



Engaging critically with environmental governance practices MX0157, 40121.2223

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Klara Fischer, Malte Rödl

Evaluation report

Evaluation period: 2023-05-28 - 2023-06-18

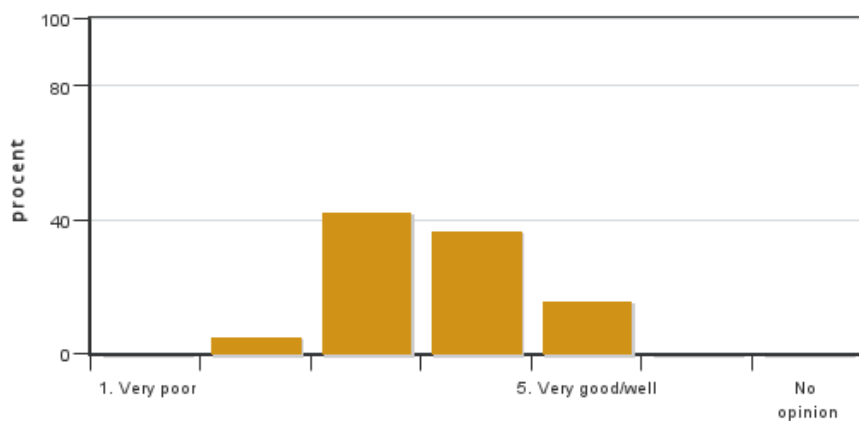
Answers 19

Number of students 32

Answer frequency 59 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 19

Medel: 3,6

Median: 4

1: 0

2: 1

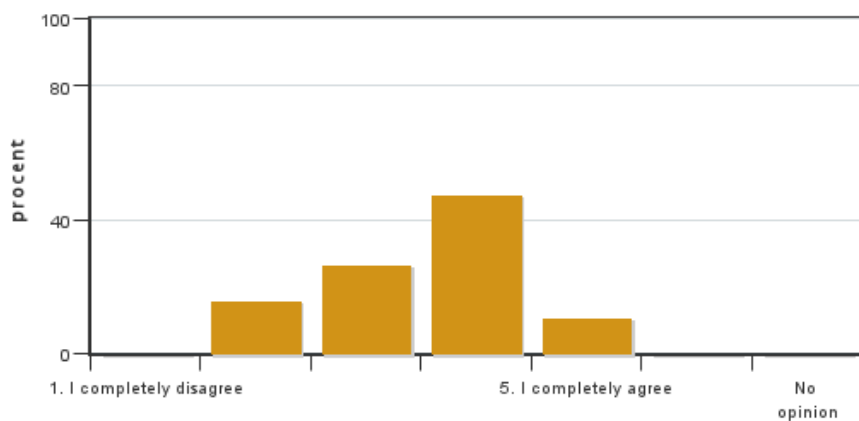
3: 8

4: 7

5: 3

No opinion: 0

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



Answers: 19

Medel: 3,5

Median: 4

1: 0

2: 3

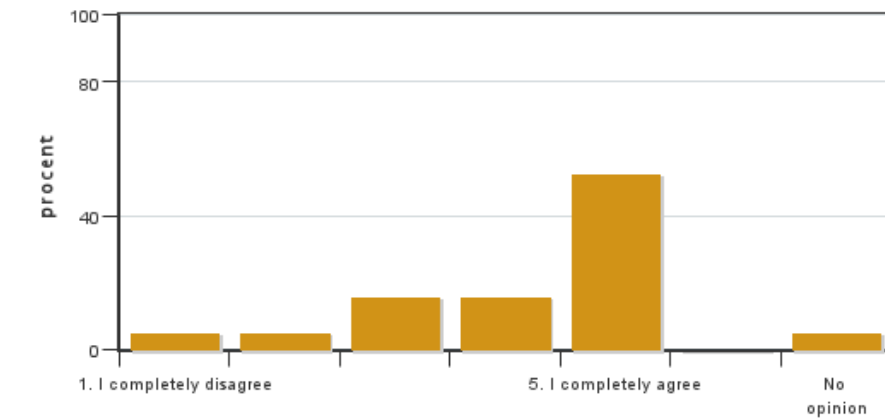
3: 5

4: 9

5: 2

