



## Environmental assessment MX0152, 40189.2324

15 Hp  
Pace of study = 100%  
Education cycle = Advanced  
Course leader = Ulf Grandin

### Evaluation report

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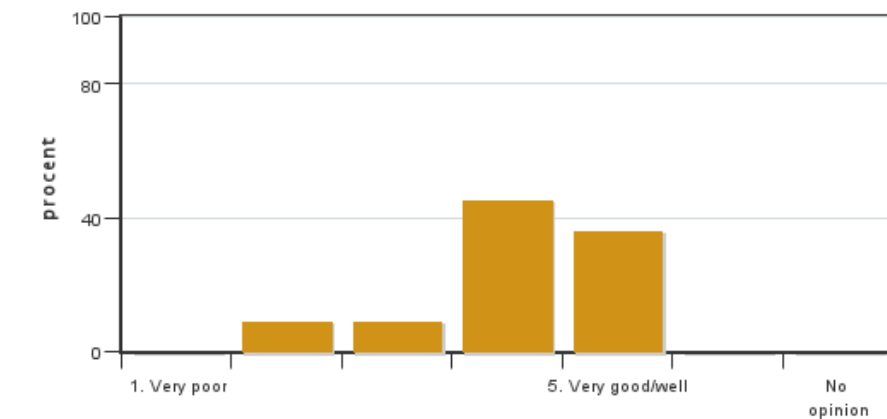
Evaluation period: 2024-05-26 - 2024-06-16

