Communication theory and strategy
MX0158, 20162.2324

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Malte Rödl

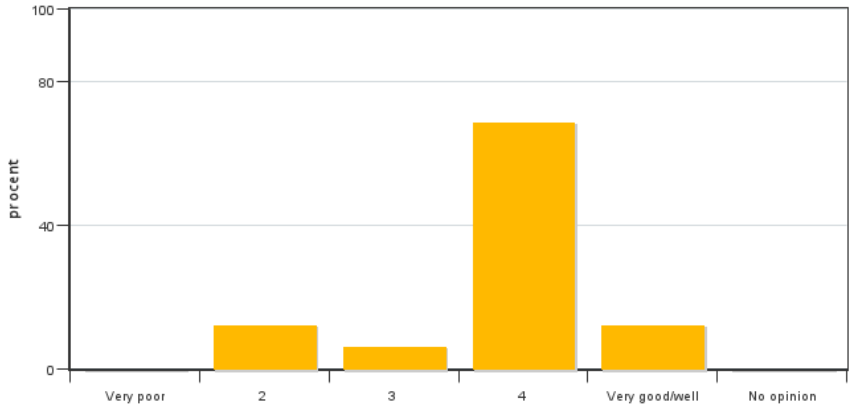
Evaluation report

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

Answers	16
Number of students	25
Answer frequency	64 %

Mandatory standard questions

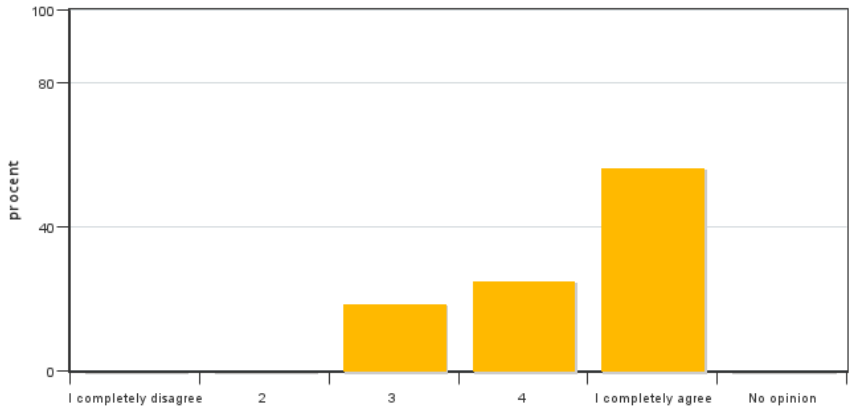
1. My overall impression of the course is:



Number of answers: 16
Average: 3,8
Median: 4

Very poor : 0
2: 2
3: 1
4: 11
Very good/well: 2
No opinion: 0

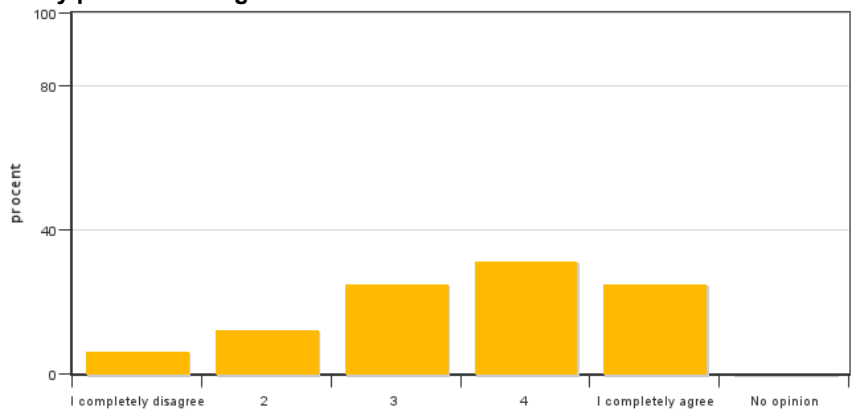
2. I found the course content to have clear links to the learning objectives of the course.



