Rurality, Livelihood and Gender
LU0096, 10188.2526

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Gwendolyn Varley, Margarita Cuadra Romano

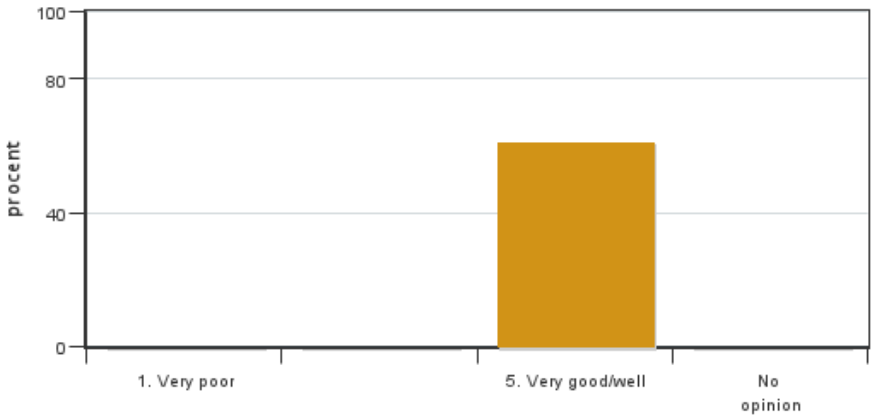
Evaluation report

Evaluation period: 2025-10-23 - 2025-11-16

Answers	18
Number of students	19
Answer frequency	94 %

Mandatory standard questions

1. My overall impression of the course is:

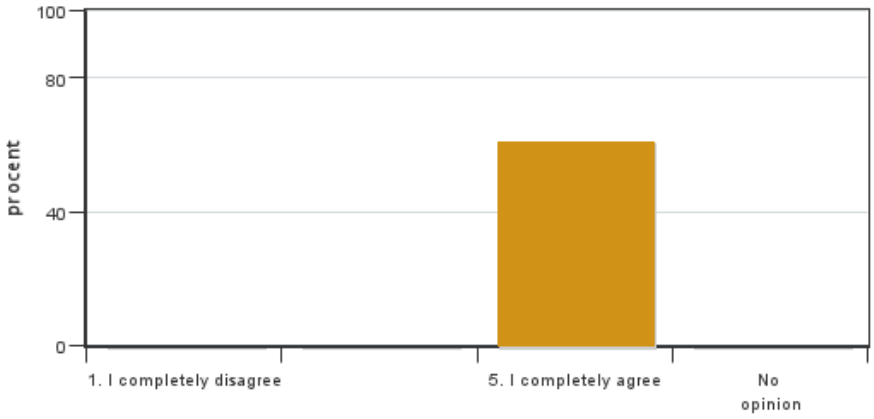


Answers: 18
Medel: 4,6
Median: 5

1: 0
2: 0
3: 1
4: 6
5: 11

No opinion: 0

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

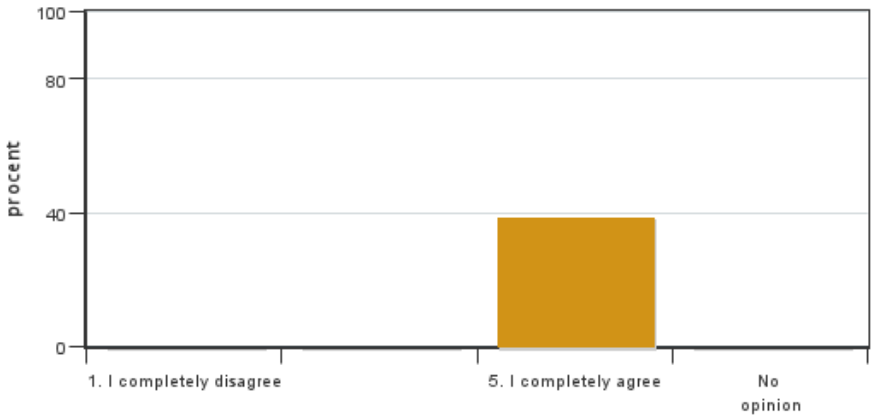


Answers: 18
Medel: 4,4
Median: 5

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

