



# The Economics of Sustainable Development HU0009, 20185.2324

15 Hp  
Pace of study = 100%  
Education cycle = Basic  
Course leader = Robert Hart

## Evaluation report

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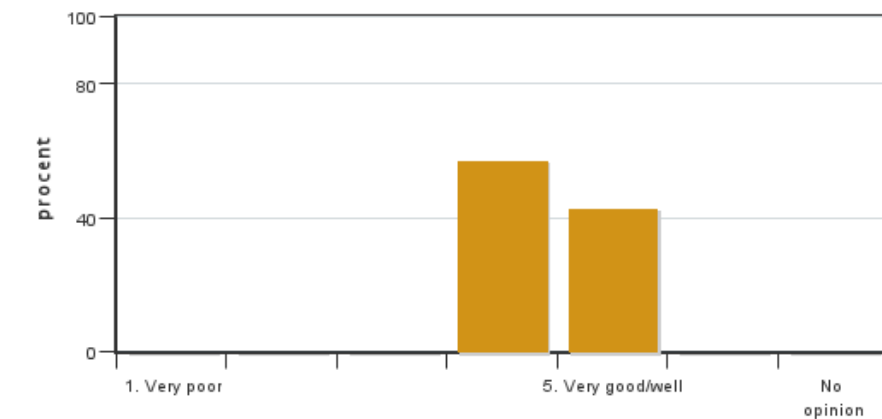
Evaluation period: 2024-01-07 - 2024-01-28

Answers 7  
Number of students 14  
Answer frequency 50 %

## Mandatory standard questions

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

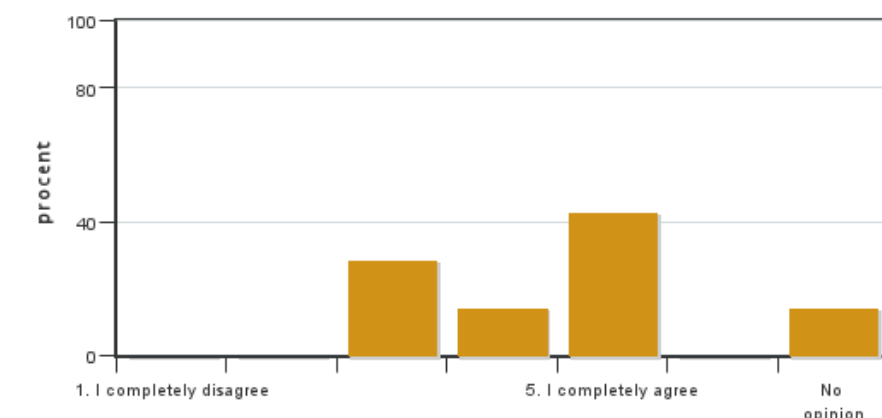


Answers: 7  
Medel: 4,4  
Median: 4

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

No opinion: 0

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

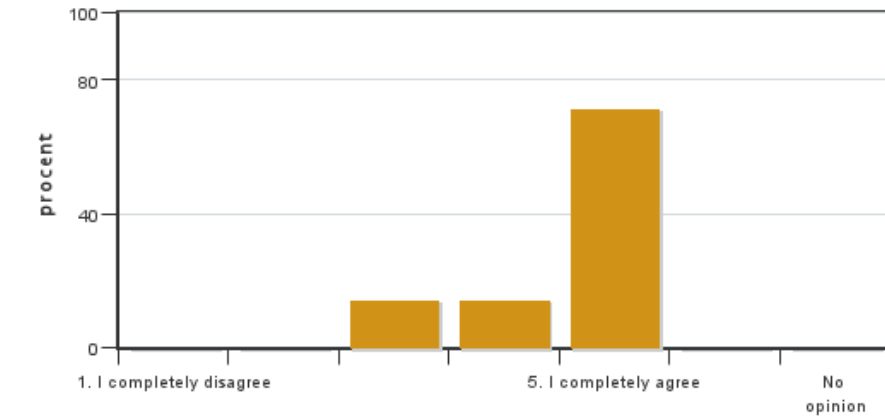


Answers: 7  
Medel: 4,2  
Median: 4

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

No opinion: 1

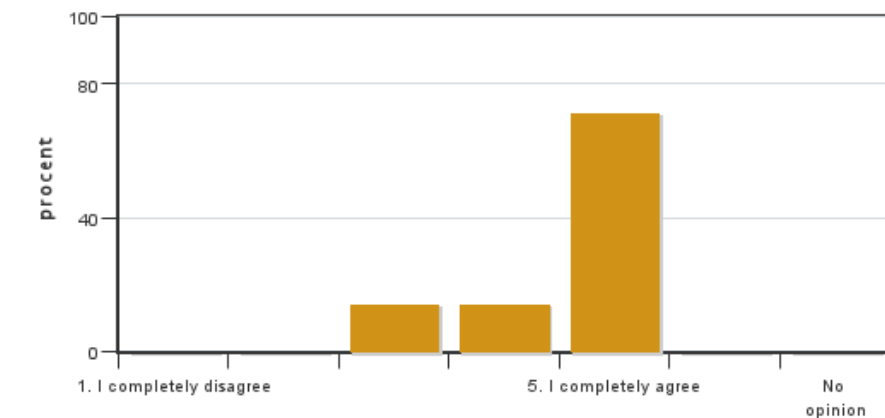
**3. My prior knowledge was sufficient for me to benefit from the course.**



