Outdoor Environments for Children and Youth
MP0006, 10218.2324

15 Hp
Pace of study = 50%
Education cycle = Advanced
Course leader = Amanda Gabriel, Mark Wales

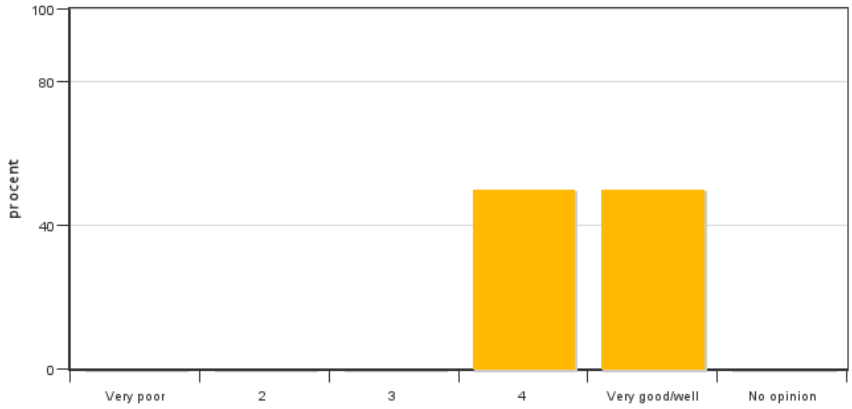
Evaluation report

Evaluation period: 2024-01-07 - 2024-01-28

Answers	18
Number of students	28
Answer frequency	64 %

Mandatory standard questions

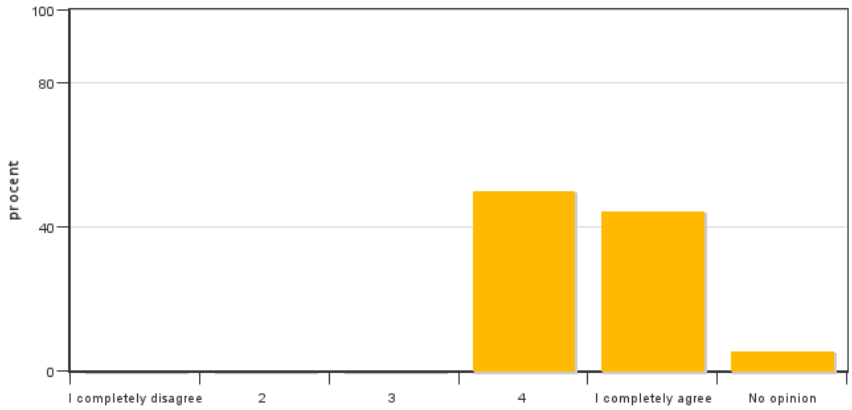
1. My overall impression of the course is:



Number of answers: 18
Average: 4,5
Median: 4

Very poor : 0
2: 0
3: 0
4: 9
Very good/well: 9
No opinion: 0

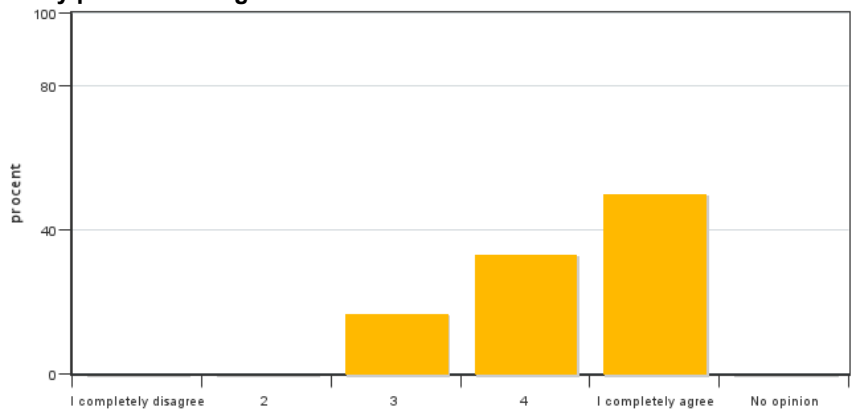
2. I found the course content to have clear links to the learning objectives of the course.



