



## Environmental assessment MX0152, 40026.2425

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

### Evaluation report

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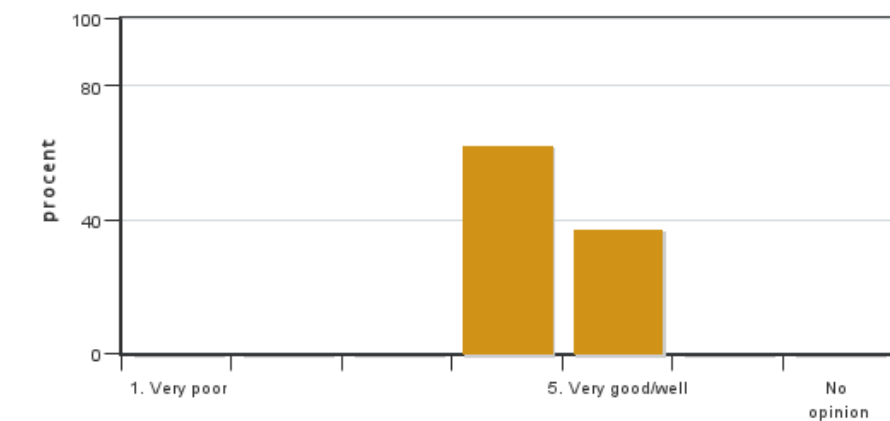
Evaluation period: 2025-06-01 - 2025-06-15

