Society and environment
HU0002, 20134.2526

10 Hp
Pace of study = 80%
Education cycle = Advanced
Course leader = Michael Jones, René Van Der Wal

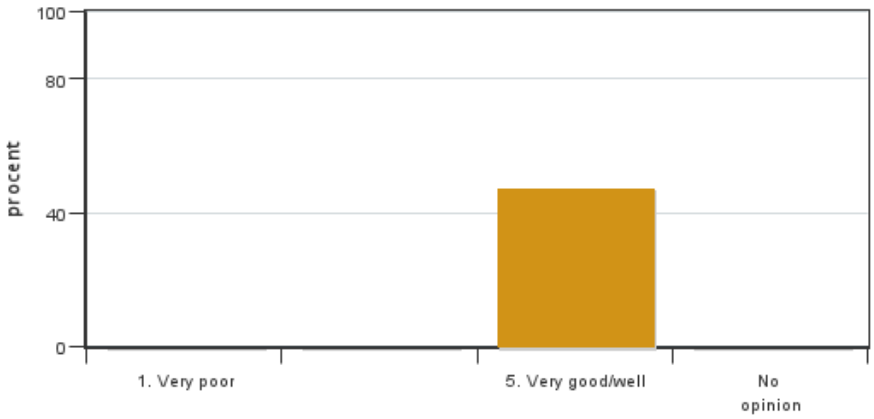
Evaluation report

Evaluation period: 2026-01-11 - 2026-02-01

Answers	42
Number of students	54
Answer frequency	77 %

Mandatory standard questions

1. My overall impression of the course is:

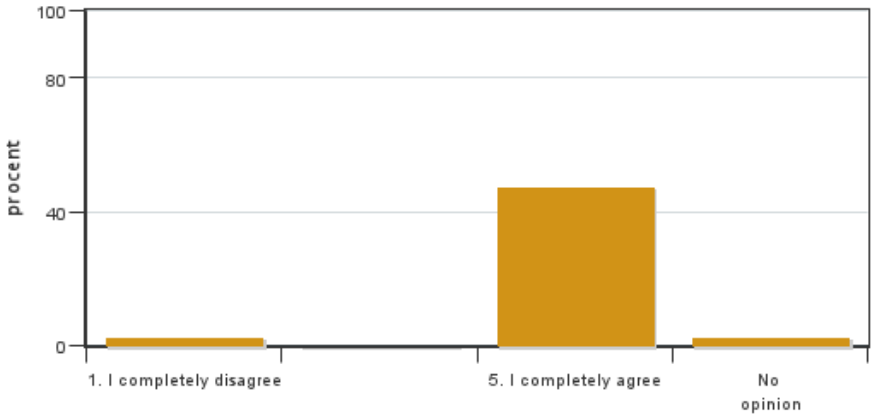


Answers: 42
Medel: 4,3
Median: 4

1: 0
2: 2
3: 5
4: 15
5: 20

No opinion: 0

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

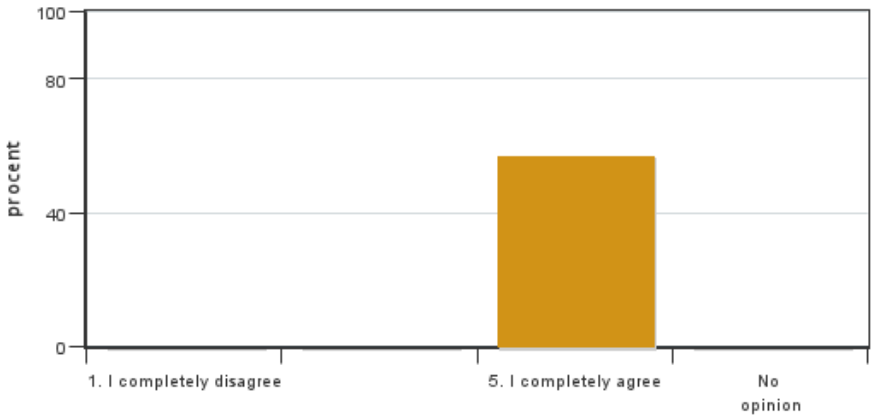


Answers: 42
Medel: 4,2
Median: 4

1: 1
2: 2
3: 4
4: 14
5: 20

No opinion: 1