Answers 11  
Number of students 19  
Answer frequency 57 %

### Mandatory standard questions

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

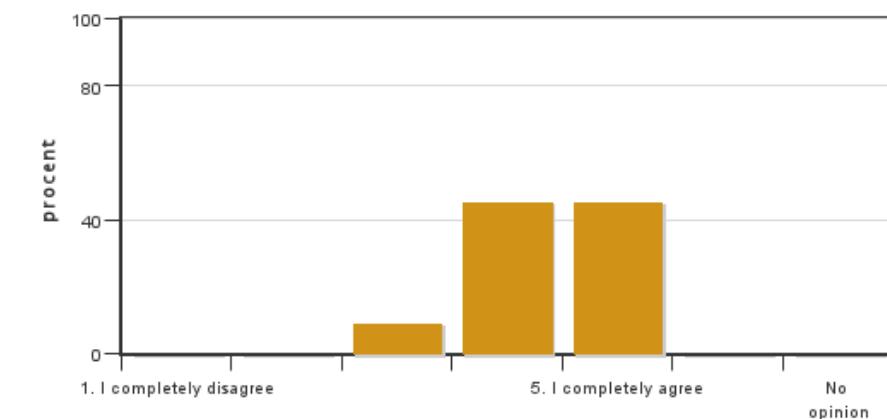


Answers: 11  
Medel: 4,1  
Median: 4

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

No opinion: 0

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

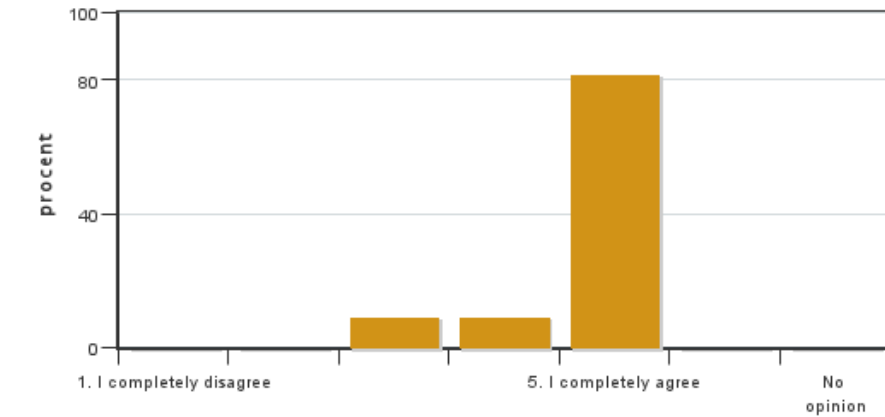


Answers: 11  
Medel: 4,4  
Median: 4

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

No opinion: 0

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

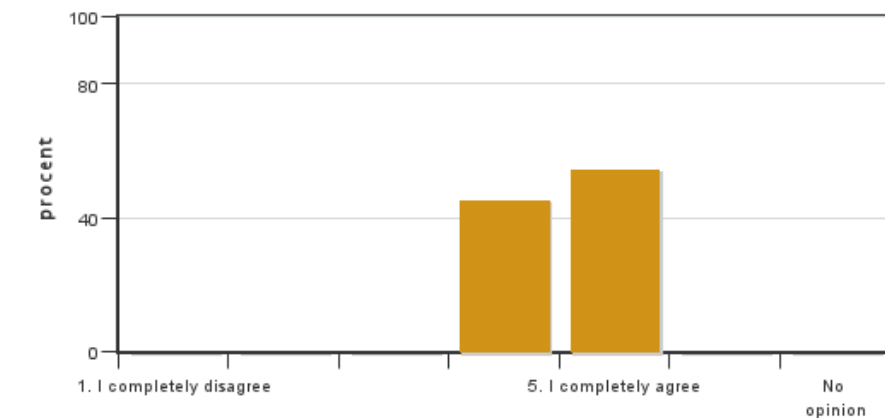


Answers: 11  
 Medel: 4,7  
 Median: 5

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

No opinion: 0

