People and Environment
LK0382, 20065.2021

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Caroline Hägerhäll

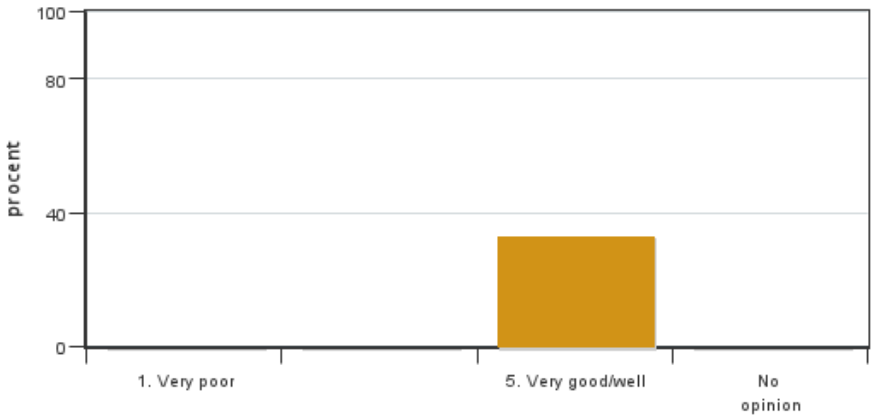
Evaluation report

Evaluation period: 2021-01-10 - 2021-01-31

Answers	15
Number of students	34
Answer frequency	44 %

Mandatory standard questions

1. My overall impression of the course is:

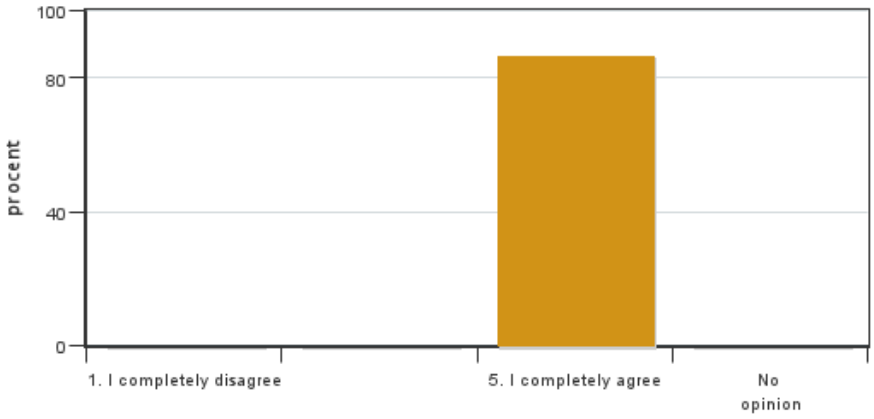


Answers: 15
Medel: 4,1
Median: 4

1: 0
2: 1
3: 1
4: 8
5: 5

No opinion: 0

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

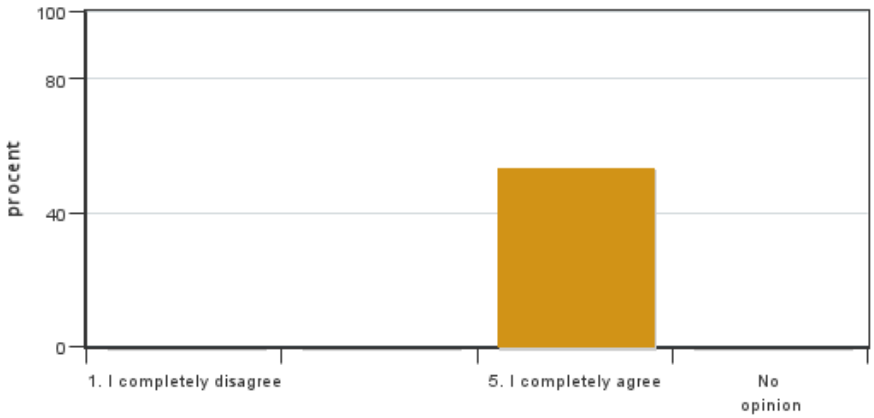


Answers: 15
Medel: 4,8
Median: 5

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

No opinion: 0