Number of answers: 16
Average: 4,4
Median: 5

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

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

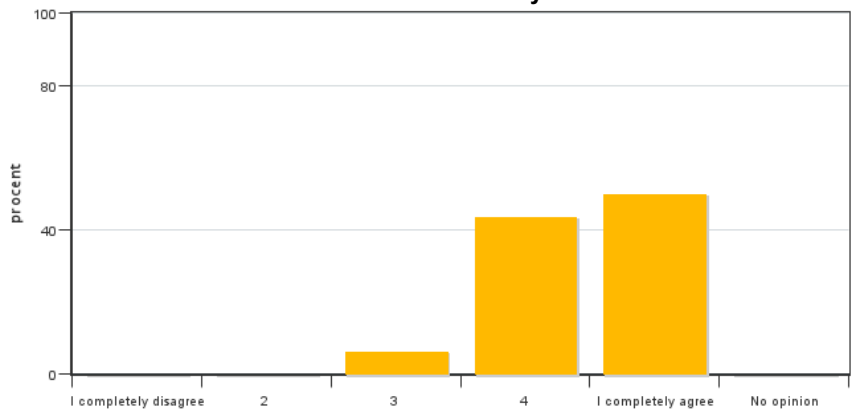


Number of answers: 16
Average: 3,6
Median: 4

I completely disagree: 1
2: 2
3: 4
4: 5
I completely agree: 4

No opinion: 0

4. The information about the course was easily accessible.

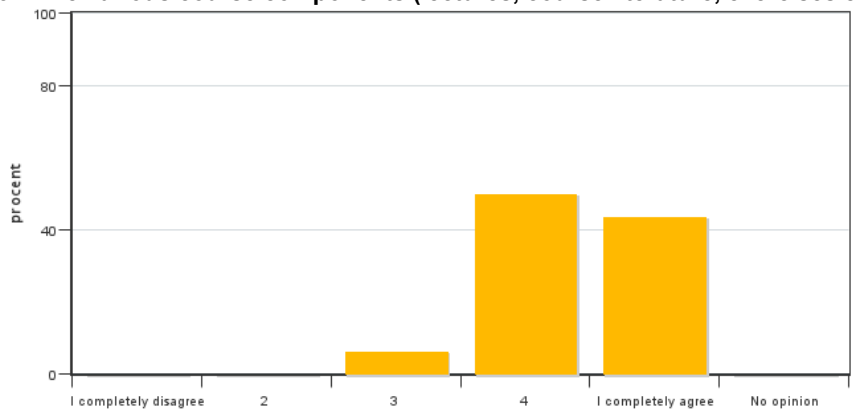


Number of answers: 16
Average: 4,4
Median: 4

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

No opinion: 0

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

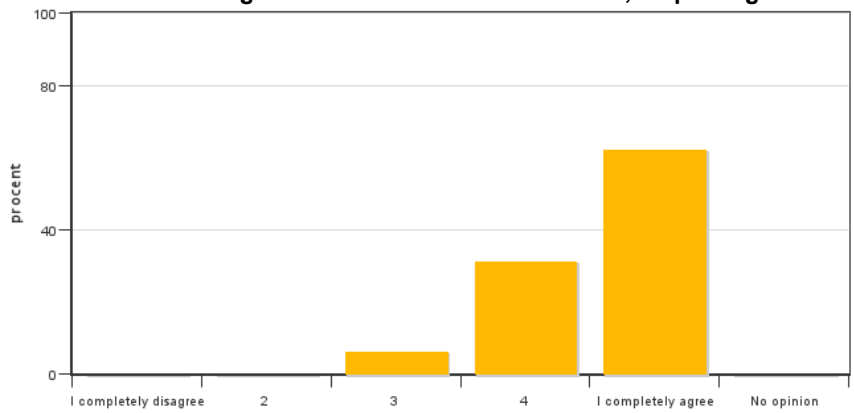


Number of answers: 16
Average: 4,4
Median: 4

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

No opinion: 0

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

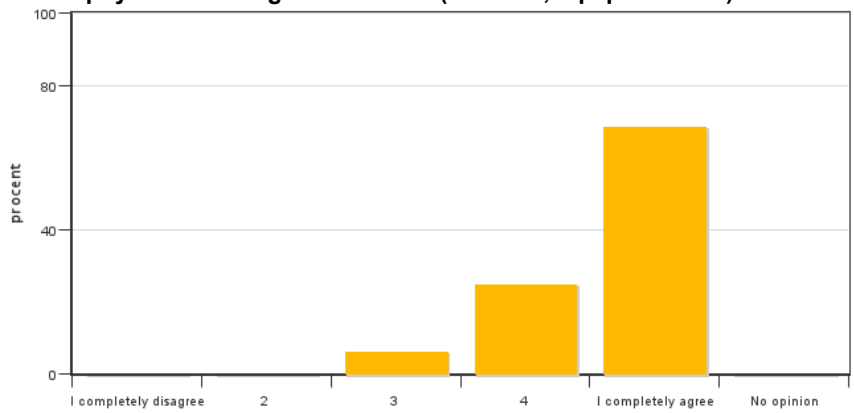


Number of answers: 16
Average: 4,6
Median: 5

I completely disagree: 0
