



Environmental Policy NA0130, 40065.1213

7.5 Hp

Pace of study = 100%

Education cycle = Advanced D

Course leader = Luca Di Corato

Evaluation report

Evaluation period: 2013-05-31 - 2013-06-14

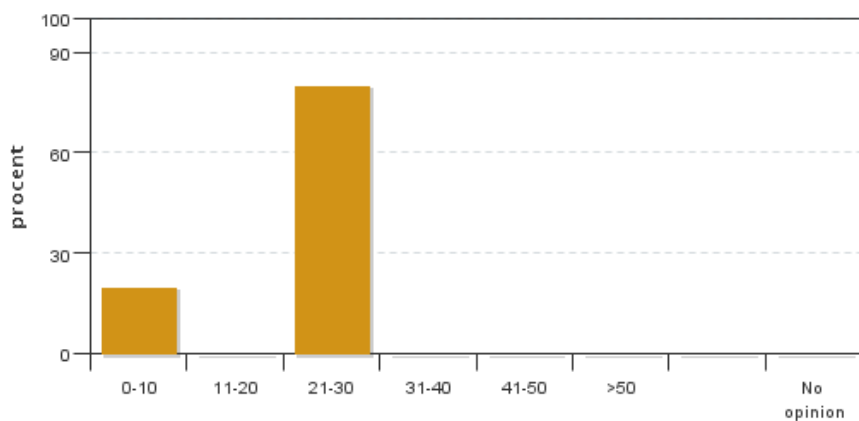
Answers 5

Number of students 6

Answer frequency 83 %

Mandatory standard questions

1. How many hours per week have you on average spent on the course, including scheduled time?

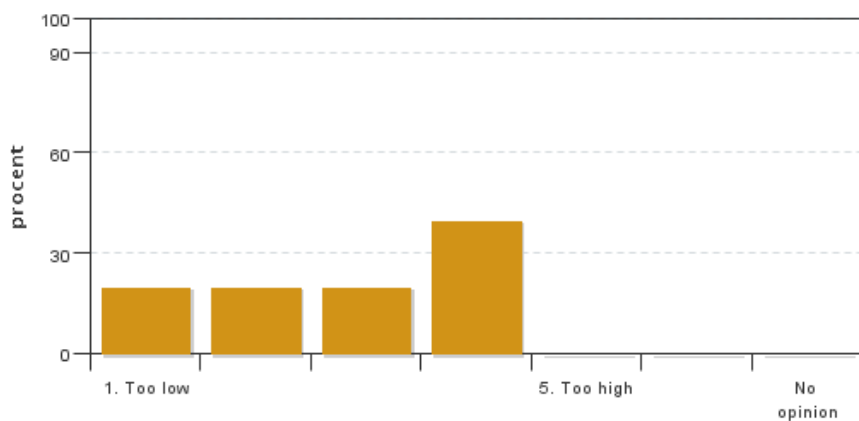


Answers: 5
Medel: 21,0
Median: 21-30

0-10: 1
11-20: 0
21-30: 4
31-40: 0
41-50: 0
>50: 0

No opinion: 0

2. How do you estimate your background knowledge before the course?

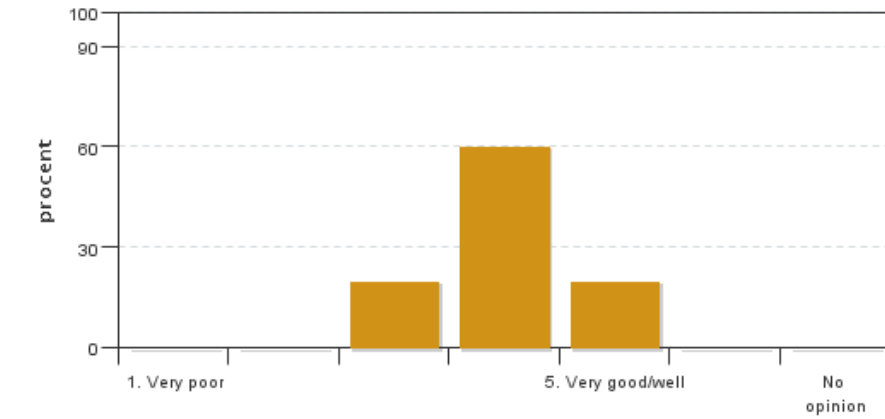


Answers: 5
Medel: 2,8
Median: 3

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

No opinion: 0