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

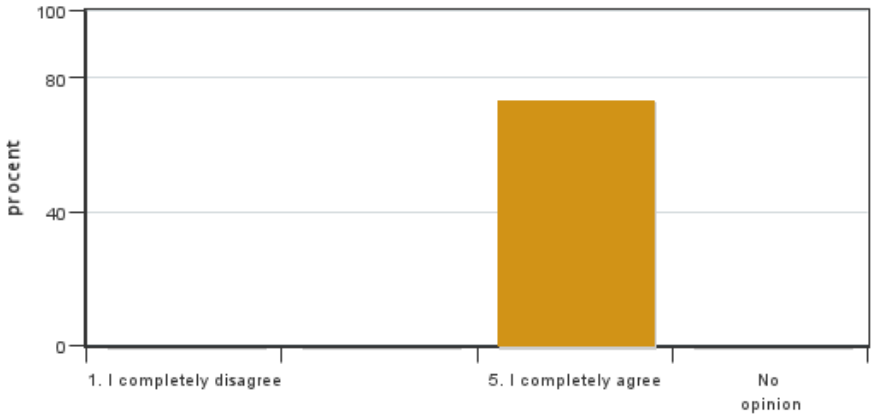


Answers: 15
Medel: 4,5
Median: 5

1: 0
2: 0
3: 1
4: 6
5: 8

No opinion: 0

4. The information about the course was easily accessible.

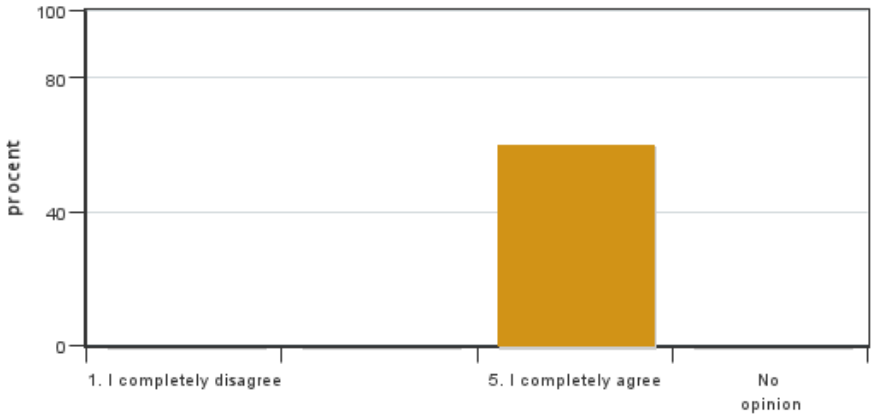


Answers: 15
Medel: 4,6
Median: 5

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

No opinion: 0

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

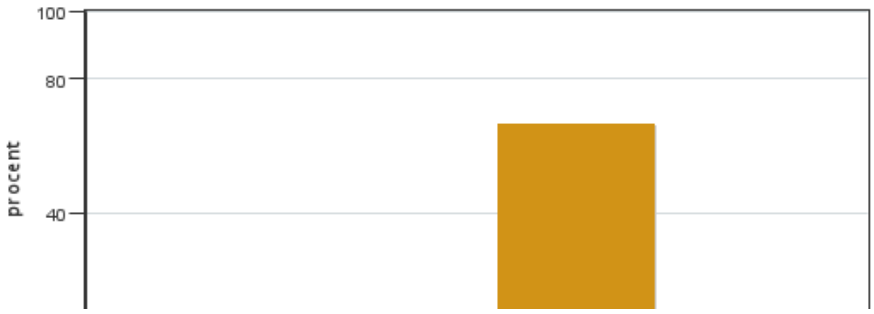


Answers: 15
Medel: 4,3
Median: 5

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

No opinion: 0

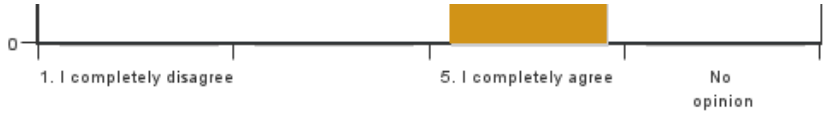
6. The social learning environment has been inclusive, respecting differences of opinion.



