in the forest, no frost in the soil and no ice on the rivers. Thus, we will keep the field week at the end of the course.

Student representatives comments

Overall the course got high scores in the evaluation. Both the lectures, slides, study questions, computer assignments and the field days were generally appreciated by the students. The field days were particularly pointed out as a rewarding learning activity. Students reported having learnt both general concepts of environmental analysis as well as deeper insights of the topic.

Suggestions for improvement of the course were more on the detail level, rather than any major changes. A general comment is that a majority of classes finished earlier than scheduled. Some commented that some lectures and computer exercises could benefit from a slightly clearer framing; contextualizing its real life usage and what the learning objectives for the assignment or lecture are. Some inquired for a better harmonization in the criteria for passing the computer exercises. Regarding the Sustainable development goals section many thought that the lectures were indeed interesting but that most have already been introduced to the SDGs on an overall level, and that the SDG section might benefit for instance from a slightly more applied or otherwise in-depth take. Regarding reading material for the course, there were some who wished for a bit more guidance on what papers were most important, and requests for material on refreshing statistical basics. Some suggestions were made that some of the field days could take place earlier in the course, although most were happy about the sampling week over all. Regarding international perspectives, the main focus of the course was on swedish/european perspectives but whether this was considered as negative or positive isn't self-evident. Regarding the examinations, some students commented that exam questions could be misinterpreted. Some also questioned whether the amount of computer assignments are proportional to how many credits they were (for instance compared to the written exam), and that maybe there could be slightly fewer computer assignments. However, no particular exercise or part of the course was pointed out as superfluous, so this might be an issue of combining some exercises rather than removing any topic entirely.

To be noted is that the course is open to students from fairly different academic disciplines, which inevitably creates some challenges in meeting all students at the level they are at. This can be reflected for instance in the weekly workload that students reported in the evaluation; the span of this was notably wide, and some students commented that the course was not very demanding whereas others described having to work hard to reach the learning outcomes. Overall the student group was, however, very satisfied with the course, indicating that the teaching was overall well balanced and able to meet a diverse student group, and that the participating students benefited from the course.

To sum up there are some minor pieces that could be refined til next year's round, but overall a course that was well appreciated by the students!

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