Number of answers: 18
Average: 4,5
Median: 4

I completely disagree: 0
2: 0
3: 0
4: 9
I completely agree: 8
No opinion: 1

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

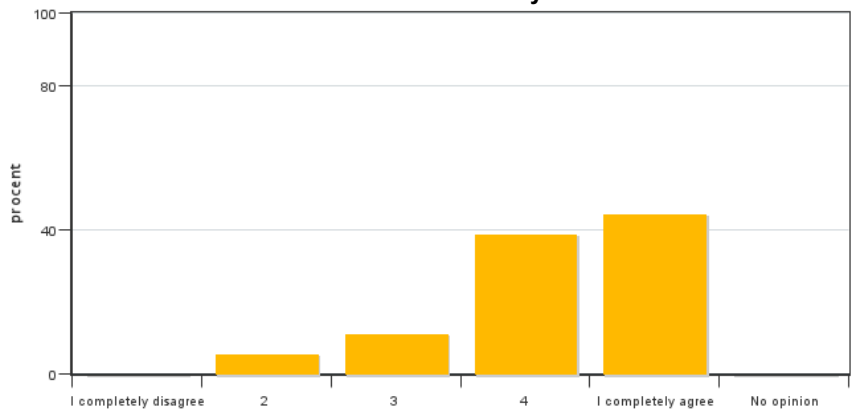


Number of answers: 18
Average: 4,3
Median: 4

I completely disagree: 0
2: 0
3: 3
4: 6
I completely agree: 9

No opinion: 0

4. The information about the course was easily accessible.

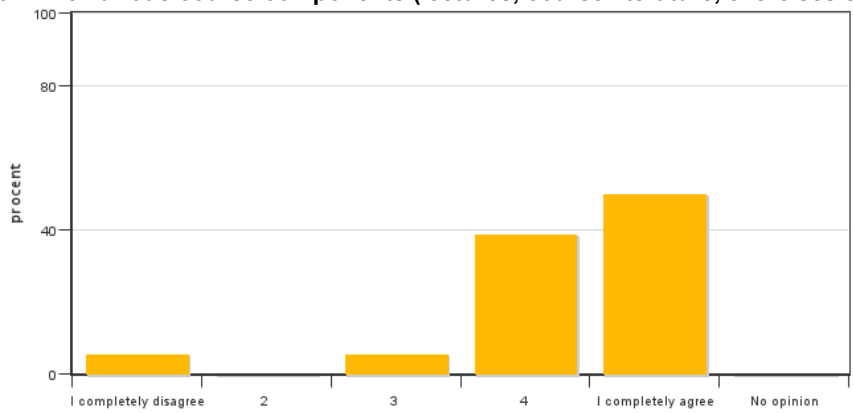


Number of answers: 18
Average: 4,2
Median: 4

I completely disagree: 0
2: 1
3: 2
4: 7
I completely agree: 8

No opinion: 0

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

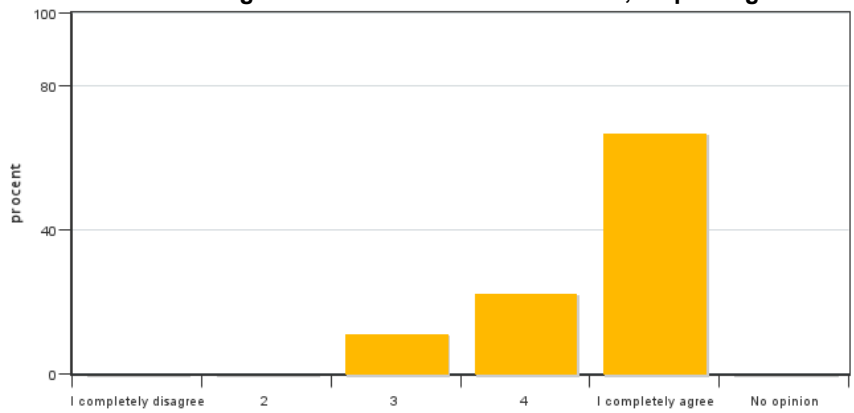


Number of answers: 18