Answers: 7  
 Medel: 4,6  
 Median: 5

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

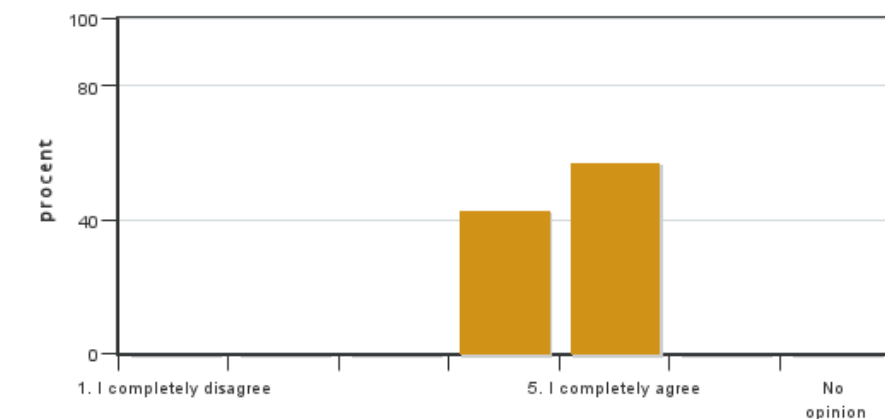
**4. The information about the course was easily accessible.**



Answers: 7  
 Medel: 4,6  
 Median: 5

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

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



Answers: 7  
 Medel: 4,6  
 Median: 5

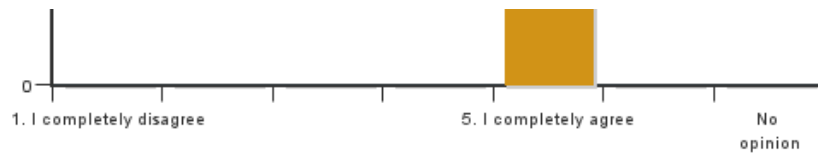
1: 0  
 2: 0  
 3: 0  
 4: 3  
 5: 4  
 No opinion: 0

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



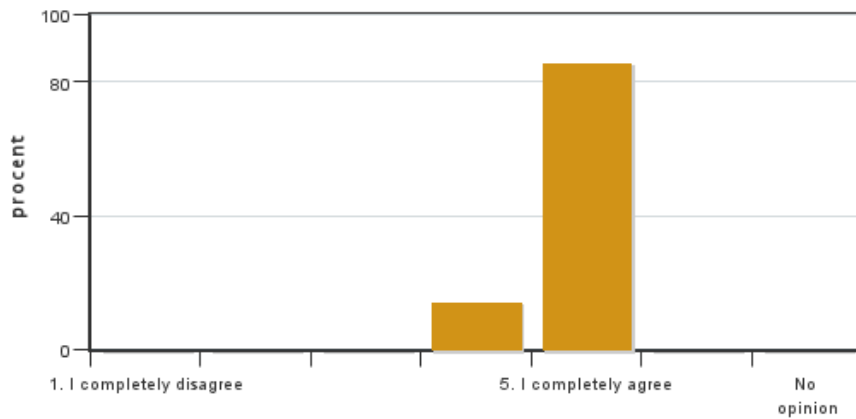
Answers: 7  
 Medel: 5,0  
 Median: 5

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



No opinion: 0

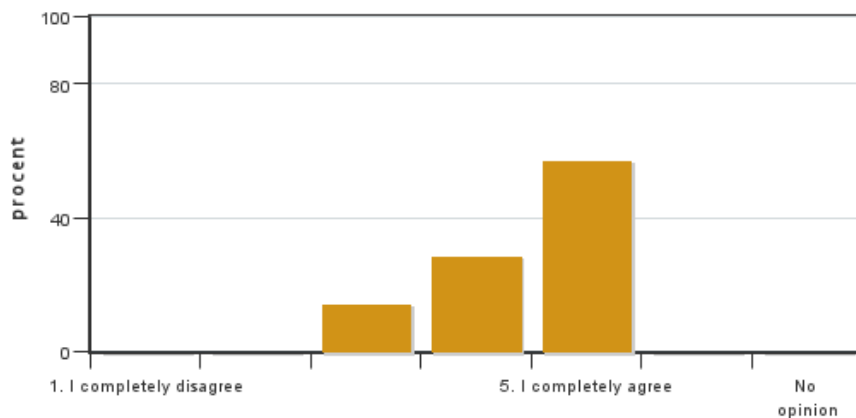
**7. The physical learning environment (facilities, equipment etc.) has been satisfactory.**