No opinion: 0

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

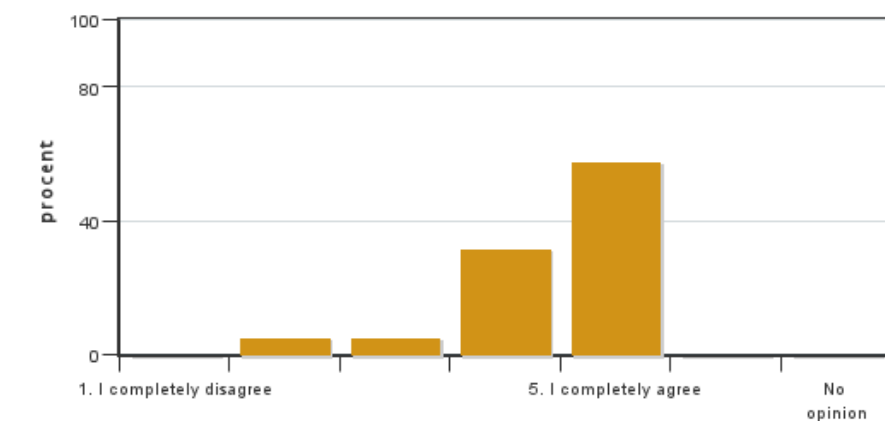


Answers: 19
Medel: 4,1
Median: 5

1: 1
2: 1
3: 3
4: 3
5: 10

No opinion: 1

4. The information about the course was easily accessible.

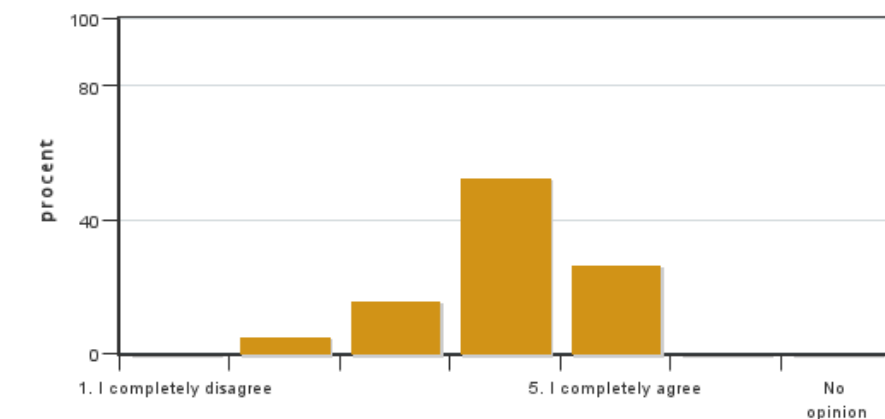


Answers: 19
Medel: 4,4
Median: 5

1: 0
2: 1
3: 1
4: 6
5: 11

No opinion: 0

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



Answers: 19
Medel: 4,0
Median: 4

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

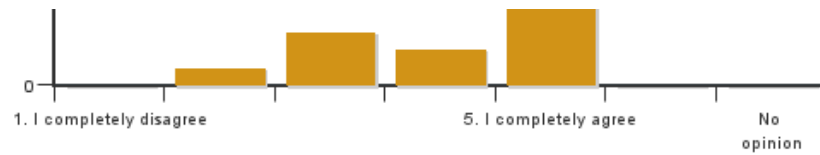
No opinion: 0

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



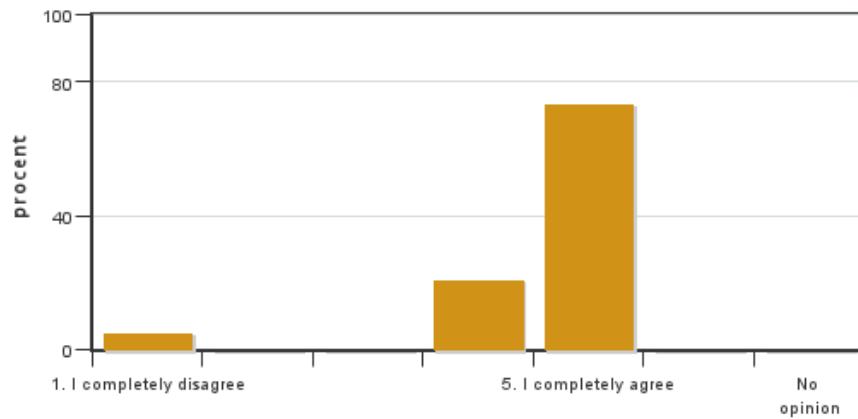