Answers 16  
Number of students 23  
Answer frequency 69 %

### Mandatory standard questions

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

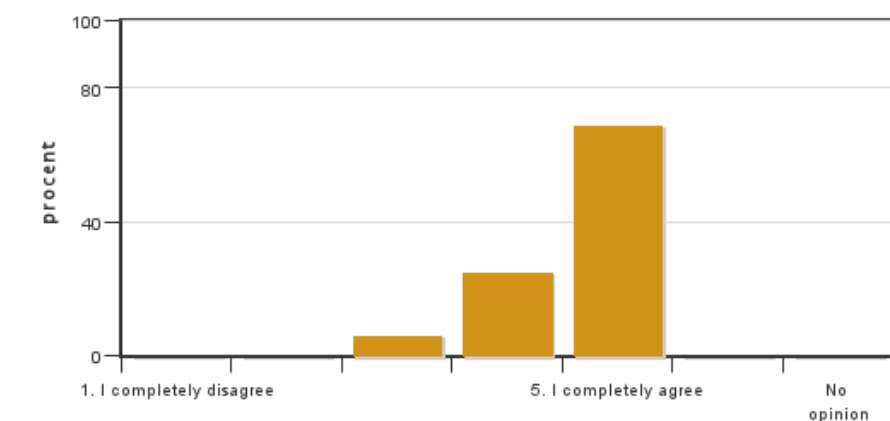


Answers: 16  
Medel: 4,4  
Median: 4

1: 0  
2: 0  
3: 0  
4: 10  
5: 6

No opinion: 0

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

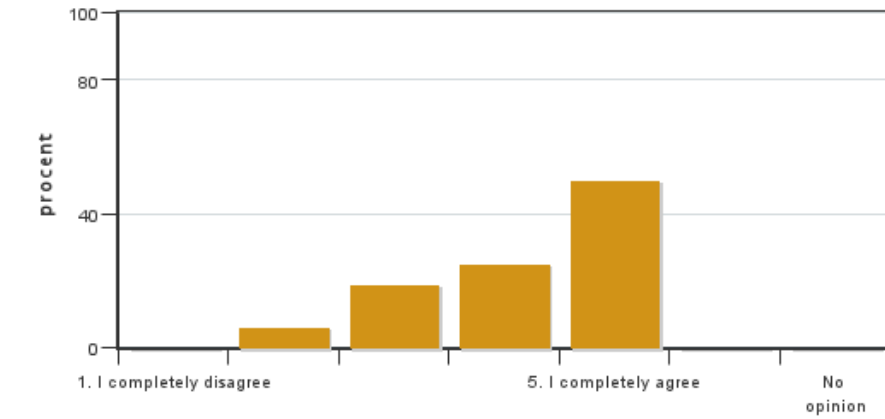


Answers: 16  
Medel: 4,6  
Median: 5

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

No opinion: 0

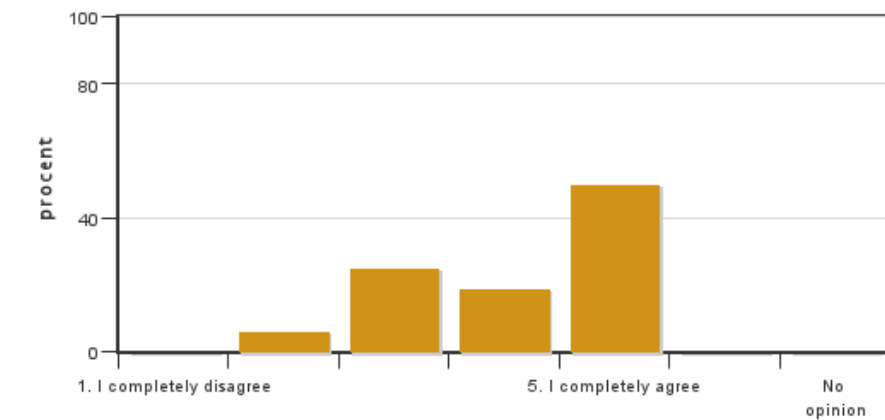
**3. My prior knowledge was sufficient for me to benefit from the course.**



Answers: 16  
 Medel: 4,2  
 Median: 4

1: 0  
 2: 1  
 3: 3  
 4: 4  
 5: 8  
 No opinion: 0

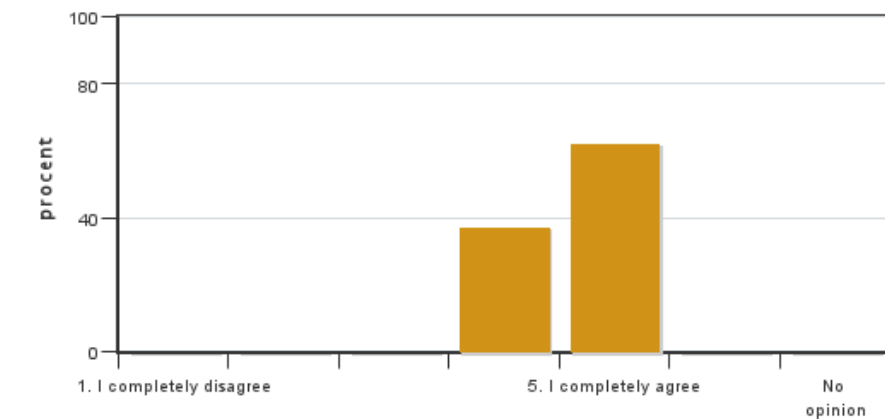
**4. The information about the course was easily accessible.**



Answers: 16  
 Medel: 4,1  
 Median: 4

1: 0  
 2: 1  
 3: 4  
 4: 3  
 5: 8  
 No opinion: 0

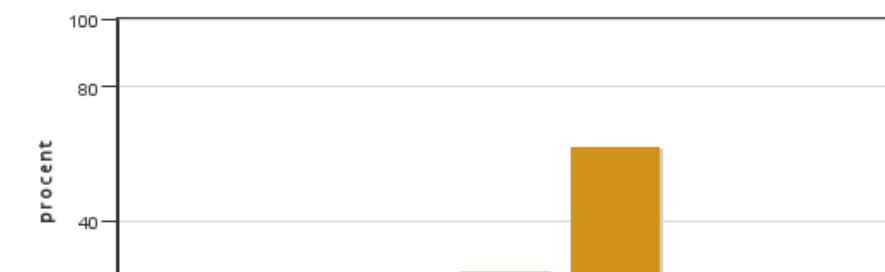
**5. The various course components (lectures, course literature, exercises etc.) have supported my learning.**