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

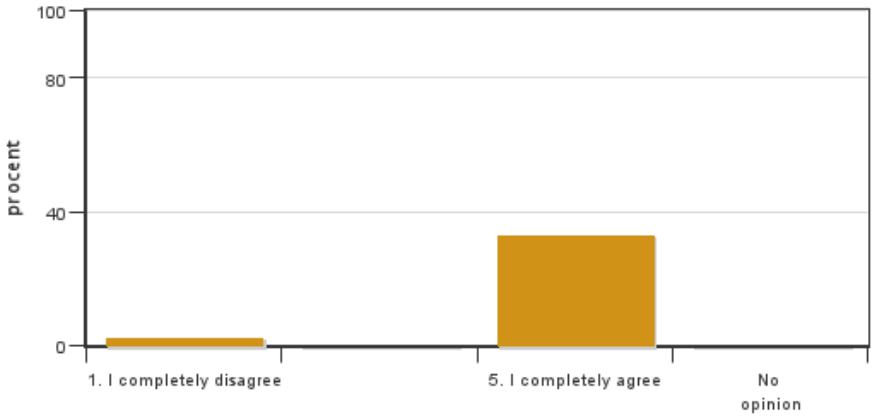


Answers: 42
Medel: 4,4
Median: 5

1: 0
2: 1
3: 5
4: 12
5: 24

No opinion: 0

4. The information about the course was easily accessible.

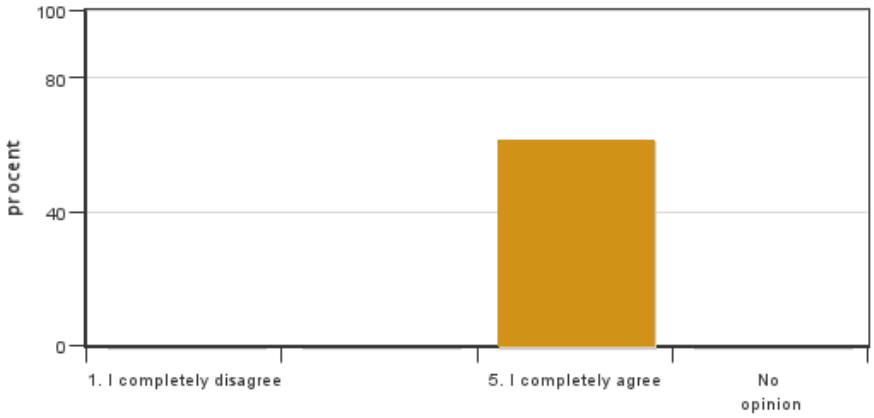


Answers: 42
Medel: 3,8
Median: 4

1: 1
2: 5
3: 11
4: 11
5: 14

No opinion: 0

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

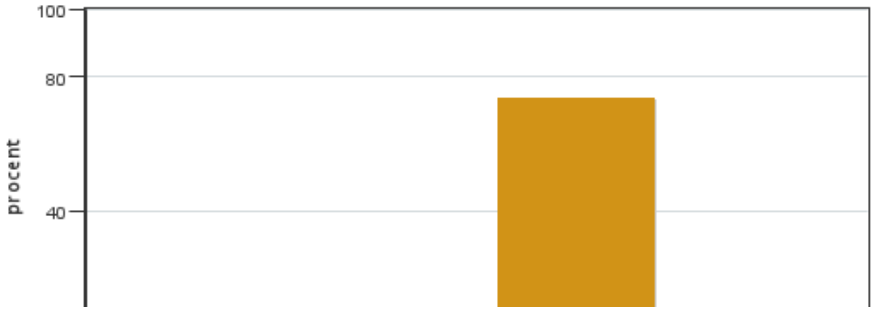


Answers: 42
Medel: 4,4
Median: 5

1: 0
2: 2
3: 5
4: 9
5: 26

No opinion: 0

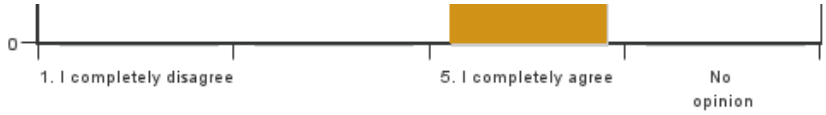
6. The social learning environment has been inclusive, respecting differences of opinion.