Answers: 19
Medel: 4,4
Median: 5

1: 0
2: 1
3: 3
4: 2
5: 13



No opinion: 0

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



Answers: 19

Medel: 4,6

Median: 5

1: 1

2: 0

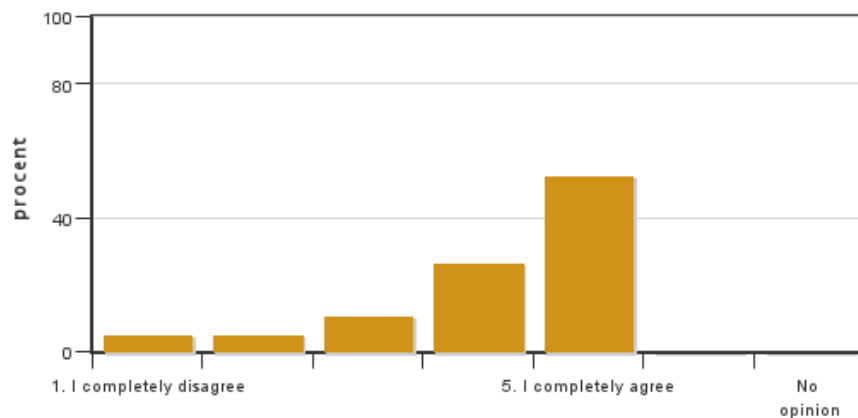
3: 0

4: 4

5: 14

No opinion: 0

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



Answers: 19

Medel: 4,2

Median: 5

1: 1

2: 1

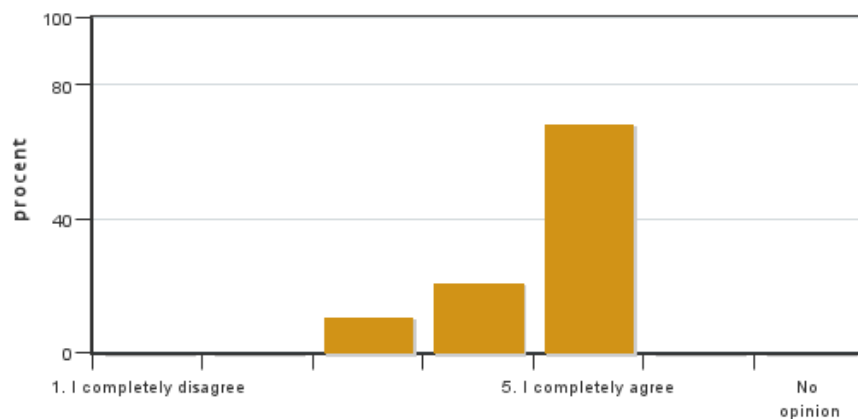
3: 2

4: 5

5: 10

No opinion: 0

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



Answers: 19

Medel: 4,6

Median: 5

1: 0

2: 0

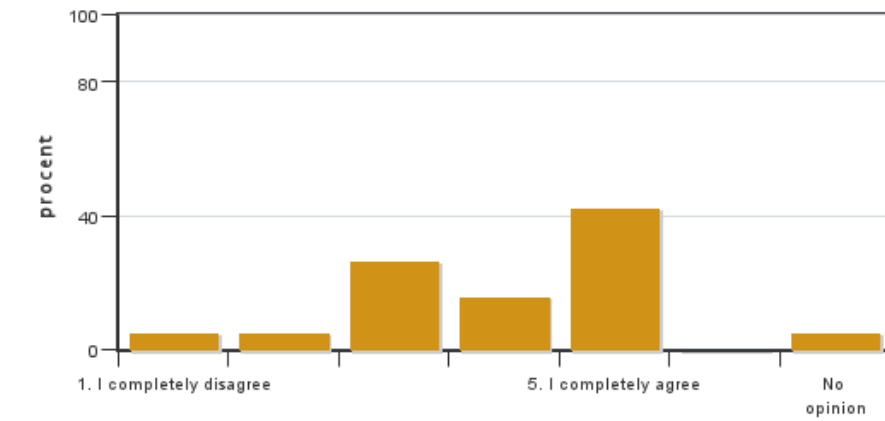
3: 2

4: 4

5: 13

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).

