



# Introduction to environmental communication - Society, social interaction and communicative skills

## MX0115, 10074.2223

15 Hp  
Pace of study = 100%  
Education cycle = Advanced  
Course leader = -, Camilo Calderon

### Evaluation report

---

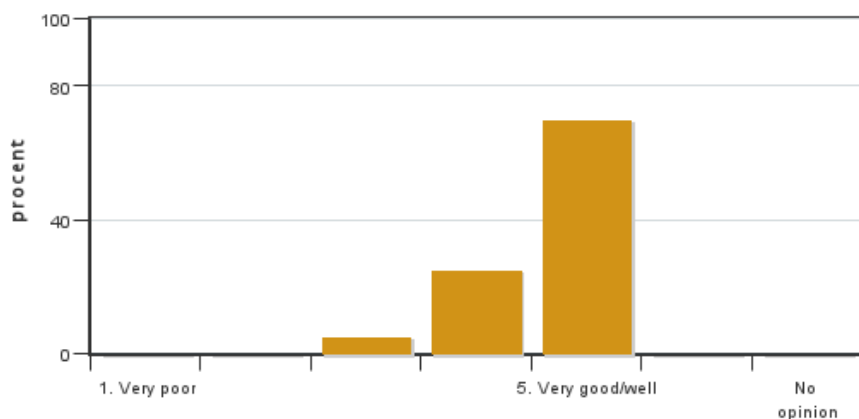
**Evaluation period: 2022-10-24 - 2022-11-14**