Answers: 16  
 Medel: 4,6  
 Median: 5

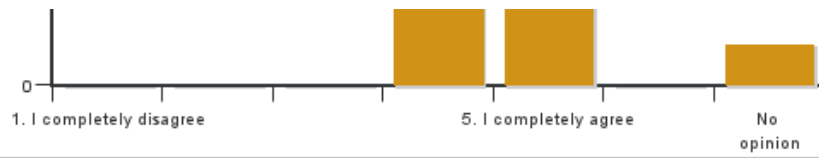
1: 0  
 2: 0  
 3: 0  
 4: 6  
 5: 10  
 No opinion: 0

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



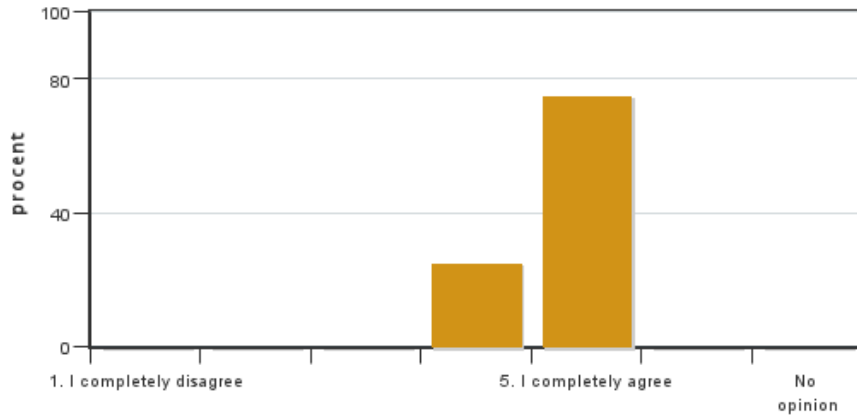
Answers: 16  
 Medel: 4,7  
 Median: 5

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



No opinion: 2

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



Answers: 16

Medel: 4,8

Median: 5

1: 0

2: 0

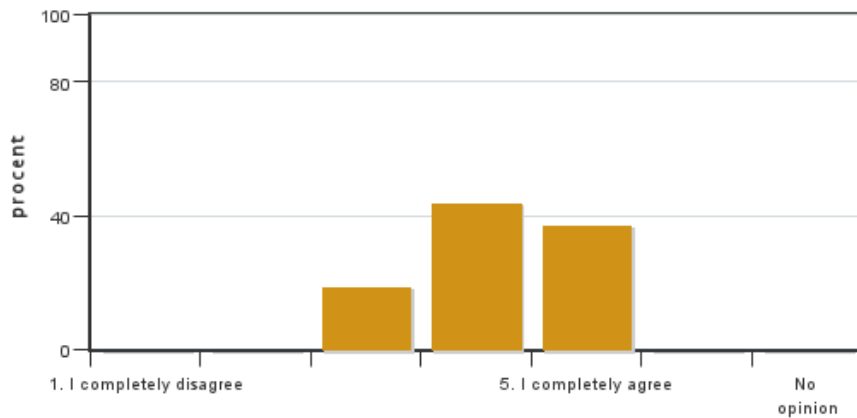
3: 0

4: 4

5: 12

No opinion: 0

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



Answers: 16

Medel: 4,2

Median: 4

1: 0

2: 0

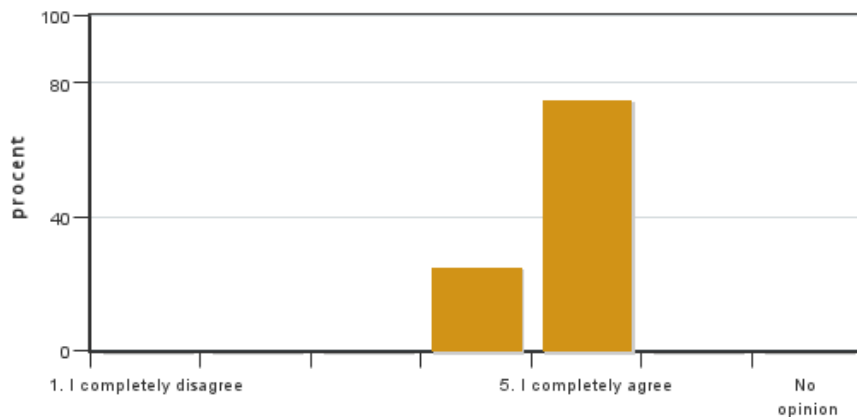
3: 3

4: 7

5: 6

No opinion: 0

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



Answers: 16

Medel: 4,8

Median: 5

1: 0

2: 0

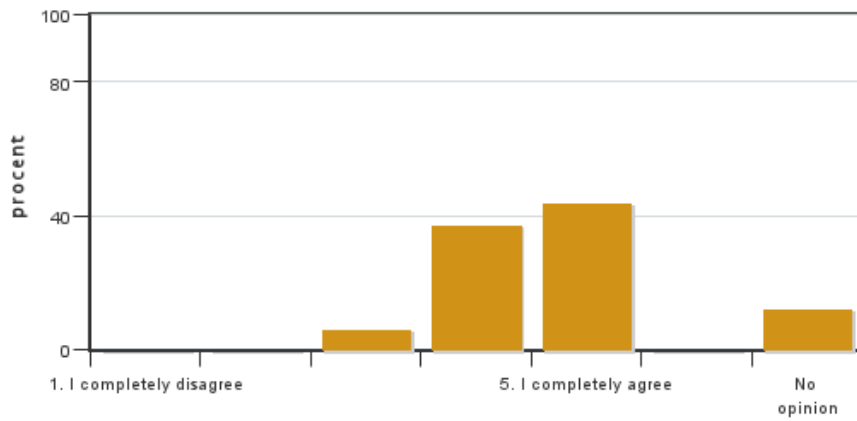
3: 0

4: 4

5: 12

No opinion: 0

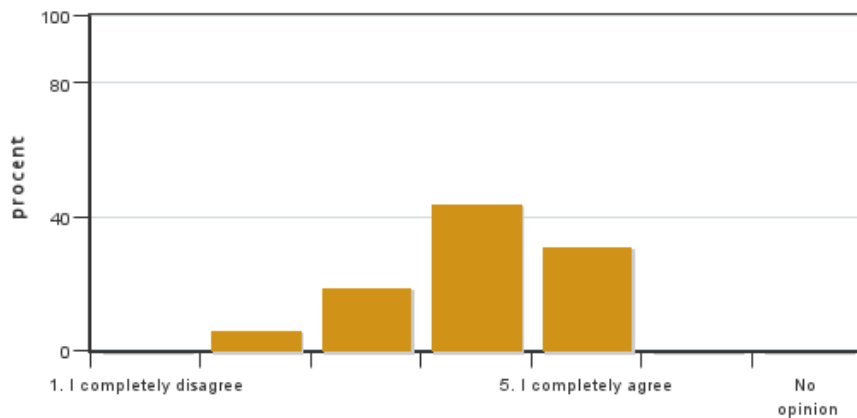
**10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).**