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

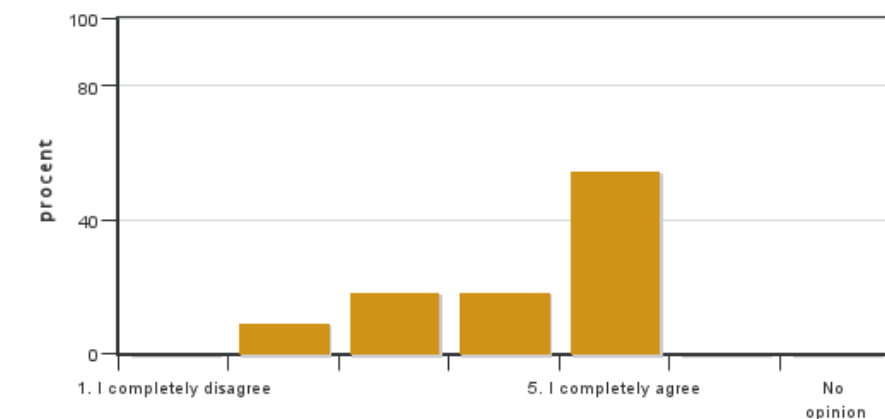


Answers: 11  
 Medel: 4,5  
 Median: 5

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

No opinion: 0

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

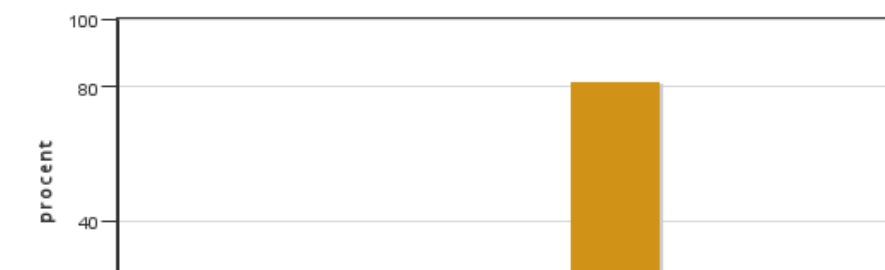


Answers: 11  
 Medel: 4,2  
 Median: 5

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

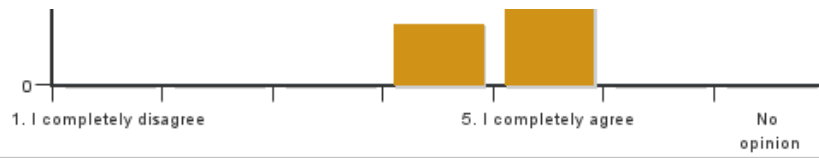
No opinion: 0

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



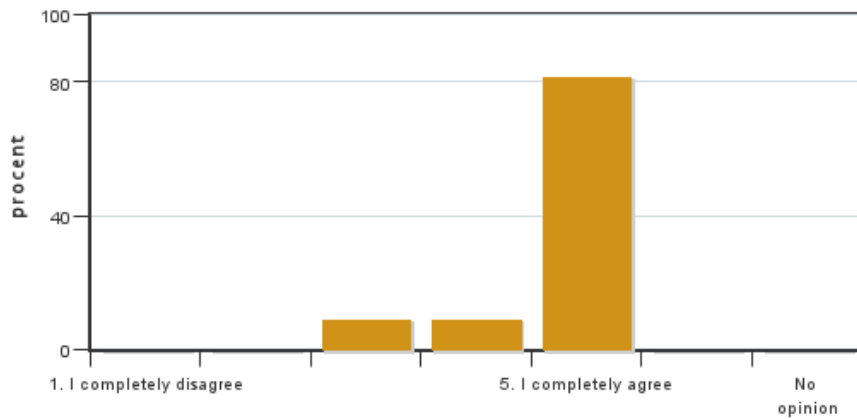
Answers: 11  
 Medel: 4,8  
 Median: 5

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



No opinion: 0

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



Answers: 11

Medel: 4,7

Median: 5

1: 0