No opinion: 0

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

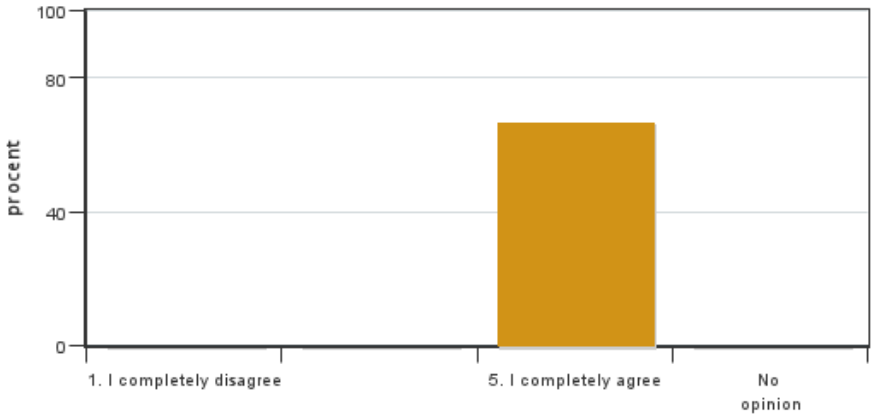


Answers: 18
Medel: 4,2
Median: 4

1: 0
2: 0
3: 3
4: 8
5: 7

No opinion: 0

4. The information about the course was easily accessible.

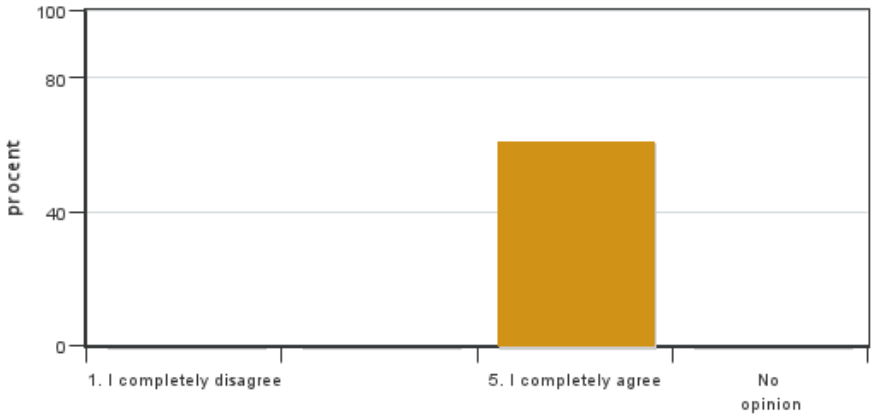


Answers: 18
Medel: 4,6
Median: 5

1: 0
2: 0
3: 2
4: 4
5: 12

No opinion: 0

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

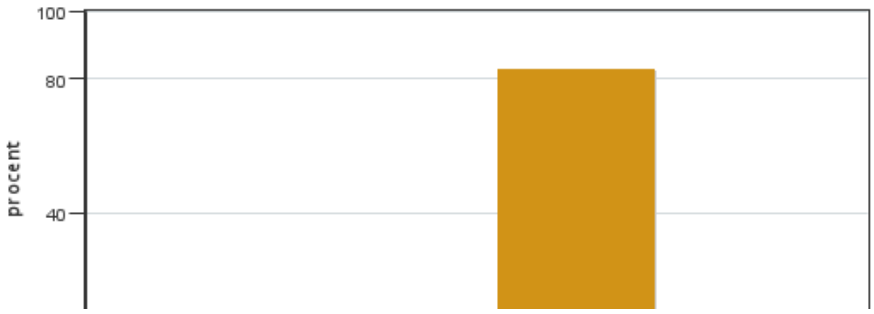


Answers: 18
Medel: 4,5
Median: 5

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

No opinion: 0

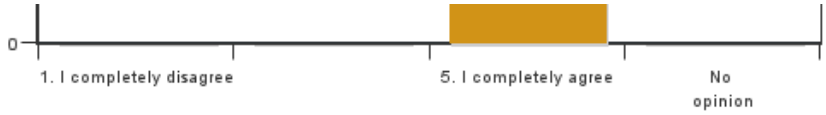
6. The social learning environment has been inclusive, respecting differences of opinion.