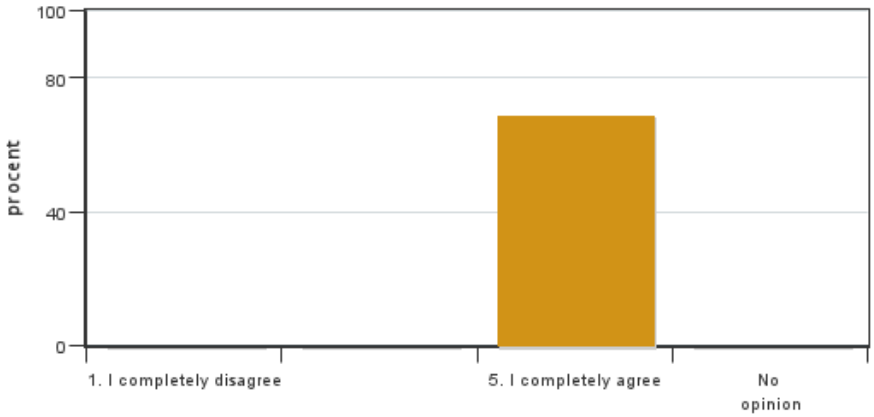
Answers: 42
Medel: 4,6
Median: 5

1: 0
2: 1
3: 2
4: 8
5: 31

No opinion: 0



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

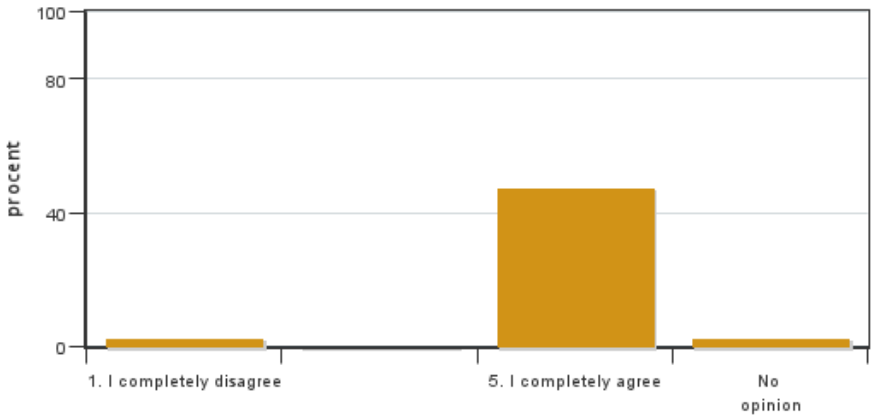


Answers: 42
Medel: 4,6
Median: 5

1: 0
2: 0
3: 4
4: 9
5: 29

No opinion: 0

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

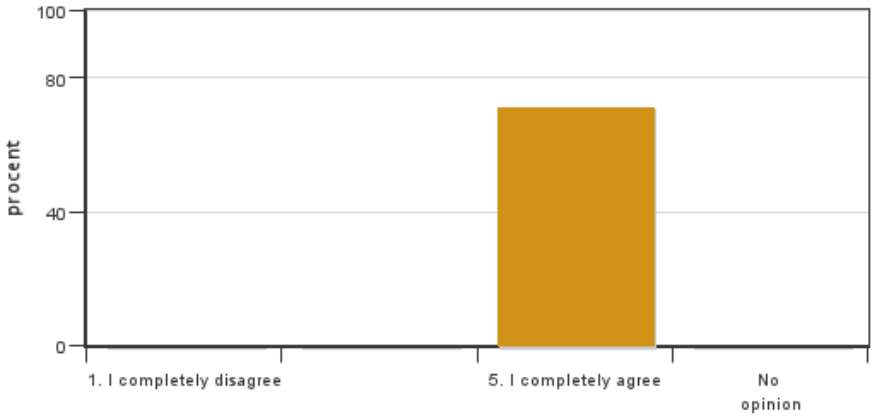


Answers: 42
Medel: 4,1
Median: 4

1: 1
2: 5
3: 2
4: 13
5: 20

No opinion: 1

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

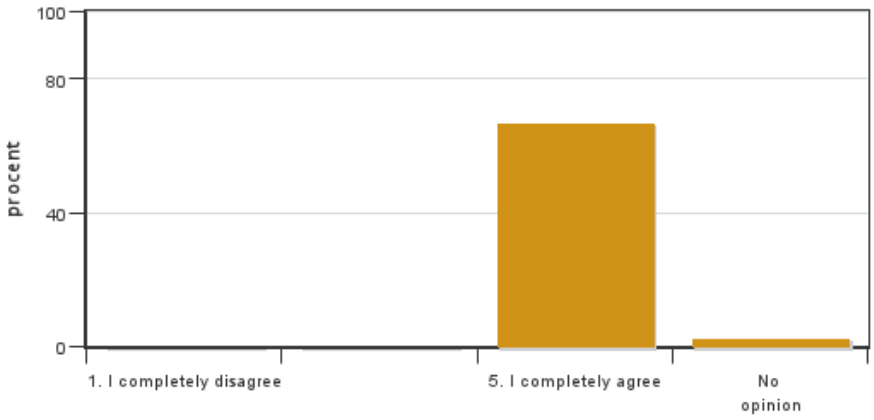


Answers: 42
Medel: 4,6
Median: 5

1: 0
2: 0
3: 3
4: 9
5: 30

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).