2: 0

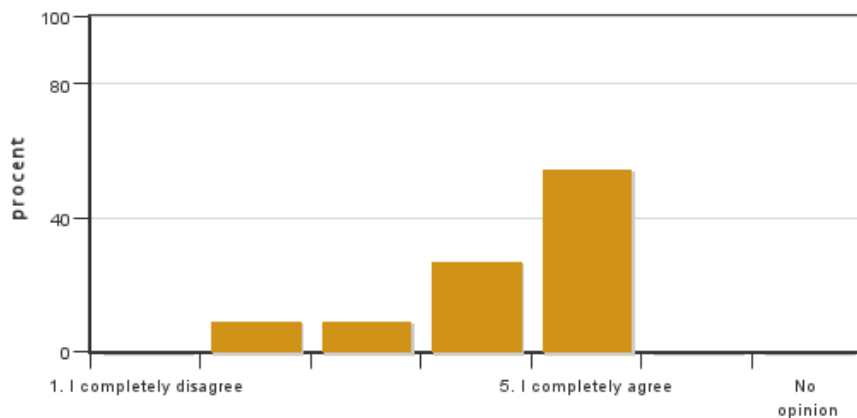
3: 1

4: 1

5: 9

No opinion: 0

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



Answers: 11

Medel: 4,3

Median: 5

1: 0

2: 1

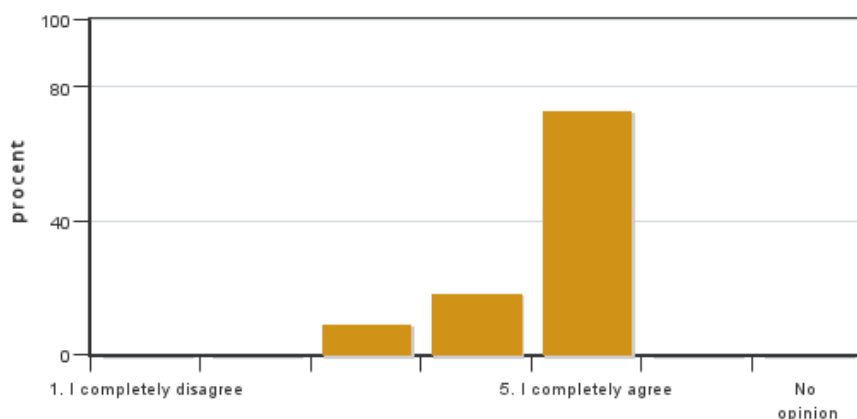
3: 1

4: 3

5: 6

No opinion: 0

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



Answers: 11

Medel: 4,6

Median: 5

1: 0

2: 0

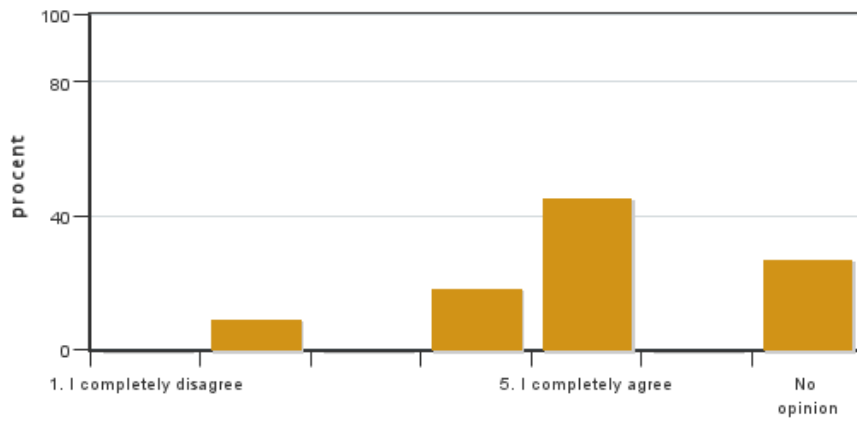
3: 1

4: 2

5: 8

No opinion: 0

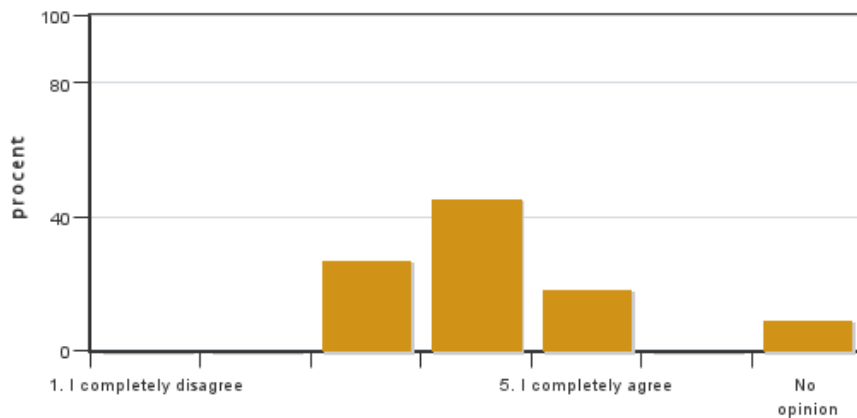
**10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).**



Answers: 11  
 Medel: 4,4  
 Median: 5

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

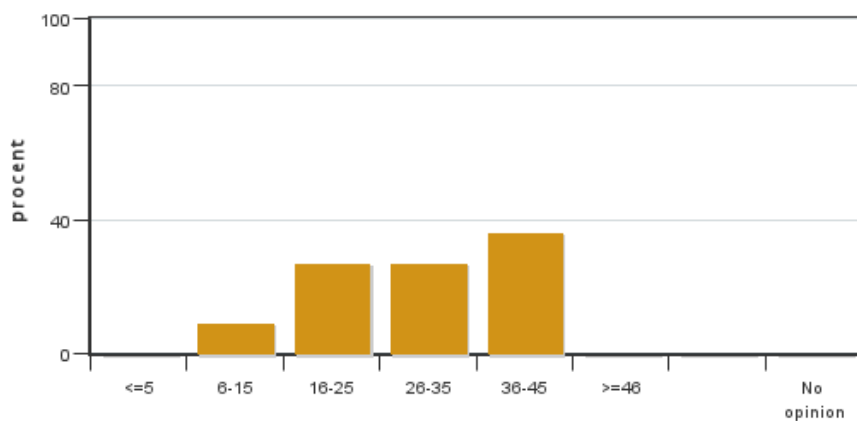
**11. The course covered international perspectives.**