Answers: 16  
 Medel: 4,4  
 Median: 4

1: 0  
 2: 0  
 3: 1  
 4: 6  
 5: 7  
 No opinion: 2

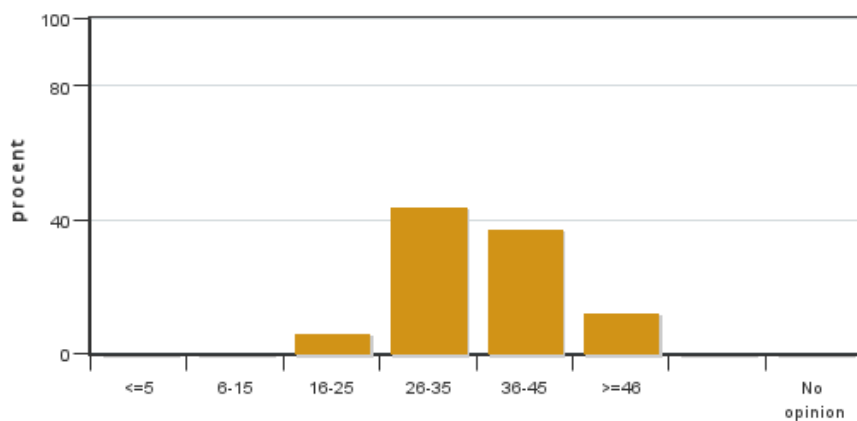
**11. The course covered international perspectives.**