Average: 4,3
Median: 4

I completely disagree: 1
2: 0
3: 1
4: 7
I completely agree: 9

No opinion: 0

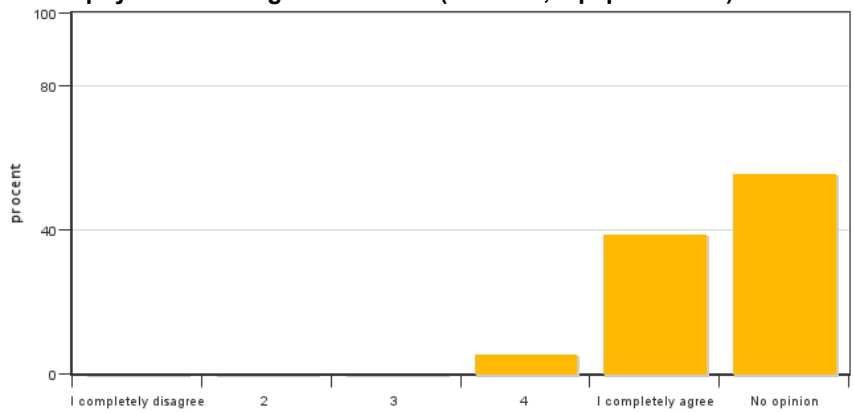
6. The social learning environment has been inclusive, respecting differences of opinion.



Number of answers: 18
Average: 4,6
Median: 5

I completely disagree: 0
2: 0
3: 2
4: 4
I completely agree: 12
No opinion: 0

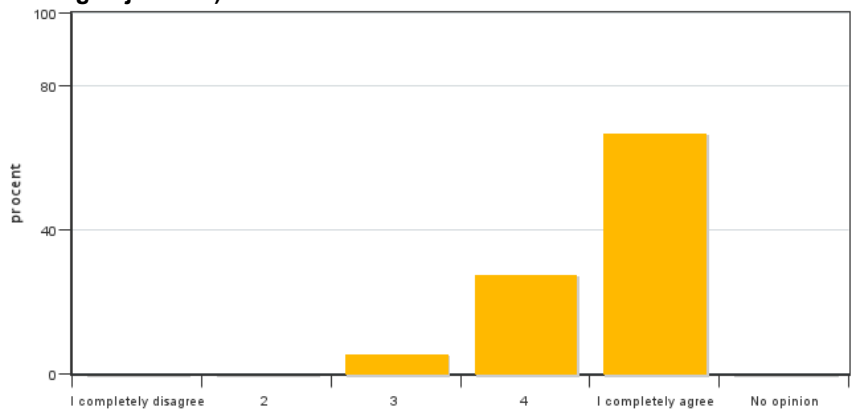
7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



Number of answers: 18
Average: 4,9
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 1
I completely agree: 7
No opinion: 10

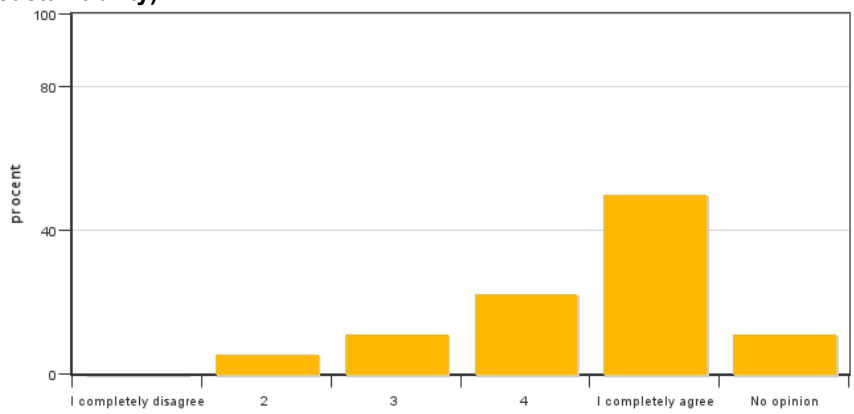
8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