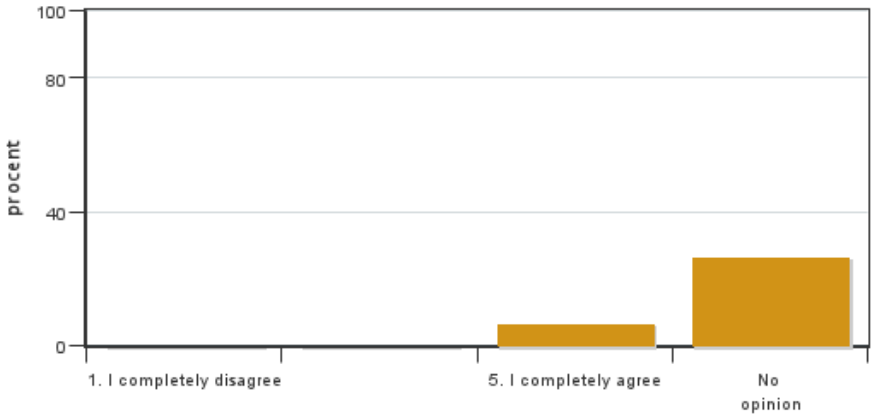
Answers: 15
Medel: 4,5
Median: 5

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

No opinion: 0



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

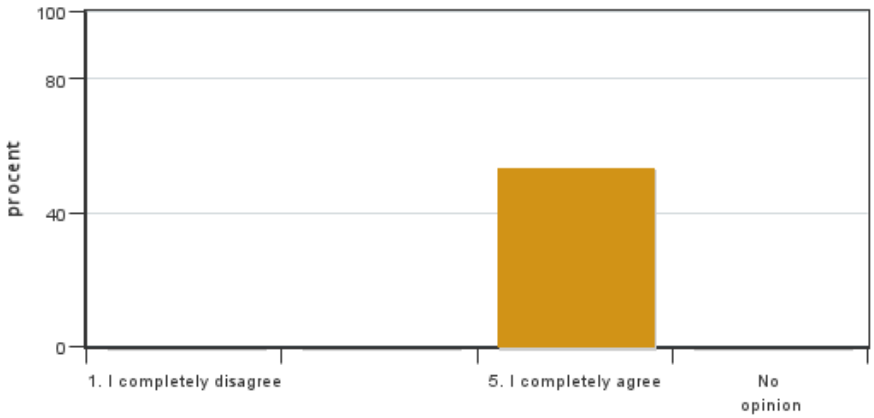


Answers: 15
Medel: 3,4
Median: 4

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

No opinion: 4

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

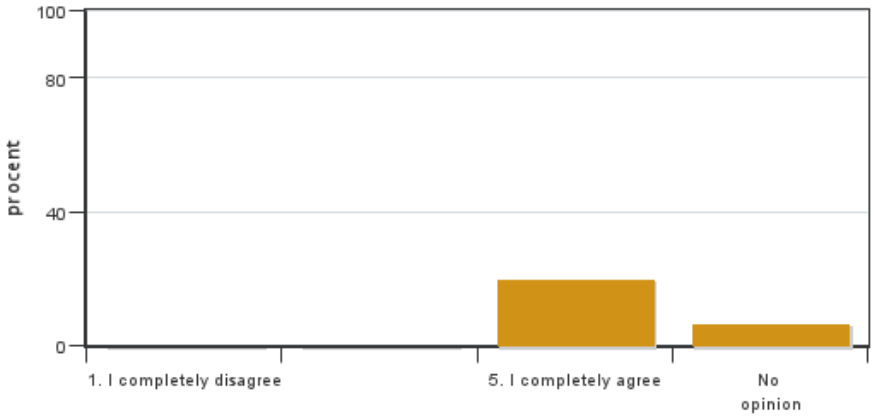


Answers: 15
Medel: 4,3
Median: 5

1: 0
2: 1
3: 1
4: 5
5: 8

No opinion: 0

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

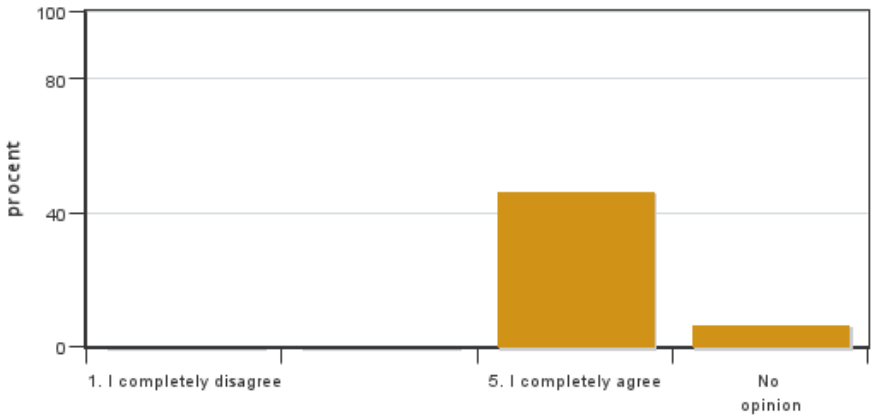


Answers: 15
Medel: 4,1
Median: 4

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

No opinion: 1

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).

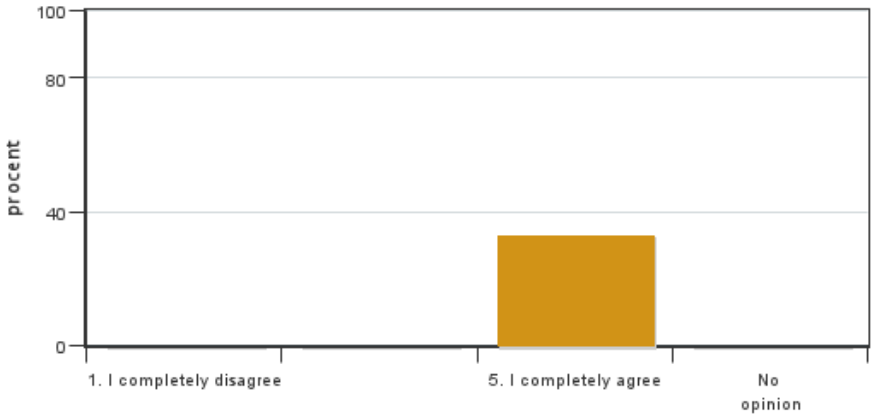


Answers: 15
Medel: 4,4