2: 0
3: 1
4: 5
I completely agree: 10

No opinion: 0

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

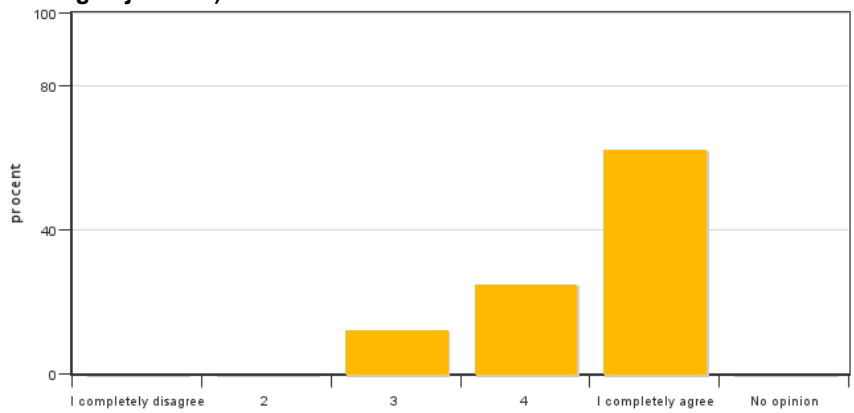


Number of answers: 16
Average: 4,6
Median: 5

I completely disagree: 0
2: 0
3: 1
4: 4
I completely agree: 11

No opinion: 0

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

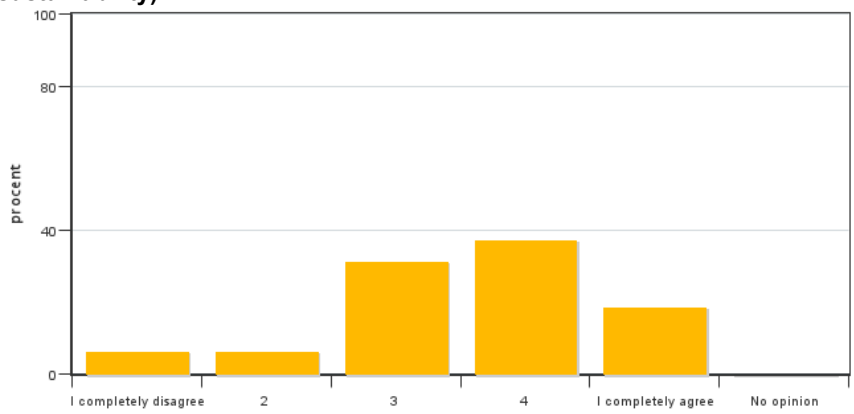


Number of answers: 16
Average: 4,5
Median: 5

I completely disagree: 0
2: 0
3: 2
4: 4
I completely agree: 10

No opinion: 0

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

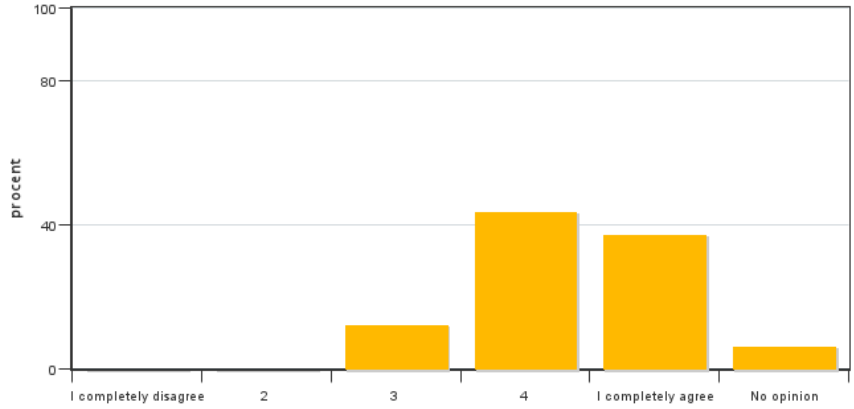


Number of answers: 16
Average: 3,6
Median: 4

I completely disagree: 1
2: 1
3: 5
4: 6
I completely agree: 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).

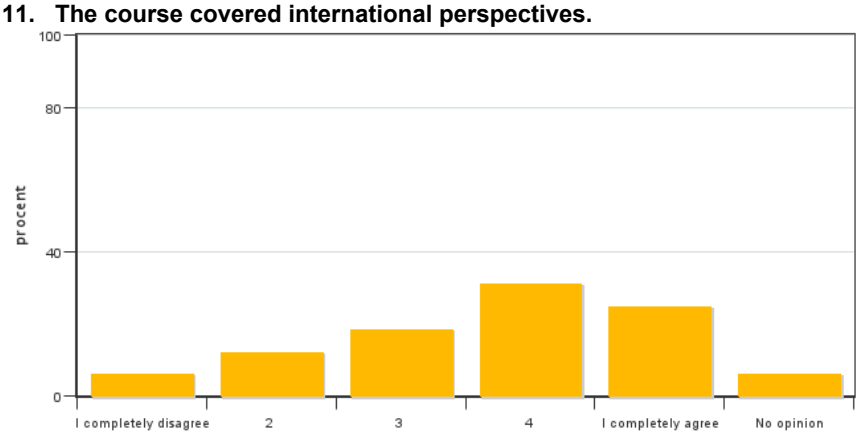


Number of answers: 16
Average: 4,3
Median: 4

I completely disagree: 0
2: 0
3: 2
4: 7
I completely agree: 6