Answers: 16  
 Medel: 4,0  
 Median: 4

1: 0  
 2: 1  
 3: 3  
 4: 7  
 5: 5  
 No opinion: 0

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



Answers: 16  
 Medel: 35,1  
 Median: 26-35

≤5: 0  
 6-15: 0  
 16-25: 1  
 26-35: 7  
 36-45: 6  
 ≥46: 2  
 No opinion: 0

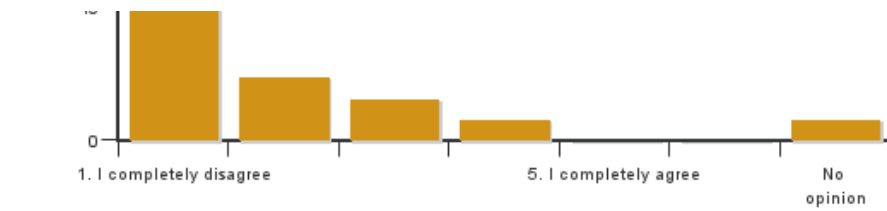
**Additional own questions**

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



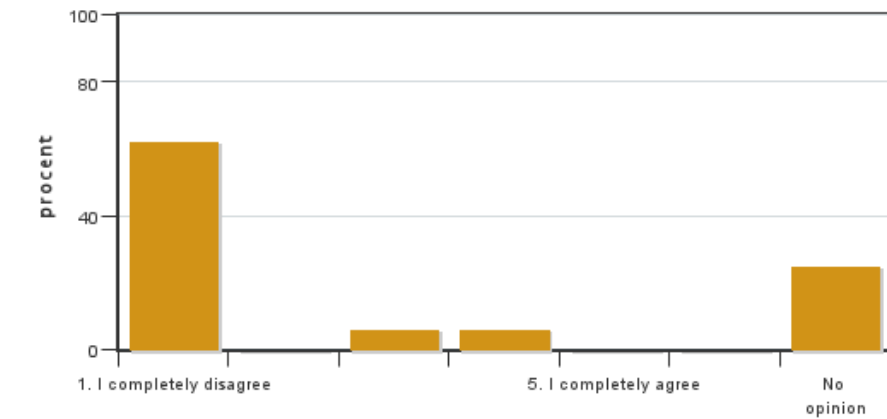
Answers: 16  
 Medel: 1,7  
 Median: 1

1: 9  
 2: 3  
 3: 2



4: 1  
5: 0  
No opinion: 1

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

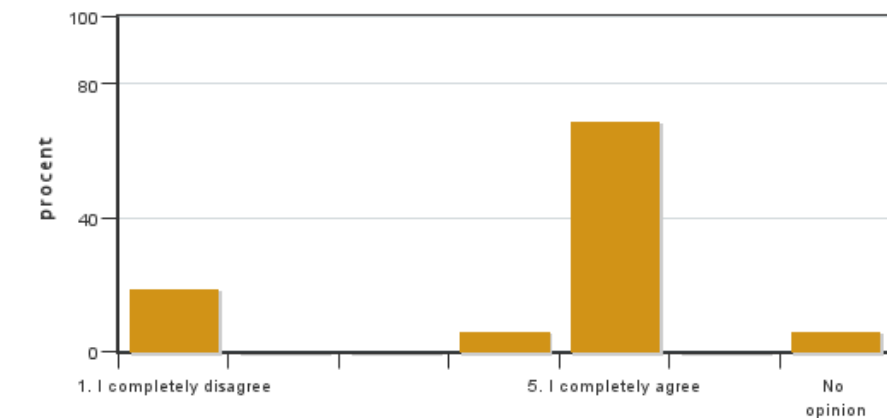


Answers: 16  
Medel: 1,4  
Median: 1  
  
1: 10  
2: 0  
3: 1  
4: 1  
5: 0  
No opinion: 4

**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?**

**15. Based on earlier course evaluations, we this year scheduled the exam before the field week instead of after the field week (but before the project). Should we continue to have the exam before the field week?**



Answers: 16  
Medel: 4,1  
Median: 5  
  
1: 3  
2: 0  
3: 0  
4: 1  
5: 11  
No opinion: 1

## Course leaders comments

The course evaluation shows that the students overall found the course good, useful and relevant. However, there were several comments that there were too much lectures and too extensive calculation exercises. We have got this comment also earlier years, but followed by a plea to not remove anything as all content is relevant. This year the comments were more specific and pointed out that some instructions need a revision and we will of course look at this.

This year was also the first year when students wrote that it is difficult to find material on the Canvas page. Partly due to material uploaded to the wrong place, but also in general. We have had the same structure on the Canvas page for many years and as this was the first year there were complains on canvas, we will first try to solve this by even clearer instructions to the teachers on how and where to upload material. If this does not help we will reorganise Canvas after next year.

In essence, we need to be better in uploading material to Canvas, make clearer instructions for some exercise and field days and look over the length of the lectures.

## Student representatives comments

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Overall, students are very happy with the course. The field week is greatly appreciated, but more time to prepare for the exam is generally wanted. Some information was limited to PowerPoints in Canvas and could have been announced in modules or announcements for easier access. The last assignment was graded two