Answers: 7  
Medel: 4,9  
Median: 5

1: 0  
2: 0  
3: 0  
4: 1  
5: 6  
No opinion: 0

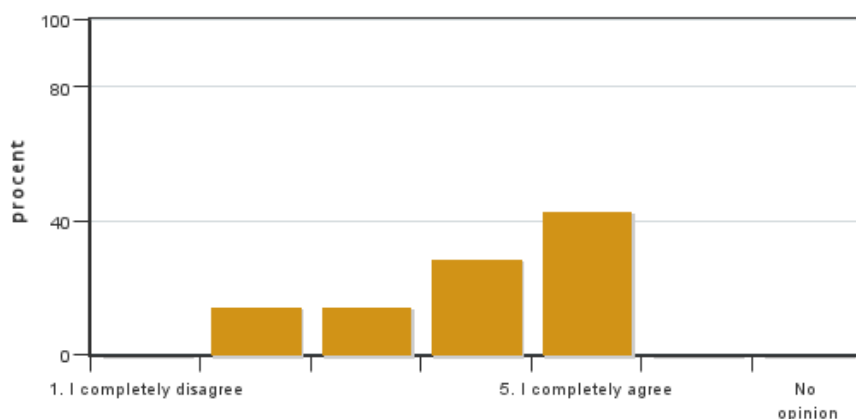
**8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).**



Answers: 7  
Medel: 4,4  
Median: 5

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

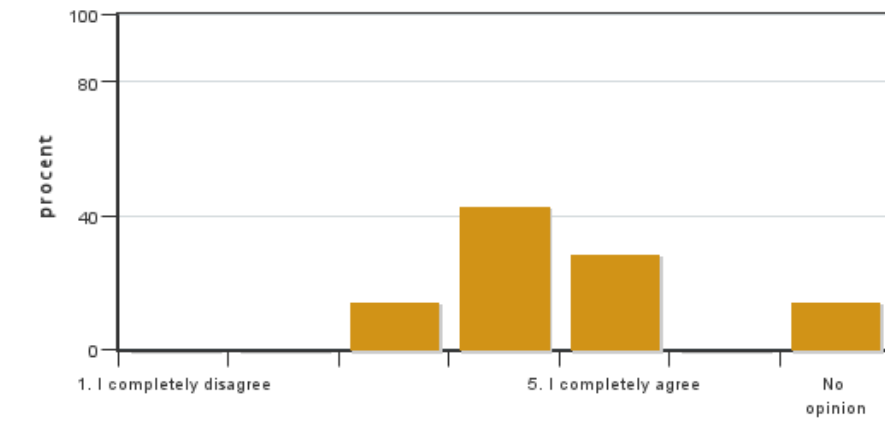
**9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).**



Answers: 7  
Medel: 4,0  
Median: 4

1: 0  
2: 1  
3: 1  
4: 2  
5: 3  
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).**