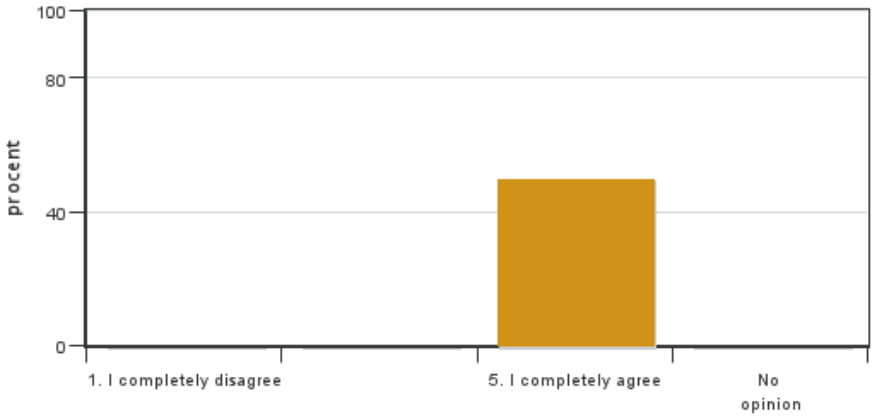
Answers: 18
Medel: 4,8
Median: 5

1: 0
2: 0
3: 0
4: 3
5: 15

No opinion: 0



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

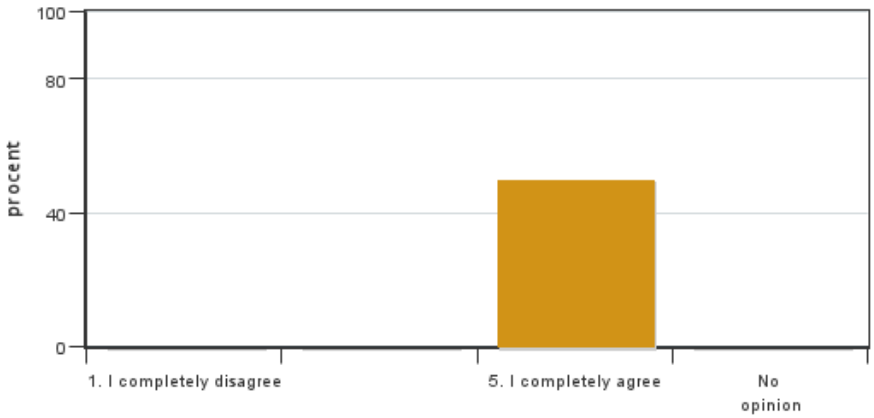


Answers: 18
Medel: 4,5
Median: 4

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

No opinion: 0

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

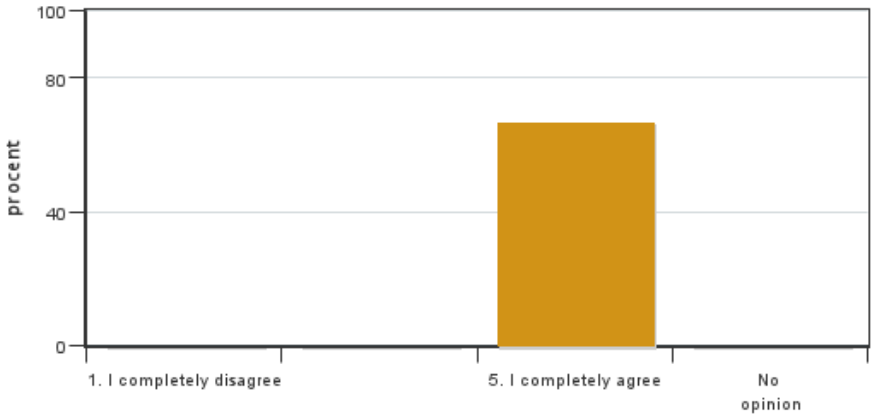


Answers: 18
Medel: 4,5
Median: 4

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

No opinion: 0

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

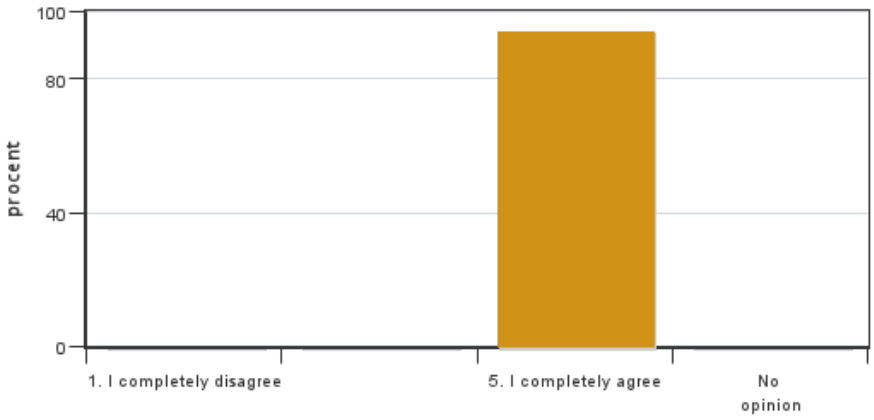


Answers: 18
Medel: 4,6
Median: 5

1: 0
2: 0
3: 1
4: 5
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).