No opinion: 1

11. The course covered international perspectives.

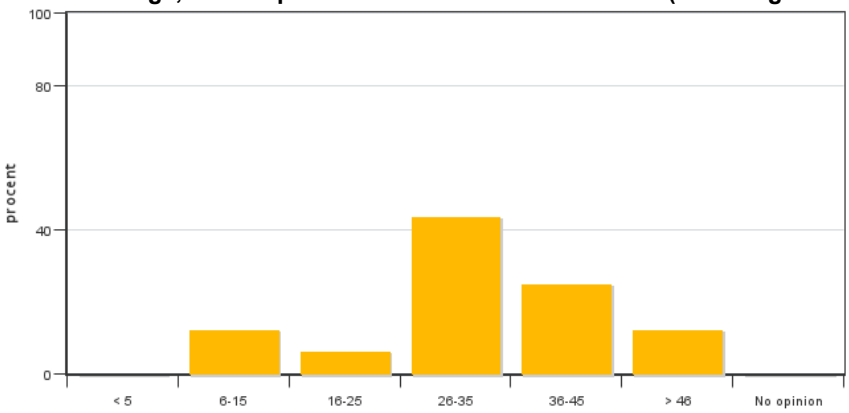


Number of answers: 16
Average: 3,6
Median: 4

I completely disagree: 1
2: 2
3: 3
4: 5
I completely agree: 4

No opinion: 1

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



Number of answers: 16
Average: 31,4
Median: 26-35

< 5: 0
6-15: 2
16-25: 1
26-35: 7
36-45: 4
> 46: 2

No opinion: 0

Course leaders comments

Overall, the teachers interpret the evaluation and feedback as generally positive to the course activities, the learning opportunities, and the pedagogical procedure of the course—this was also confirmed in the oral course evaluation conducted some of the students at the end of the course. Compared to the previous year, the teachers most importantly attempted to make the interaction between theory and practice more visible, and based on the comments this seems to have worked well.