Number of answers: 18
Average: 4,6
Median: 5

I completely disagree: 0
2: 0
3: 1
4: 5
I completely agree: 12
No opinion: 0

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

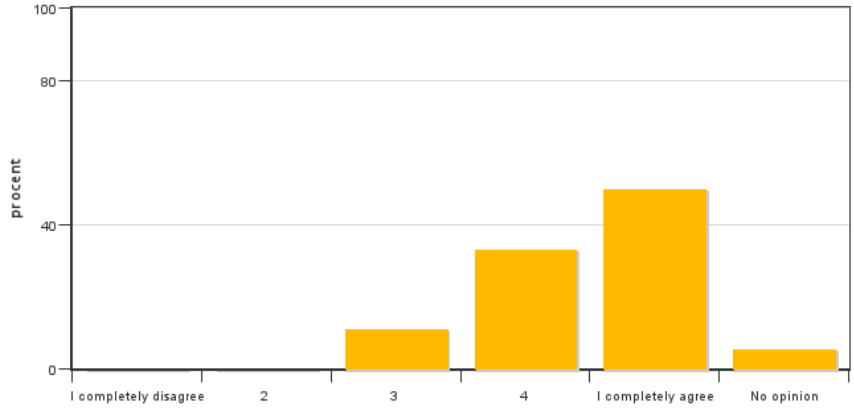


Number of answers: 18
Average: 4,3
Median: 5

I completely disagree: 0
2: 1
3: 2
4: 4
I completely agree: 9

No opinion: 2

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).