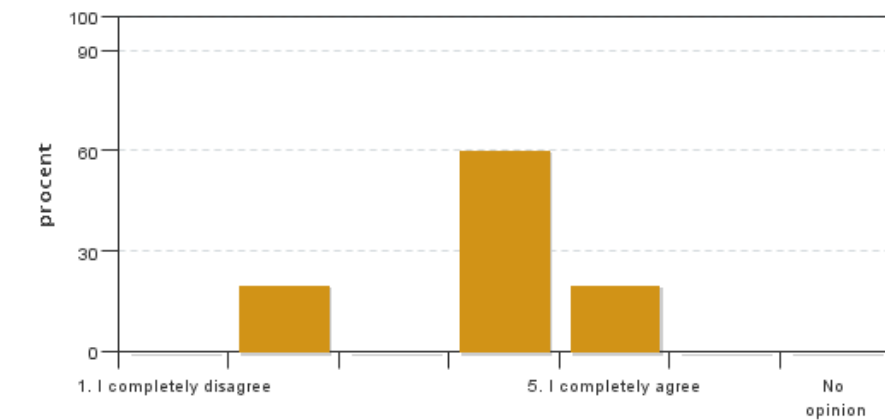
3. How has the administration of the course worked?



Answers: 5
 Medel: 4,0
 Median: 4

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

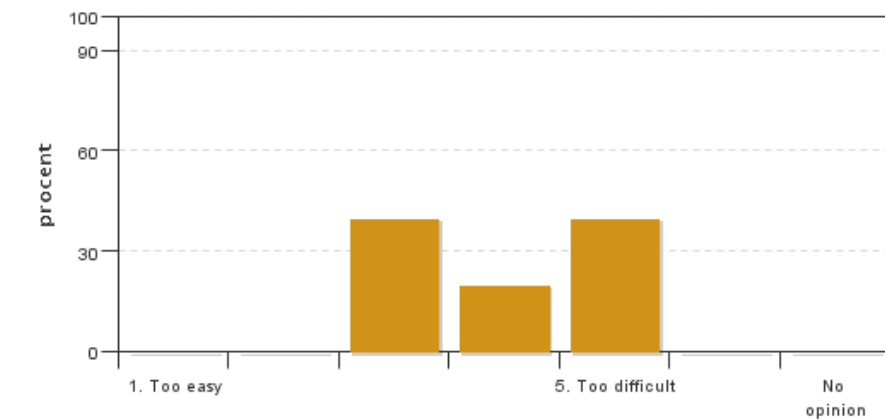
4. The overall impression of the course is very good.



Answers: 5
 Medel: 3,8
 Median: 4

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

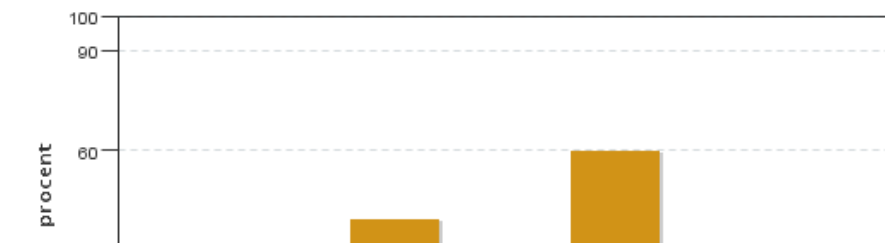
5. The level of difficulty for this course has been



Answers: 5
 Medel: 4,0
 Median: 4

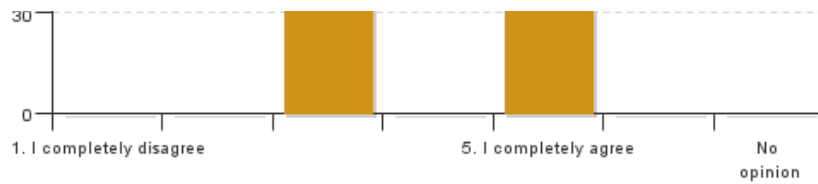
1: 0
 2: 0
 3: 2
 4: 1
 5: 2
 No opinion: 0

6. I consider that this course has taken up all of the learning outcomes described in the course syllabus. If you select (1), (2), (3), or (4) please describe which learning outcome(s) has/have not been sufficiently covered.