Based on the evaluation, what the teachers will try to improve for next year is: to take better care of those students who think their prior knowledge was insufficient to benefit from the course; to reconsider how "international perspectives" (as formulated in the questionnaire) can and should be covered differently in the course; to reconsider the distribution of on-campus teacher-student contact throughout the week and different learning activities; and to make even stronger links and connections between the course readings and applications in environmental communication.

Internal comments

Student representatives comments

16 out of 25 students filled out the course evaluation for the course 'Communication Theory & Strategy'. Most students rated the course with a 4 out of 5, indicating they thought it was good. Two students even thought it was very good, but two students also rated it with a 2 out of 5 indicating they disliked it. Generally, participants enjoyed learning about the theories and liked the set-up of the course, but they did indicate that the workload was quite intense and some students struggled with the applicability of this course to environmental communication (question 1).

The majority of students answered with a 5 (indicating they completely agreed) for the following statements: the course content links clearly to the learning objectives (question 2), the learning environment is inclusive (question 6), the facilities and equipment are satisfactory (question 7), and the examinations are appropriate (question 8). Regarding the examination, students left some comments and suggestions for improvement. Several students commented they through the written and oral exams were appropriate and that they particularly liked the real life consultation assignment. Regarding the written exam, one student did comment that it felt unfair to consolidate large, abstract concepts from complex readings into a limited wordcount, and this issue with the wordcount was one I also heard from peers after finishing the exam. Moreover a student disliked taking the exam in a physical exam room, as this caused them stress. However, I guess this is difficult to avoid given the current difficulties with AI and home-exams. Finally, a student suggested regarding the consultation assignment to provide a lecture/workshop on how to be a consultant.

The majority of respondents answered with a 4 or 5 (indicating they completely, or mostly agreed) for the following statements: the course information was easily accessible (question 4), the various course components were supportive of the learning (question 5) and the course included a gender and equality aspect (question 10). Regarding availability of course information, one student commented that information about the consultancy case and the oral exam could have been shared earlier. Regarding the supportiveness of the various course components, four students commented they found the literature seminars to be challenging, but useful, but one student also commented they did not consider them useful. Moreover, students enjoyed the excursions where they could see environmental communication in practice. Regarding lectures, one student expressed confusion about some of the lectures and another student suggested to include more lectures.

Answers to the following questions were more mixed, averaging a 3.6 (indicating that students still somewhat agreed with the statements but not completely): prior knowledge sufficed to benefit from the course (question 3), the course covered the sustainable development aspect (question 9), the course covered international perspectives (question 11). Regarding prior knowledge, one student commented they felt no prior knowledge was needed and one student commented it took a while for them to understand. Regarding the sustainable development aspect, several students noted that the connection between the theories and environmental communication was not always clear. One student suggested to improve this by including specific examples of social change. Concerning international perspectives, students mentioned the cases we covered were very specific to Sweden, and the readings were all from Western perspectives. This was also reflected in conversations I had with peers about the course, especially following a guest lecture by Robert Craig. Perhaps this is something for the course coordinators to look into more.

In question 12, the majority of students indicated tey spent between 26 and 25 hours per week on the course. However, two students answered they spend significantly less time (6-15 hours) and two students indicated significantly more (>46 hours). Although I think the workload for this course was higher than for the previous course, I think the information provided is useful and the average time spent per week on the course is certainly not too much for a full-time Master's program.

Several additional comments and recommendations came up in the evaluation. Most notably, three students commented they liked the teachers because of their strong engagement with the class and subject matter. Moreover, several students commented positively about the set-up of the course, with the discussing of the theories in the first part of the course and the application following that. As improvements to the course, students suggested to make the literature seminars more time efficient, to provide more information about the workshops and to decrease the workload of the compensatory sessions to align better with the workload of the literature seminars.

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