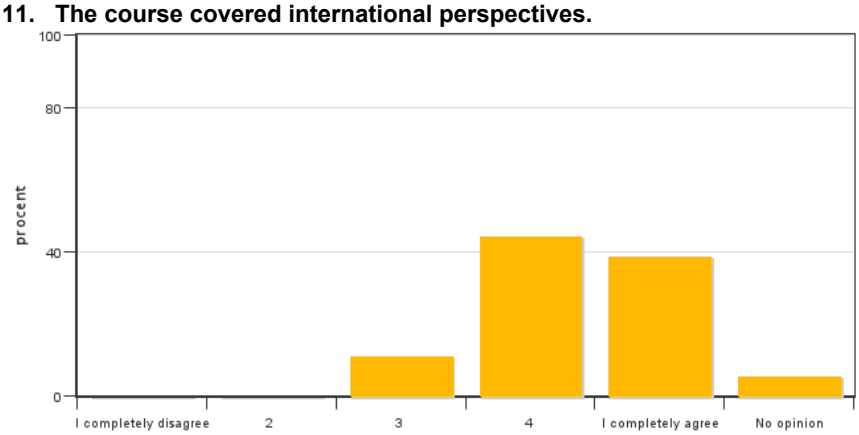


Number of answers: 18
Average: 4,4
Median: 5

I completely disagree: 0
2: 0
3: 2
4: 6
I completely agree: 9

No opinion: 1

11. The course covered international perspectives.

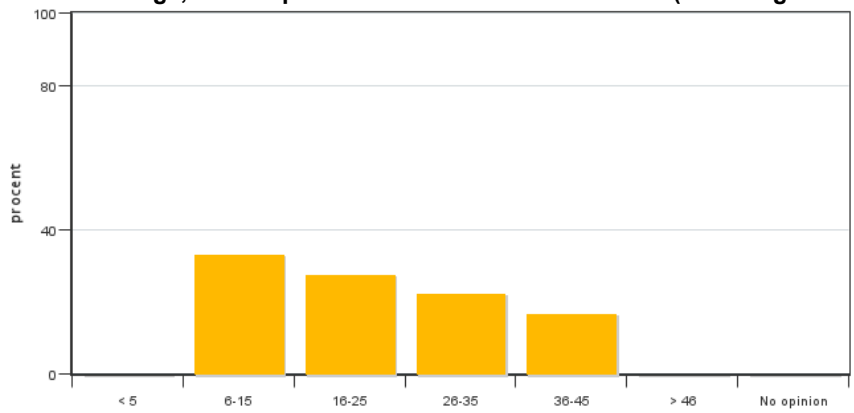


Number of answers: 18
Average: 4,3
Median: 4

I completely disagree: 0
2: 0
3: 2
4: 8
I completely agree: 7

No opinion: 1

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

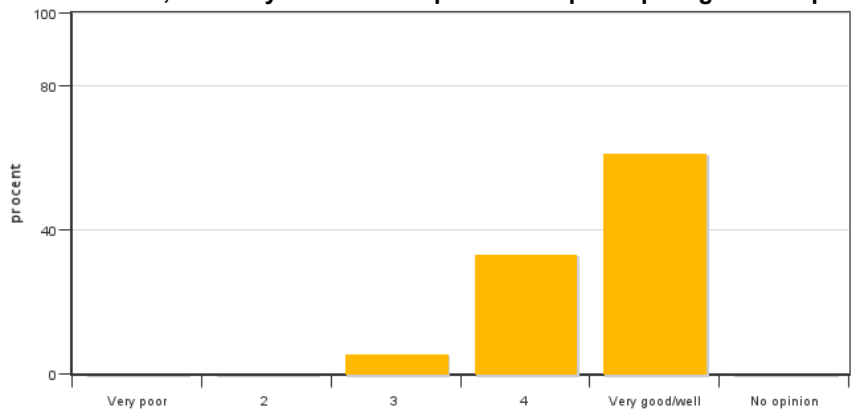


Number of answers: 18
Average: 22,2
Median: 16-25

< 5: 0
6-15: 6
16-25: 5
26-35: 4
36-45: 3
> 46: 0

No opinion: 0

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



Number of answers: 18
Average: 4,6
Median: 5

Very poor : 0
2: 0
3: 1
4: 6
Very good/well: 11

No opinion: 0

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

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

Course leaders comments

Overall the course went well and students seemed to enjoy the variety of topics and were enthusiastic and engaged throughout the course. The evaluation shows students appreciated the knowledge gathered in the course, seemed positive about their own development within this field, and appreciated the assignments. The students named to appreciate the content as relevant, sustainable and useful in their work with different professions working with children and youth.

Unfortunately quite a few students dropped out due to clashes with work schedules and other personal reasons. We also had issues with late hand-ins and students falling behind, so we need to think how we can best support students to avoid this happening for their sake and ours, as it took a lot of work to keep track of these students.

Students seemed to have quite differing views on the information provided to them. A few commented that there was too much information at times and assignment instructions can be clearer and shorter. A more comprehensive presentation of all three assignments at the start of the course would be beneficial too. A workshop that helps students plan their assignments is also an option. One student suggested using the Assignment page for all tasks they should do and not just assignments. We could perhaps make use of the Canvas “to-do list.”

There were some comments about their being too many smaller tasks, so perhaps worth looking over these and connect them to activities on class to simplify and make the course more connected. For example, peer reviews, reflections from literature seminars on Canvas etc.

Students appreciated the international perspectives and lecturers, and asked for more focus on international perspectives as some students found this was lacking in some lectures They also appreciated the international group of students we had. Some students asked for more focus on gender, especially which goes beyond boy/girl.

The social environment in general was positive, but lectures could be more active and participatory. One student noted it is harder to stay focused when they are less participatory. Ensure all lecturers have breakout rooms? One student said they missed the informal chats after lectures you have on campus. Perhaps we can provide room for this after lectures? Or schedule drop-in times for students every Module just for students to hang out and talk.

Group work was appreciated but was quite messy at times as students dropped out and this caused a lot of work and some confusion at times. A better setup for this is needed.

Clearer instructions for presentations well in advance as one at least one occasion they were posted quite late. Schedule group work time to make it easier for groups to meet up? Some students said it was hard to find a time that worked.

Students appreciated the progression of assignments, but some found them to be a lot of work and repetitive. Overall though, most seemed to find them very rewarding and enjoyed the practical nature of them.

Assignment I – perhaps only one observation instead of two this year as several found it a bit too much and we noticed the quality varied in the assignments. Let students choose which type of observation they do instead. Perhaps link the literature in Module I to this assignment?

Assignment II – having this during Module II instead of I helped improve the quality and analytical material and students really seemed to value it as usual. First year with introduction of the parent to the walk and this ethical improvement seemed to not impact the quality of the learning experience.

Assignment III – overall impression was good, but the results students achieved varied in quality.

Mark and Amanda

Internal comments

Student representatives comments

No comments from the student representatives