Answers 20  
Number of students 46  
Answer frequency 43 %

### Mandatory standard questions

---

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

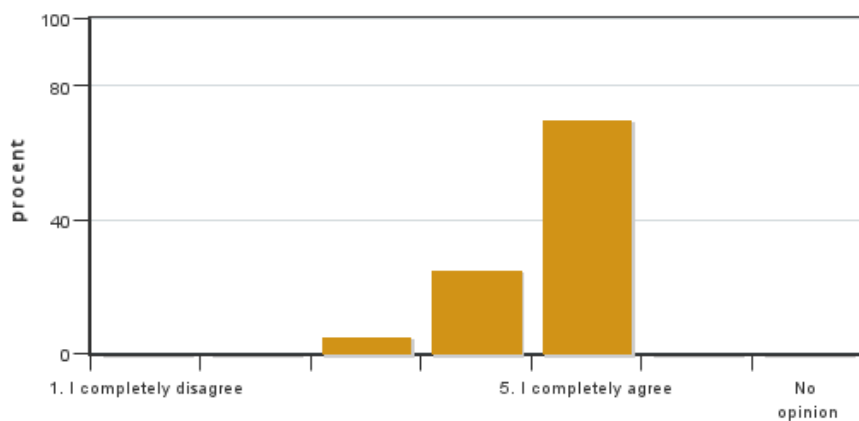


Answers: 20  
Medel: 4,7  
Median: 5

1: 0  
2: 0  
3: 1  
4: 5  
5: 14

No opinion: 0

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

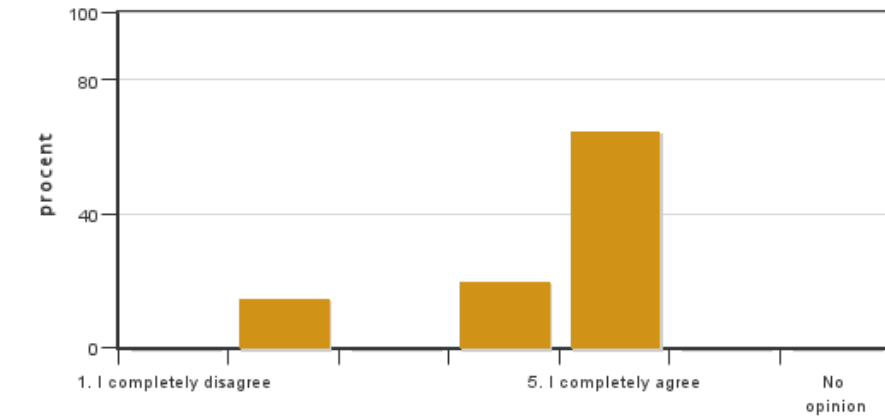


Answers: 20  
Medel: 4,7  
Median: 5

1: 0  
2: 0  
3: 1  
4: 5  
5: 14

No opinion: 0

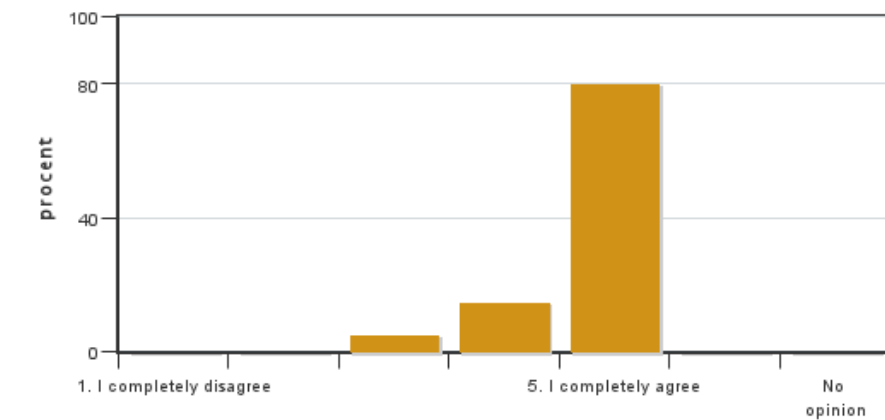
**3. My prior knowledge was sufficient for me to benefit from the course.**



Answers: 20  
 Medel: 4,4  
 Median: 5

1: 0  
 2: 3  
 3: 0  
 4: 4  
 5: 13  
 No opinion: 0

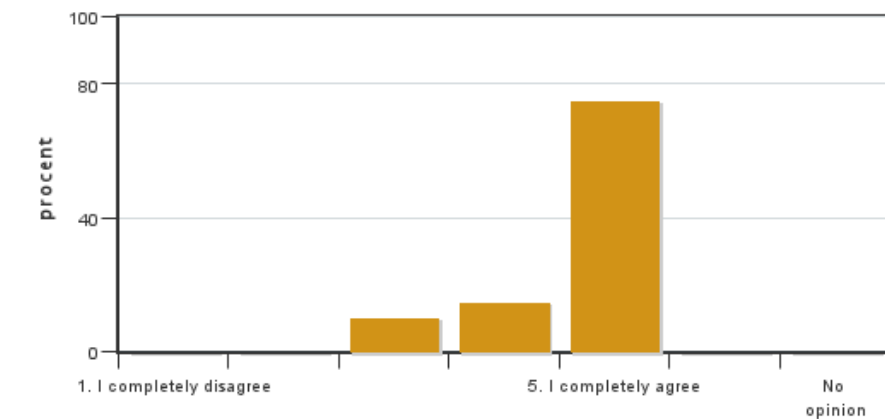
**4. The information about the course was easily accessible.**



Answers: 20  
 Medel: 4,8  
 Median: 5

1: 0  
 2: 0  
 3: 1  
 4: 3  
 5: 16  
 No opinion: 0

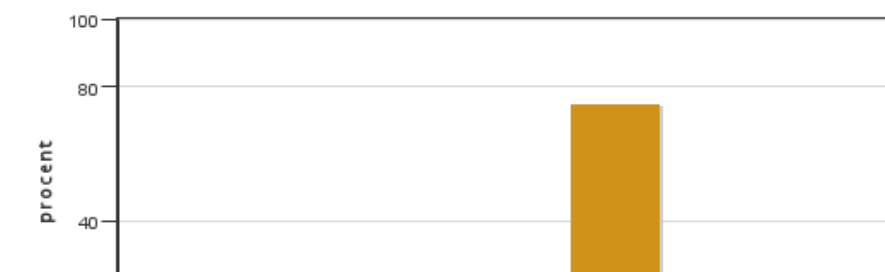
**5. The various course components (lectures, course literature, exercises etc.) have supported my learning.**



Answers: 20  
 Medel: 4,7  
 Median: 5

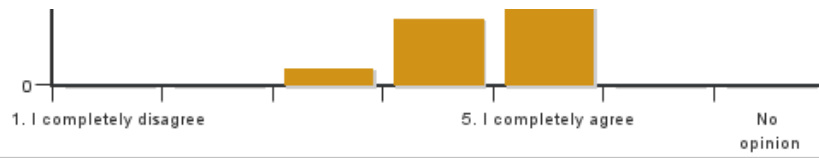
1: 0  
 2: 0  
 3: 2  
 4: 3  
 5: 15  
 No opinion: 0