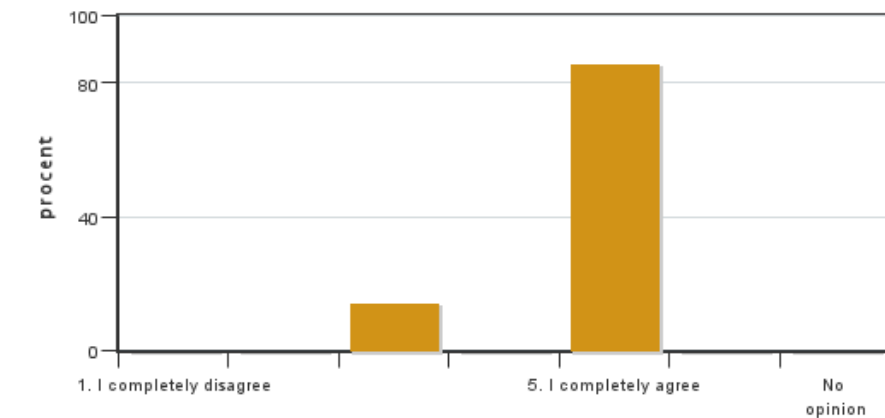


Answers: 7  
 Medel: 4,2  
 Median: 4

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

No opinion: 1

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

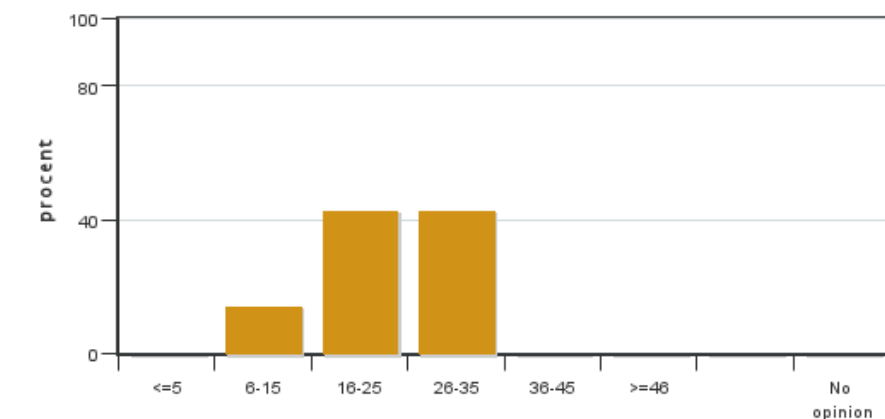


Answers: 7  
 Medel: 4,7  
 Median: 5

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

No opinion: 0

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



Answers: 7  
 Medel: 22,9  
 Median: 16-25

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

No opinion: 0

## Course leaders comments

First of all, thanks to all the students who took part in the course for helping create a very enjoyable and (we hope) instructive course. And thanks especially to those who filled out the evaluation, and to Mathilda the student representative.

Overall we (Pedro and I) were pretty happy with how the course went, although of course we aim for "straight fives" for overall satisfaction. One important lesson for next year is that we need to study more closely the contents of the course in Agricultural and Environmental Economics (Nationalekonomiska perspektiv på jordbruk och miljö), to make sure that everything we do in the course complements the previous course. Furthermore, we need to position the course more carefully in the overall program for students taking the HU (sustainable development) option. At the moment there seems to be little for these students on ecological sustainability and natural resources, which should surely be a core part of the program. Can we do more in the course to focus on these topics? Or can we help in

ensuring that some other course is created elsewhere in the program, perhaps replacing HU0003, or one of the other two courses which are largely shared with the program "Samhällsutveckling - landsbygd"?

There was significant demand for more classroom time and less "flipped". However, the amount of classroom time is limited by the course budget. We decided to create a new course specifically for the Pol kand program, which implies relatively few students and hence a rather limited budget. Given the high degree of satisfaction with the course overall I think we made the right choice. However, we will add some extra classroom time next year, as explained below.

With regard to the individual modules, there were no major problems. However, some of the modules need tweaking, especially M4 and M6, where there was a big emphasis on student-to-student learning. This had its good points, but also created problems, for instance when some students hadn't really done their job so well in preparing their particular topics. Especially w.r.t. M4 this led to the feeling that students only really learnt their "special" topic that they worked on, and not the other three topics. We will rethink the student-to-student parts of these modules, and add more classroom time.

With regard to the exam, students -- and we -- were generally happy. There was a certain lack of foresight w.r.t. the essay, where students who handed in late (after the deadline) seemed to get an advantage because they were able to learn from those who handed in on time, including comments and discussions at the seminar. Next year we need to make sure that there is suitable information in advance, for instance that when an essay comes in after the deadline this will be accounted for in the marking. Furthermore, we will schedule a session for discussion of essay ideas which everyone will be expected to attend; this year the equivalent session was flagged as voluntary. About half of students came, and there was a strong positive correlation between attendance and essay quality.

We are greatly looking forward to teaching an even better course next year!  
Rob and Pedro

## Student representatives comments

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The overall impression of the course is positive; the students have enjoyed it and found it interesting. The students thought that:

The course has predominantly focused on economics and the economic aspects of sustainable development. However, for future reference, it would be valuable to give greater consideration to the other aspects of sustainable development. Students feel that with the significant emphasis on the economic facets of sustainable development and the consistent prioritization of economic efficiency, the social and ecological dimensions are often overlooked.

Given that the main subject of the course is Sustainable Development, rather than Economics, there has been some confusion. Despite its name and content, which suggest an economics-focused course, it is, in fact, a sustainability course, thus raising expectations for a broader perspective and interpretation of all aspects of sustainability.

The information provided by the course leaders has generally been good. However, there have been instances where certain information was a bit unclear, particularly regarding the essay and final exam. It would have been appreciated for the study questions to have been accessible earlier on.

Regarding the course components and lectures, there is a general desire among students for more physical classes. While the 'flipped classroom' concept was beneficial, there is a preference for more on-campus classes and more time spent in class. Some classes felt rushed and hectic, leaving little time for further explanation or in-depth discussion, resulting in a lack of substantive conversations in class. More time in class, particularly for discussions in smaller groups, would be appreciated. Additionally, while the weekly exercises were beneficial, some students expressed a desire for more case studies.