days before the course ended; since they took a long time to complete, with instructions that were hard to follow and required teacher help, feedback should have been provided earlier. The course was dense and some lectures could be removed or shortened to avoid repetition. More time for reading could be incorporated in the schedule along with clear instructions and links to what literature is mandatory. Regarding prior knowledge, experience with R helps but is not required; however, a lot of time will be spent on the exercises regardless. On average, students spent 26-45 hours a week on this course.

This course can greatly improve the assignments' length and instructions, as most students experienced them as extremely time-consuming. The project work was fun, but the field week data collection was oftentimes not taken seriously by teachers, which made it hard to properly evaluate the results. There are split opinions whether the exam gave a chance to show what was learnt through the course, a provided example is the amount of questions on statistics being disproportionate to the amount of statistical lectures.

The course provided international perspectives, however mostly in Sweden. Students experienced a lot of overlaps in content between teachers, which could be reviewed to shorten lectures and have more efficient schedules. Practically all students stated that the course overlapped with other SLU courses, examples mentioned are EME, bachelor courses in EA, Ecology, DND and fungacity, but there is also an understanding that this can be hard to avoid.

Extra fruitful parts that students enjoyed in this course:

- Field week! Extremely appreciated.
- Seminars and readings, helped with learning
- Gaining and practising R and Excel skills
- Applied statistics, Biodiversity, Forestry monitoring, Acidification, Habitat & Restoration,
- Project work, a chance to apply what we learnt in the course.

Modify or remove!

- Easier exercises and assignments. Time-consuming and criticised instructions.
- The amount of statistical analysis could be lessened
- More time for reading (could easily be gained by shorter lectures and modified assignments)
- Have a better overview to lessen overlap between teachers and unnecessary repetition.
- The field week could include protocols
- More example exams would be appreciated, as it was hard to study for the course with so much content and so little time.

To have the exam before field week was very appreciated, but meant there was very little time to study. The field week provided practical knowledge and it was nice to be able to focus on the project without stress over the exam.