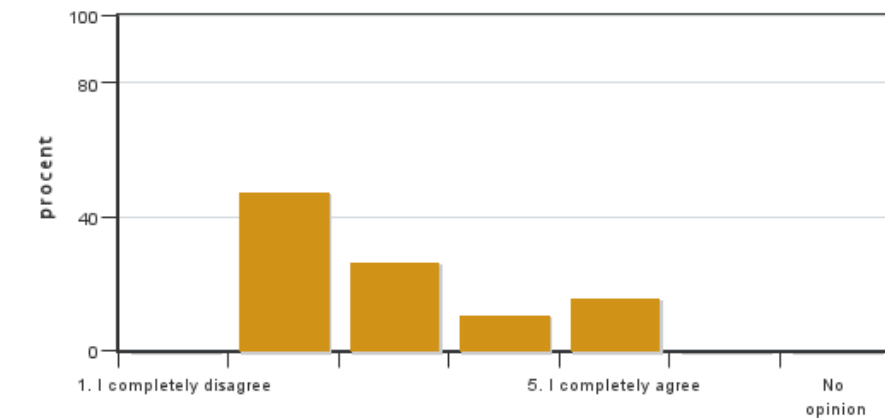


Answers: 19
Medel: 3,9
Median: 4

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

No opinion: 1

11. The course covered international perspectives.

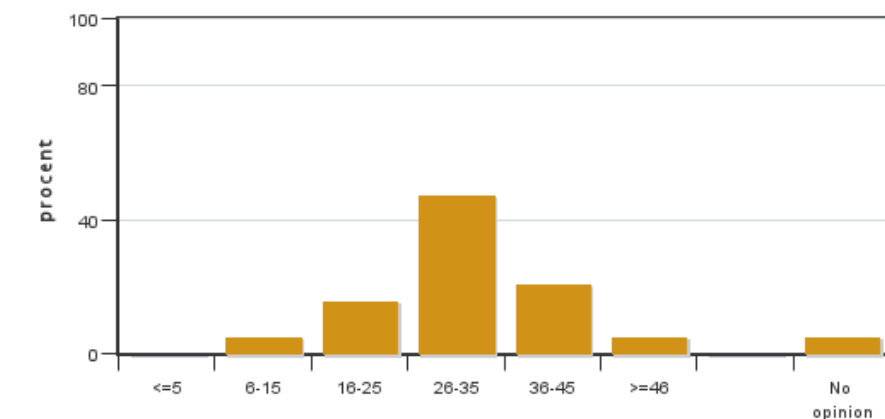


Answers: 19
Medel: 2,9
Median: 3

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

No opinion: 0

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

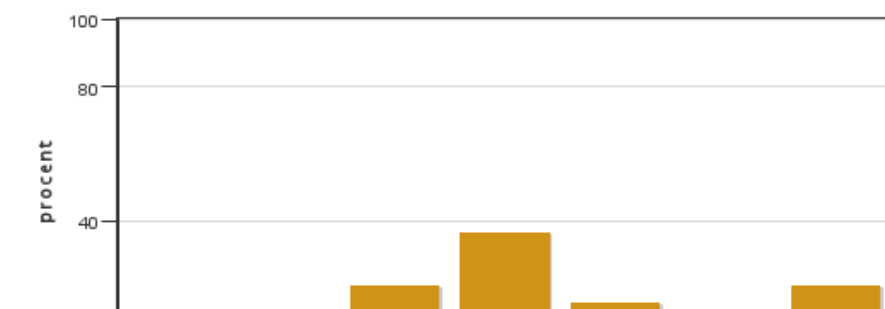


Answers: 19
Medel: 30,3
Median: 26-35

≤5: 0
6-15: 1
16-25: 3
26-35: 9
36-45: 4
≥46: 1

No opinion: 1

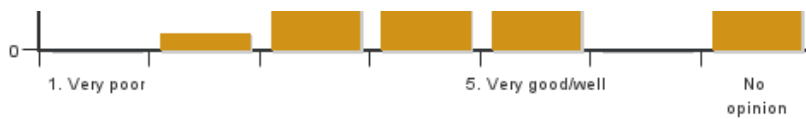
13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 19
Medel: 3,8
Median: 4

1: 0
2: 1
3: 4
4: 7
5: 3

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

Considering that the course "Engaging Critically with Environmental Governance Practices" was subject a lot of changes and amendments this year, the teacher team was very happy about the outcomes. Besides changes in the teacher team, this course went on a field trip (to Dalarna) for the first time to collectively work with an ongoing real-life case, which meant that the expectations of students and stakeholders needed to be negotiated continuously, and which made it appear not as organised as it could have been. Students highly appreciated this teaching and learning activity as a means for learning, personal and professional growth, and team-building. These changes meant that the organisation of the stakeholder workshop did not work out as well as in previous years—and we will definitely address this shortcoming in the future, as we intend to conduct a similar field trip again. Furthermore, the teachers had rather strict guidelines concerning attendance, in order to make the project work and field trip a space where students could rely on each other; some students did not perceive this as a productive learning atmosphere, whereas overall many evaluations suggest that there was a good learning environment, excellent group dynamics, and trusting and productive student-teacher interaction. Additionally, our strict approach meant that unlike in previous years there was a very high commitment to the course and to group work, and that no student dropped out after the field trip. We nevertheless intend to make this a bit more flexible next year, and intend to connect engagement and continuous attendance to grading criteria.

Other suggestions by students that will be taken up in the following course iteration are to make more explicit the ongoing relations of course contents and environmental governance practices, international perspectives, and the composition of the final grade.

Student representatives comments

Brief context: During the course we learned about 3 theories (frame, social practice, and political representation and expertise) that afterward were used to analyze a governance case. The case was based on a field trip where we got to work in groups and interview different stakeholders.

There is an overall positive impression of the course, most of the students who answered the evaluation, 19 out of 32, considered it to be good. However, there are some remarks on how the environmental governance concept could be further expanded and integrated throughout the course.

Students considered that there is a good balance between the different components of the course which included lectures, literature discussions to clear doubts about the readings, a very interesting field trip, and a virtual stakeholder workshop. All of the activities have a very open approach which invites the students to share their different perspectives and collectively build an understanding of the different theories/concepts.

The course included only one home exam, in which the students must apply one of the theories and governance concepts to the field trip case. It is important to highlight that due to this structure, where the field trip and group work are a fundamental part of it, there are a lot of mandatory sessions, and most sessions are in person rather than online. Therefore it is important to have the proper time to engage with the course, and the teachers will also highlight this. At the same time, since the field trip is the core element of the reflection, we had a more local rather than an international approach to governance practices.