Median: 4

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

No opinion: 1

11. The course covered international perspectives.

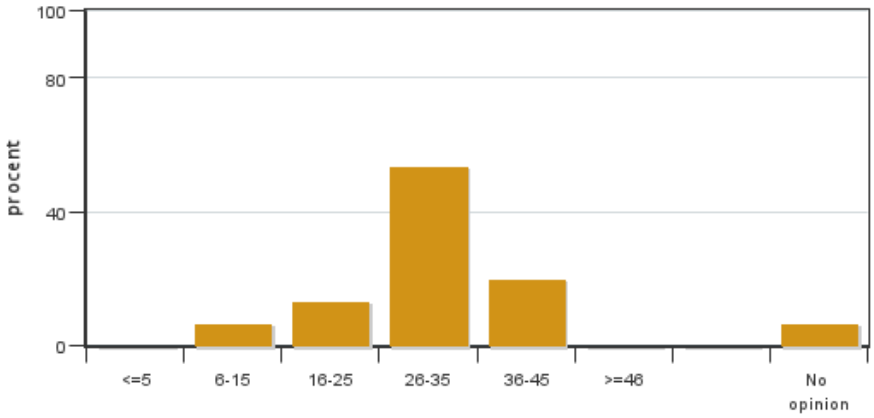


Answers: 15
Medel: 4,0
Median: 4

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

No opinion: 0

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



Answers: 15
Medel: 29,3
Median: 26-35

≤5: 0
6-15: 1
16-25: 2
26-35: 8
36-45: 3
≥46: 0

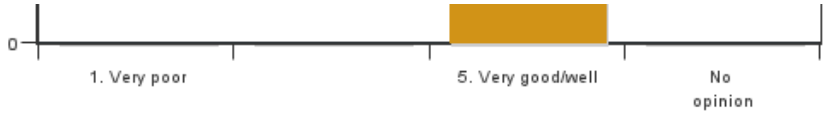
No opinion: 1

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

Answers: 15
Medel: 3,9
Median: 4

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

No opinion: 0



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

Additional own questions

16. Are there any particularly valuable lectures, texts or other course elements that we should definitely keep in the course?