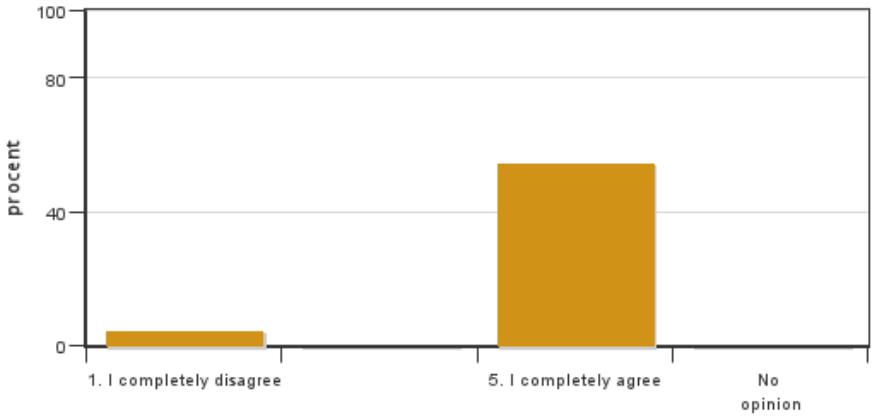


Answers: 42
Medel: 4,6
Median: 5

1: 0
2: 1
3: 1
4: 11
5: 28

No opinion: 1

11. The course covered international perspectives.

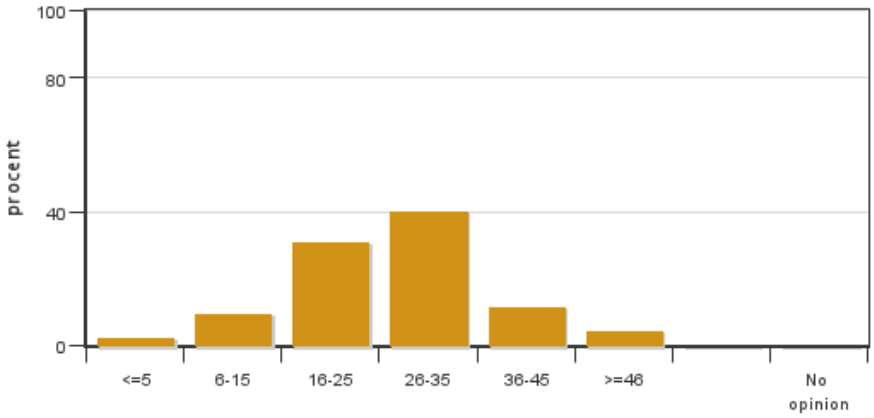


Answers: 42
Medel: 4,3
Median: 5

1: 2
2: 0
3: 4
4: 13
5: 23

No opinion: 0

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



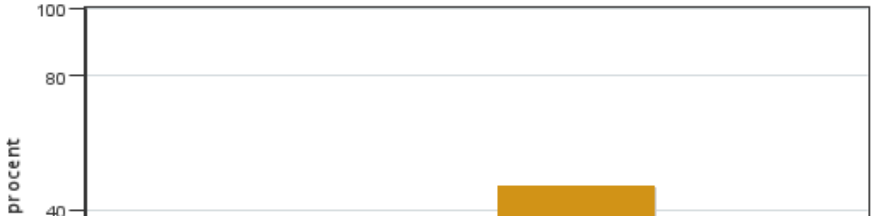
Answers: 42
Medel: 26,3
Median: 26-35

≤5: 1
6-15: 4
16-25: 13
26-35: 17
36-45: 5
≥46: 2

No opinion: 0

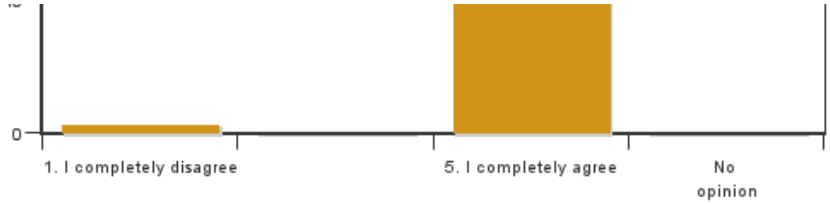
Additional own questions