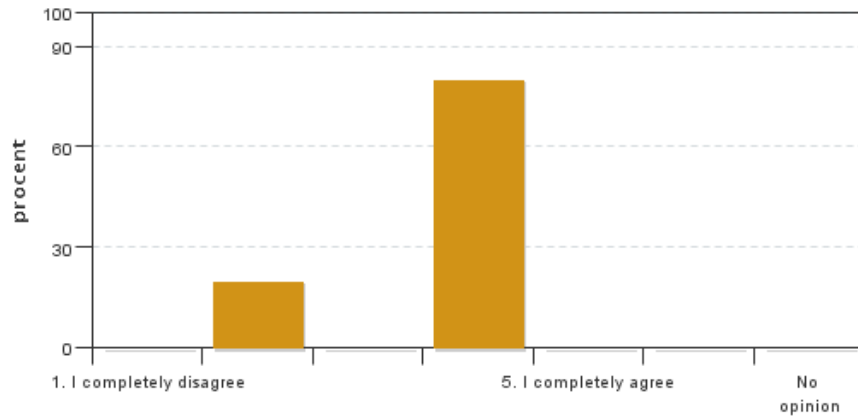
Answers: 5
 Medel: 4,2
 Median: 5

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



5: 3
No opinion: 0

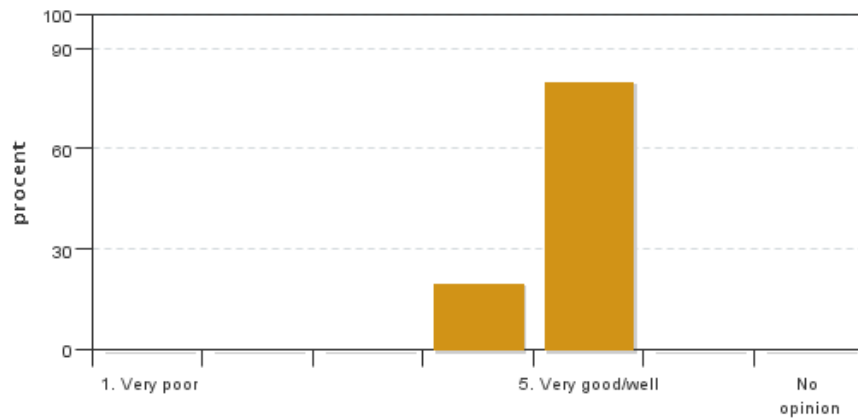
7. The grading criteria were clear and easy to understand



Answers: 5
Medel: 3,6
Median: 4

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

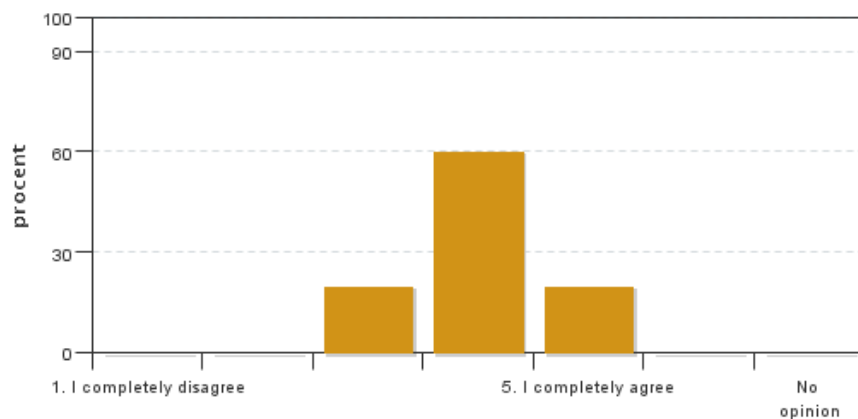
8. I believe that the discussion climate during the course has been good



Answers: 5
Medel: 4,8
Median: 5

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

9. I believe that the necessary infrastructure, such as teaching facilities and equipment, has functioned effectively.



Answers: 5
Medel: 4,0
Median: 4

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

Course leaders comments

My impression about the work done within the course in Environmental policy (NA0130, advanced course, Spring 2013) is quite positive. This consideration is clearly not only limited to the effort provided by the teacher but it includes also to the active and enthusiastic students' contribution. Together, we have been able to cover the entire program and meet the learning targets set in the course syllabus.