16. Do you have any suggestions for improvements of the course?

16. What was the most important knowledge you got from the course and would you recommend this course to other students?

16. Any additional comments

Course leaders comments

About half of the class (42 %) answered the evaluation which can be considered enough to give useful information, although a higher response rate would have been preferred.

The majority of the mandatory standard questions have a mean clearly above 4.

Information (4.6) and links to course objectives (4.8) have very high scores and students also found the course level matched their prior knowledge required (4.5). Also the examinations/assignments are considered well designed (4.3). In summery this must be seen as a receipt that the course content and administration is working well.

It is nice to see that although the covid19 situation impacts negatively on the performance of some of the course elements (particularly the group work/group projects with field work) the course components ability to support the learning is still high (4.3). The overall experience of this course as an online experience is acceptable (3.9) and must be seen in the light of it being thought on a distance for the first time. Actually, several of the free text comments at the end of the evaluation says they think this course could be well suited for distance learning although the course is not constructed for this purpose. On the other hand, it does have a free individual assignment in the end of the course and a good possibility to organize your own time which also suits distance learning. However, naturally there are also free text comments that point to the lack of social interaction and communication, the difficulties with group work on a distance as well as the difficulty of keeping focus and engagement when studying on your own at home during the pandemic.

Comments on the social learning environment (question 6) , indicates that discussions and feedback from us teachers was very good and appreciated and probably to some extent compensated for the lack of a social on campus learning environment.

The comments on valuable elements to keep and input on what can be improved indicates that all current course elements are valuable and should be kept. The observation task is mentioned several times as valuable and also a type of task that the students think could be repeated. It seems to be a task well suited for understanding people and environment interactions and is an eye opener for those who are new to the topic.

Some good suggestions for improvement that should be considered in the further development of the course are:

Although a score of 4 (question 10) the international perspectives can be improved by broadening the geographical

span of literature and examples even more. Environmental psychology is stronger in some parts of the world but the field is expanding globally, for instance in South America and Asia.

Students also suggest to discuss the course literature more in the lectures and not just in the literature seminars, to present more practical examples and applications of theory in practice. Going even deeper into the needs of various user groups was also suggested.

Lastly it can be said that some students highlight the need of more checkpoints and follow up during the individual project in the end. Supervision is available continuously during this last final individual work but with distance teaching it can also have been more difficult to keep the contact with teachers.

Student representatives comments

Students opinions of People and environment
LK0382, 2020-2021
The big majority of the students thought that the course, over all, were good too very good and thought that the content of the course had clear links to the learning objectives of the course and that the students prior knowledge was sufficient to benefit from the course. The course information was easily accessible and one student commented that it was really good that all the literature was on canvas due to the covid -19 pandemic.
Regarding the different course components, two students pointed that it was difficult to study on distance and that some of the exercises were hard to execute due to the situation.
The students thought that the learning environment was inclusive and respectful, and regarding the physical learning environment the students thought that it was hard to study from home and that the group discussions are better in person.
On the question of the experience of working online the students thought that the group projects in particular were hard to do online and that the discussions were in a lot of cases lost.
The parts of the course that the students thought worked well were; to be able to schedule their own time, zoom lectures, that there was a lot of time to read and understand the literature and overall they thought that this course was well suited for online studies.
They thought this worked less well, the lack of social interactions, group work, hard to focus on online lectures, no discussions arise, no small talk about the lectures during the break.
The students thought that all of the lectures, texts and course elements were valuable but especially the practical tasks were good. To improve the course the students thought that there should be more practical examples from different countries, not so much just numbers from different research but how to use those numbers. Some of the students thought that the course would benefit from going deeper into the subject and thought that it was a repetition from the bachelors.
Overall, the students would recommend the course to other students, they thought that the most important knowledge was the environment's impact on the people's health and well-being and to plan from a psychological perspective.