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



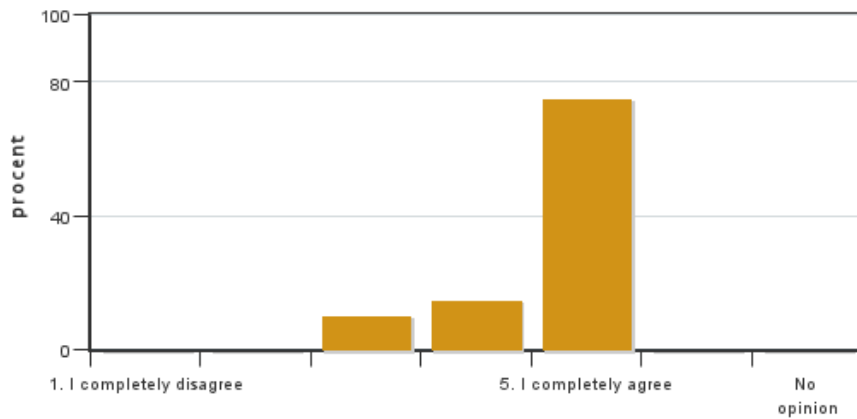
Answers: 20  
 Medel: 4,7  
 Median: 5

1: 0  
 2: 0  
 3: 1  
 4: 4  
 5: 15



No opinion: 0

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



Answers: 20

Medel: 4,7

Median: 5

1: 0

2: 0

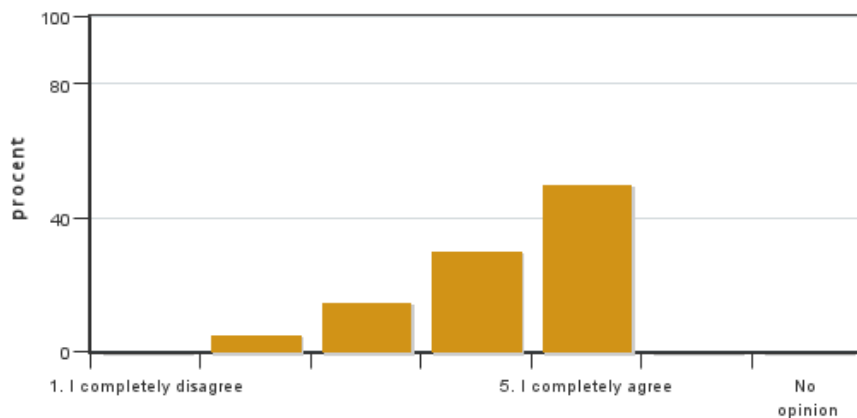
3: 2

4: 3

5: 15

No opinion: 0

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



Answers: 20

Medel: 4,3

Median: 4

1: 0

2: 1

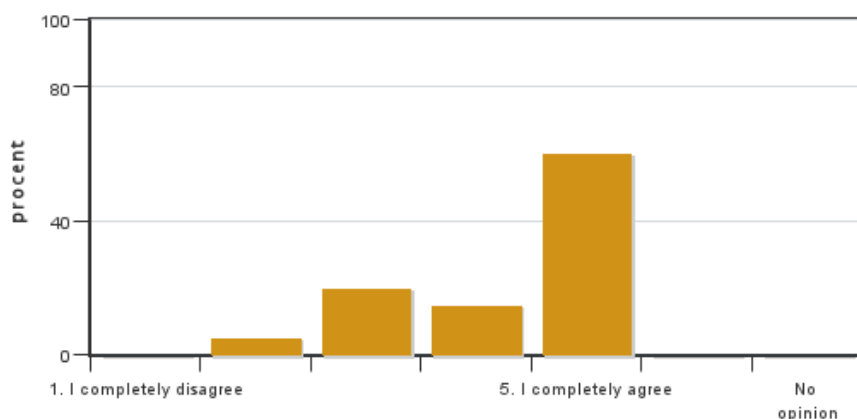
3: 3

4: 6

5: 10

No opinion: 0

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



Answers: 20

Medel: 4,3

Median: 5

1: 0

2: 1

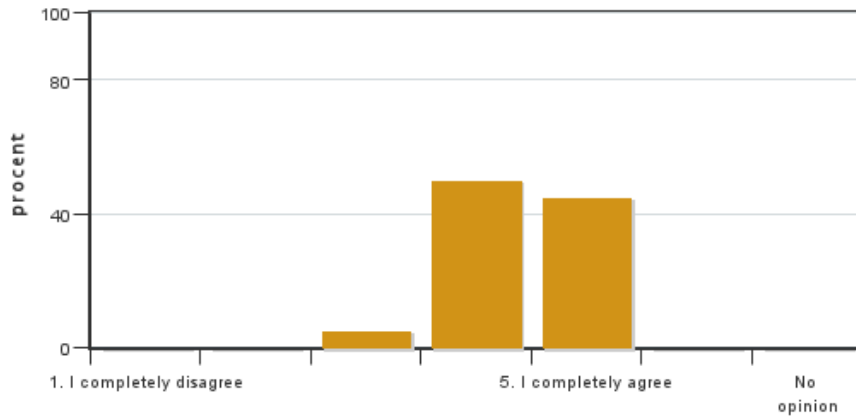
3: 4

4: 3

5: 12

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).**

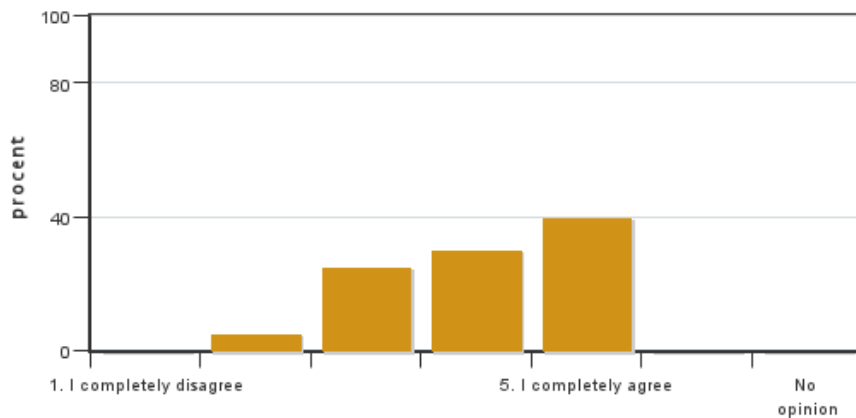


Answers: 20  
 Medel: 4,4  
 Median: 4

1: 0  
 2: 0  
 3: 1  
 4: 10  
 5: 9

No opinion: 0

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