The class has showed a vivid interest in the topics covered and has actively participated in both lectures and seminars. In addition, considering the initial background knowledge and skills, I have noticed a general improvement in both the level of discussion in class and the quality of answers to the problem sets given. When handling the assigned tasks, students have been always very conscientious and have provided 1) well-written and organized solutions to each home assignments and 2) very good final presentations.

Finally, I am very glad to remark the very good level of preparation reached by the class on the course topics.

Student representatives comments

Course Evaluation

Course: Environmental Policy (NA 0130)

Teacher: Mr. Ph.D. Luca di Corato

Period: 02.04.2013 – 03.05.2013

Studenrepresentative:

Marc Engelmänn

Kantorsgatan 32

Uppsala

Tel: 0733/708285

Mail: marc.engelmann@hotmail.com

Evaluation:

The Course "Environmental Policy" was held by Ph.D. Luca di Corato at the campus Ultuna, SLU Sweden, in the time period of the 14-18 week of 2013. The target was to familiarize students with the functioning of different kinds of policy evaluation, their advantages and disadvantages as well as different perspectives of the impacts.

The students received a broad theoretical foundation about economic impacts such as impact on firms, welfare and/or society. For example compensation-programs, taxes but also distribution of efforts/economic output in order to receive a desired environmental outcome has been evaluated. Week by week the students were provided a homework-assignment which had to be completed within a certain time period and that was weighed 70% within the final grade of the course. The other 30% have been a paper analysis that had to be applied by the students to a real world problem. This task included an oral performance to deliver an overview to the other students.

Overall people dedicated around 21-30 hours per weeks to the course. Most time consuming have been the Homework-assignments (HWA). The prerequisites for the course have been appropriate, that everyone with an economic background was able to follow the lectures. Handouts have been provided as well as articles which evaluated the performance of different instruments. A book has been named as well and the students were able to re-read the cases discussed in the lectures. The material and communication with the teacher was always good and in time. Therefore the overall opinion about the course was over the average (3,8; Scale 1-5). The contents of the course description have been taught overall, even though students consider this course as quite challenging. The grading criteria have been defined properly and the location has always been appropriate. As a highlight, the climate of discussion was graded very well, to which the teacher's personality contributes at lot. Everyone was warmly welcomed to ask question that have been answered extensively.

Negative points see students in the HWA's. They have been very imbalanced in efforts, so that the first assignments were able to solve them in proper time, whereas the later HWA's have been very extensive and partly to mathematically. For example once it was asked to solve a problem where three equations should be inserted into one what led to a very time-consuming solving process. Nevertheless the teacher was fair and provided a longer solving time and/or to solve them non-mathematically. That was sometimes necessary because the students got the assignments Monday/Tuesday, and had to hand them in Wednesday/Thursday. That means effectively two days' time to solve them have been very short. To improve the quality of the course the teacher could provide the assignments earlier or give more time for the solving process.

Secondly, the students did not receive a grading of their assignments. So it was not able to figure out the topics one did not properly understand. The grading was only provided in the final mark, so that the different grades of assignments and paper-analysis were not obvious. Therefore, a weekly return of the assignments with grades is desirable in order to see strengths and weaknesses.

Thirdly the connection to real world problems was not or not extensively enough discussed. Sometimes examples came up but they have been mostly theoretical constructions. Its rather no discussion about topics like for example agricultural policy of the European Union, but more like "Imagine this two firms, that...". It would be desirable to evaluate real world policy with help of real world data.

Overall, this is a very theoretical course with a lot of mathematics. Prospective students should consider that when they choose this course. Nevertheless it is interesting to see the different instruments and theoretical impacts on society and it does indeed improve the economical understanding for those kinds of topics. So with a longer solving time for the HWA's and more practical reference the course is interesting and left an overall good impression.

Marc Engelmann

Student's representative

Kontakta support: it-stod@slu.se - 018-67 6600