13. Anthropocene Thinking (week 1) formed a valuable part of the course.



Answers: 42
Medel: 4,1
Median: 4

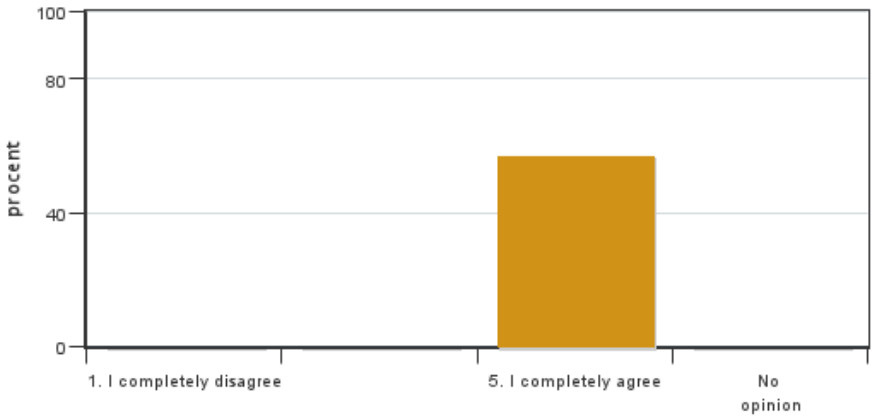
1: 1
2: 2
3: 7



4: 12
5: 20

No opinion: 0

14. Human-Nature Relations (week 2) formed a valuable part of the course.

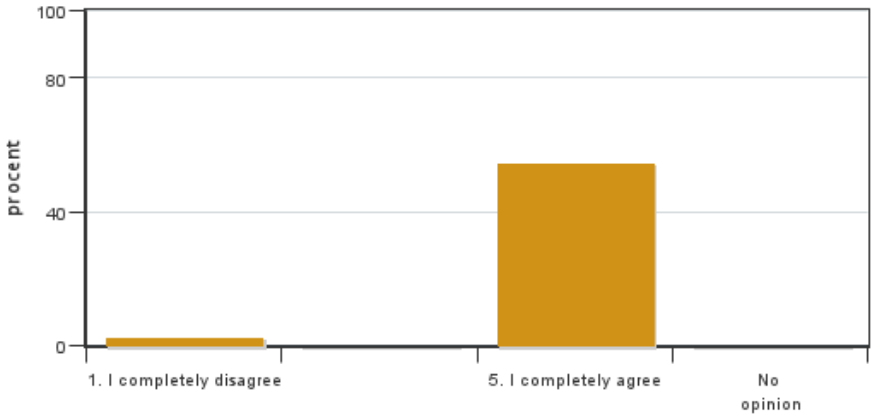


Answers: 42
Medel: 4,4
Median: 5

1: 0
2: 0
3: 7
4: 11
5: 24

No opinion: 0

15. Diagnosing (weeks 3 & 4) formed a valuable part of the course.

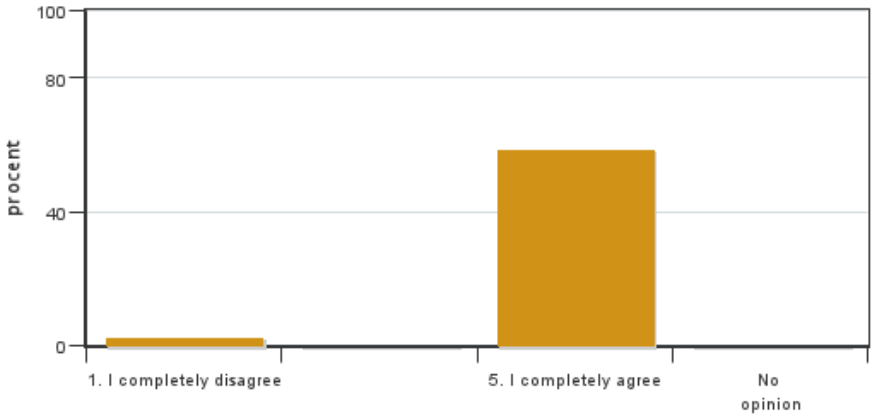


Answers: 42
Medel: 4,2
Median: 5

1: 1
2: 2
3: 6
4: 10
5: 23

No opinion: 0

16. Societal Responses (week 5) formed a valuable part of the course.