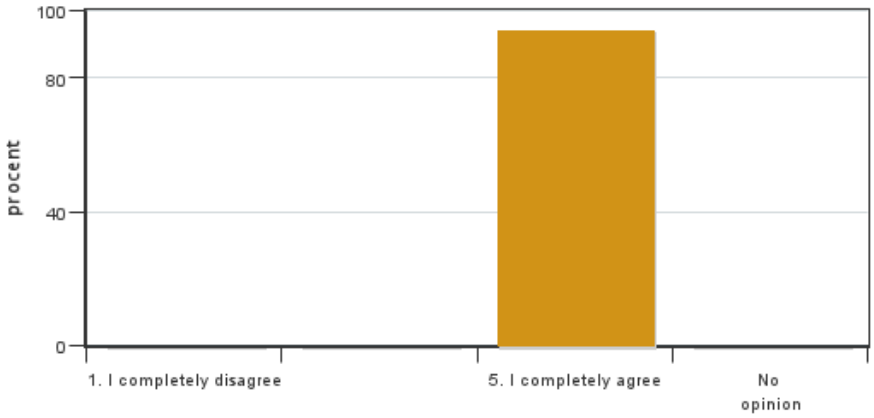


Answers: 18
Medel: 4,9
Median: 5

1: 0
2: 0
3: 0
4: 1
5: 17

No opinion: 0

11. The course covered international perspectives.

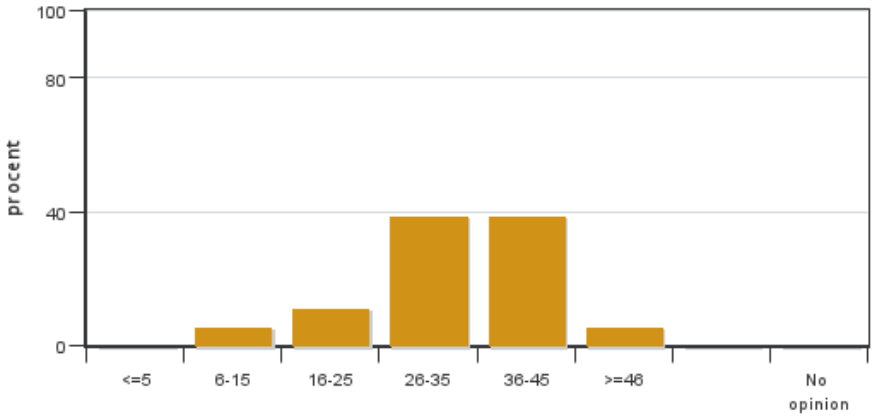


Answers: 18
Medel: 4,9
Median: 5

1: 0
2: 0
3: 0
4: 1
5: 17

No opinion: 0

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



Answers: 18
Medel: 32,6
Median: 26-35

≤5: 0
6-15: 1
16-25: 2
26-35: 7
36-45: 7
≥46: 1

No opinion: 0

Additional own questions

13. Are there any additional comments you would like to share with the course instructors?

Course leaders comments

No comments from the teacher

Student representatives comments

Overall the students were pleased with the course, scoring especially high on how easily accessible the information was, an inclusive learning environment, gender and equality perspectives, international perspectives, and sustainable development perspectives. Many respondents thought that the organisation with a mid-term and a final paper was good. This because it allowed for feedback halfway thorugh the course to make sure that one is on track, while also giving an oppurtunity to take more time to delve deep into a subject of choice.

There were however some points that could be improved in the future:

One point for improvement that is voiced is trying to have a clearer connection between the guest lectures and the learning goals of the course. This became clearer as the course went on, but in the beginning it could be confusing having a lectures on a wide variety of topics and trying to discern the learning obejctives from them. One respondent did think that there was quite a wide variation in the level of engagement and preparedness of some of the guest lectures as well.

There were some students that found the pace of the course a bit fast in the beginning, especially for those that didn't have prior knowledge of some of the concepts.

Another suggestion is having some guiding questions for the seminars to help lead the group discussion towards key elements of the course. While the freedom to build your own understanding and critisicsm of the readings was a good exercise and lead to many different perspectives being brought up, having some guiding questions would have helped keep the discussions centered around the key learning components of the course.

Also, there were three books that where supposedly part of the course literature and had to be bought by students which did not seem to be used in the course. This might be something that has been forgotten from previous iteration sof the course but this needs to be removed so that students do not spend money on books that are not used in the coursework.

Many students estimated that they spent 36-45 hours a week on the course, much of this coming from the required reading for lectures. This is on the upper limitis of what could be expected of students and might be worth considering for future iterations of the course.