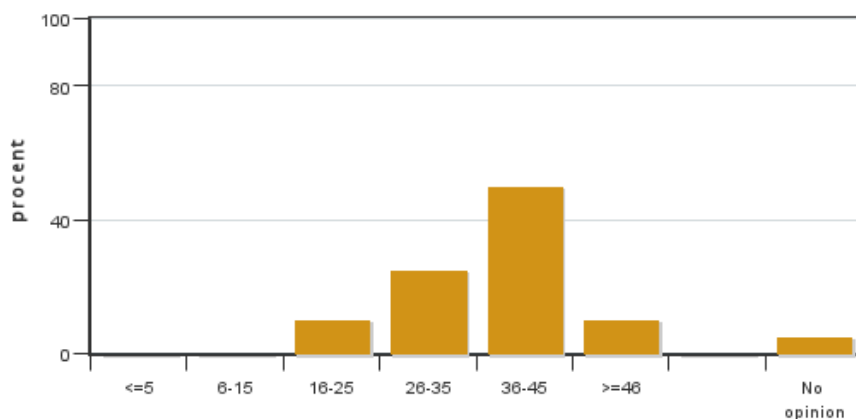


Answers: 20  
 Medel: 4,1  
 Median: 4

1: 0  
 2: 1  
 3: 5  
 4: 6  
 5: 8

No opinion: 0

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

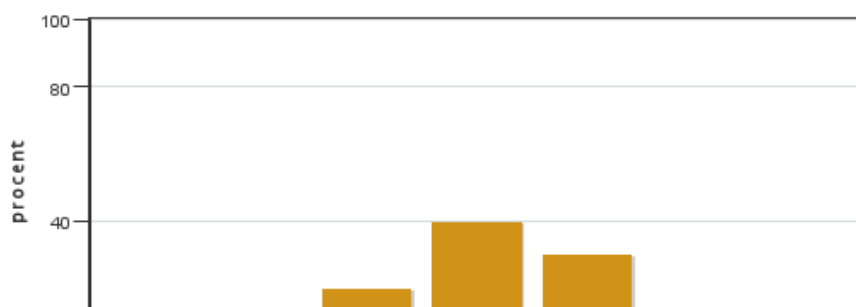


Answers: 20  
 Medel: 35,9  
 Median: 36-45

≤5: 0  
 6-15: 0  
 16-25: 2  
 26-35: 5  
 36-45: 10  
 ≥46: 2

No opinion: 1

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



Answers: 20  
 Medel: 4,1  
 Median: 4

1: 0  
 2: 0  
 3: 4  
 4: 8  
 5: 6

No opinion: 2



**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

---

### Student comments

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

- Changes implemented during this year seem to have worked well. Among these were: moving the World Café to the middle of the course, making the literature discussions voluntary, changes in the canvas structure, adding Q&A sessions with ECM alumni, combining in person and zoom activities.