Answers: 11  
 Medel: 3,9  
 Median: 4

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

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



Answers: 11  
 Medel: 29,1  
 Median: 26-35

≤5: 0  
 6-15: 1  
 16-25: 3  
 26-35: 3  
 36-45: 4  
 ≥46: 0  
 No opinion: 0

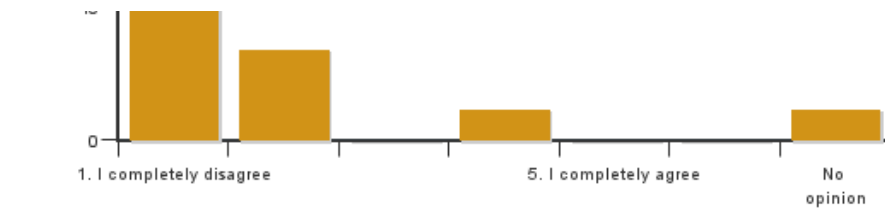
**Additional own questions**

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



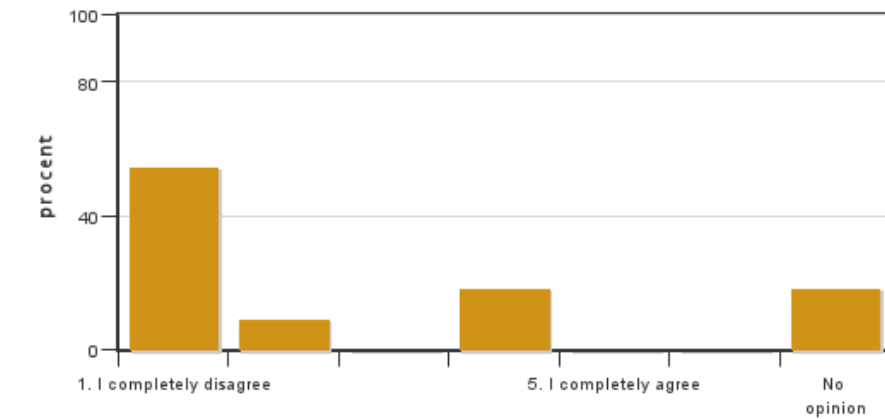
Answers: 11  
 Medel: 1,6  
 Median: 1

1: 6  
 2: 3  
 3: 0



4: 1  
5: 0  
No opinion: 1

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



Answers: 11  
Medel: 1,8  
Median: 1

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

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

**15. 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, a vast majority (9 out of 11 that answered) were satisfied with the course. This pattern is repeated throughout the evaluation. Nevertheless, there are some issues raised that we need to address for the course next year.

It looks like a handful of the students that answered had previously taken the bachelor level course in Environmental Assessment, and expressed that there were overlaps. We are aware of this, but earlier year's students have not found this overlap disturbing, instead rather good as it let them digest the more advanced level better with a more solid background. We hope that it was not too disturbing. Moreover, as the bachelor level course cannot be set as a prerequisite, we need to repeat some to the content from that level for all that have not taken that course.

Some commented on the structure of the Canvas page. The aim is that all teachers should follow the same pattern. All teachers are instructed how to add files, but it seems like there is need for additional information to all teachers.

Due to retirements, we had new teachers during the aquatic weeks. It seems like we need to harmonise the teaching even further during these weeks to avoid overlaps. There were also some other overlaps mentioned, that we will address for next year.

The most comprehensive comments were about some of the field days and project. It is obvious that we need to improve this part. However, there were also a lot of comments that the field days were appreciated. We welcome the suggestion that the project supervisor should meet the group before the field week to present and discuss the project.

Finally, almost all students were very happy with having the exam before the field days and the project. We will continue to do so.

## Student representatives comments

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Overall the students think that it was a very nice course with competent teachers and clear objectives. The opinions about the prior knowledge were divided. Some students think that there was too much repetition from previous bachelor courses, other students were happy that every part had its own elaborated introduction.

The combination of the lectures with the course literature, exercises and field week was in general really good. But some students would like to have more seminars. Most of the field days were well organized, nevertheless there were some exceptions. The biggest issue with the field days was the different amount of work between the groups. Some groups had very clear instructions and it was easy for them to write the report, other groups had a lot more work and not that clear instructions. This was found a bit unfair.

The examination was representative for the learning content of the course. Although some students think that the different parts of the course were not always combined during the lectures, which was a pity. When studying the exam some students were also a bit uncertain on how to learn the lectures content. Because of the many PowerPoint presentations, it was hard to get into detail.

In general, the students thought that there was some overlap in the course itself between the different teachers. Also overlap with other bachelor courses. For some students this was really disturbing.

The field week and the exercises was considered to be the most fruitful part of the course. For the field week it was mentioned that the meeting with the supervisor should be before the start of the field week. Next to that, some students would rather make the protocol for the field days themselves because this would engage them more to write the report.

To conclude students were really happy that the exam was before the field week.