- There is still the need to provide more content on environmental issues. This could be achieved by merging or aligning more the workshops of CW1 and CW2.

- Instead of producing Instagram histories during the Research Lab we could let the students choose and produce other communication artefacts, such as blog post, a twitter feed, a poster, etc. Otherwise the Instagram history and the film give too much focus on visual communication.

- Students appreciated literature studies in groups but didn't know what to do if some group members were not active. We should provide instructions on what to do when this happens. Or follow suggestion of course representatives to reshuffle the groups mid-way in the course.

- We still have problems with students coming late or from very different academic cultures. Consider a buddy programme with 2nd year students from same country/region/discipline.

- Students appreciated diversity in group formation. Non EU students would have liked to have time discuss course topics among themselves. We should provide opportunities for this to happen.

- Lectures and literature in CW3, and especially the one on Gender and intersectionality, needs to be more about explaining the theoretical perspective and how to use it for analysing communication situations. We should try to give students more opportunities to discuss these perspectives, by inviting the lectures to the film panel and the ARP support seminar.

- Although there was a comment that we should provide other examination forms than written assignments, we still believe that this examination form is important to achieve the learning goals of the course and for the progression of the ECM programme.

- The practice oriented weeks (i.e. Film and Facilitation weeks) are quite intense. Prepare students for this. See if some activities that do not need to happen during that week can be given at another time, e.g. intro lectures, submission of literature studies notes. For the presentation of the facilitation week consider splitting the group in two.

## Student representatives comments

---

### Evaluation report of Introduction to Environmental Communication and Management course (MX0115) December 2022

- Overall, the course had a good response. Students felt encouraged by the efforts of the teachers' team, the participation of colleagues and the interactions during workshops and group work.

- Students were satisfied with the link between course content and the course objectives.

- Most students were satisfied with their prior knowledge since this was an introductory course, the contents of the

course were foundational and sufficient. Additionally, the material and examples provided for workshops gave adequate insight. Though some students pointed out the complexities that accompanies grasping the concepts behind theories.

- Students could easily and effortlessly access the course material and class schedule through Canvas.
- It could be difficult to get the right mix of workable course content for such a multidisciplinary course. Most of the students had the impression that the content supported their learning. However, dependency on groups and the inability to influence one's group or spur better cooperation from fellow students seemed to have hindered the potential of some students. International students may require more time to get in the flow of SLU's course structures, unfortunately, this being an introductory course doesn't offer that.
- The course provided students with a conducive learning environment which was inclusive, respective of differences in opinions, and incorporated different cultural backgrounds very well. However, during course activities, conflicting topics were avoided by student groups either out of respect or fear of sparking a heated argument.
- The physical learning environment was satisfactory. For the film week, more cameras provided by the university may be helpful.
- It would be useful to introduce other forms of examination and grading, apart from writing to strengthen the position of those without a strong writing process.
- The environmental and social aspects were covered but the financial sustainability aspect could be better integrated.
- Students did not think the gender and equality intersectionality was well captured, the lecture was not sufficient and being a recorded session, it did not provide an avenue for interactions.
- The literature lists were mostly centred on Western society and could have incorporated more international perspectives.
- Introducing the possibility of international students engaging with each other could help them relate to similarities and reduce the chance of feeling out of place because they couldn't relate to what was discussed.
- Many students spent lots of time studying outside of the classroom and it was appreciated that the ARP and examination weeks were free of lectures or campus activities.
- Most course activities were not online and the few that were did work well. Some students found it calming and mentioned that it was good to have some breaks from the usual. Students outside of Uppsala appreciated moving the half-days on-campus lectures to online option, to reduce commute time.
- Most of the methods deployed for on-campus sessions worked well. For the few online sessions, students appreciated the menti platform, break-out rooms, timely breaks, interactiveness, the organization of lectures, the audio and video quality and the opportunity to engage with the EC practitioners and previous students.
- Some students find it hard to concentrate on online classes and the video-only recording did not receive a good response. Some instances of unstable internet connection occurred as well.