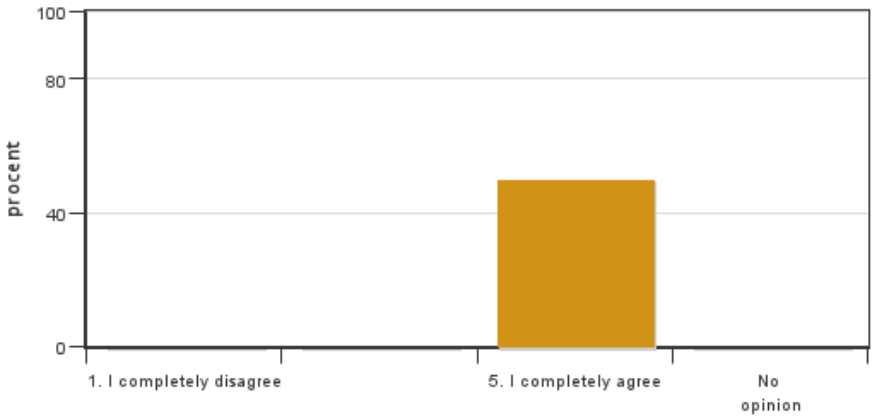


Answers: 41
Medel: 4,4
Median: 5

1: 1
2: 0
3: 5
4: 11
5: 24

No opinion: 0

17. Economics (weeks 6 & 7) formed a valuable part of the course.

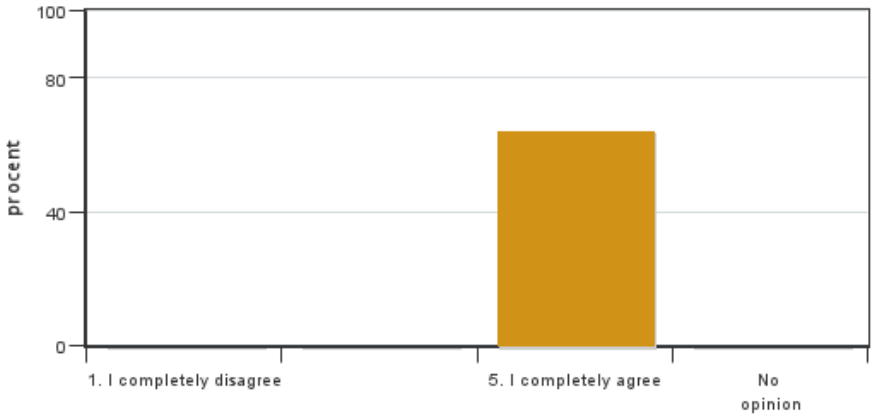


Answers: 42
Medel: 4,4
Median: 4

1: 0
2: 1
3: 4
4: 16
5: 21

No opinion: 0

18. The Book club formed a valuable part of the course.

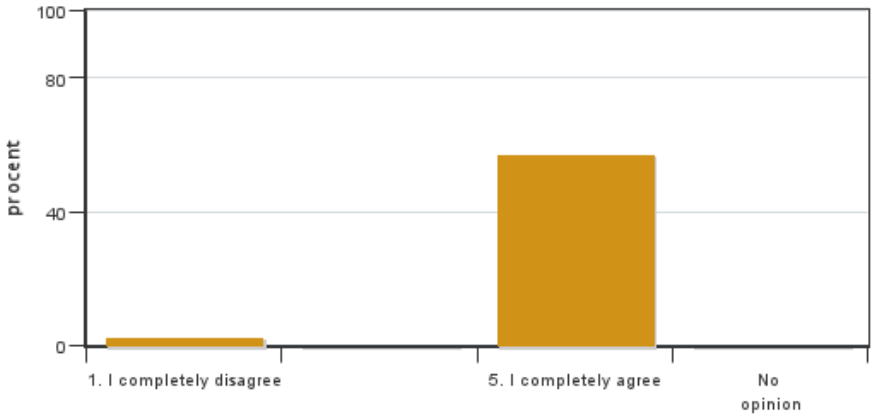


Answers: 42
Medel: 4,5
Median: 5

1: 0
2: 3
3: 2
4: 10
5: 27

No opinion: 0

19. The three main assignments were useful instruments to further thinking and understanding.

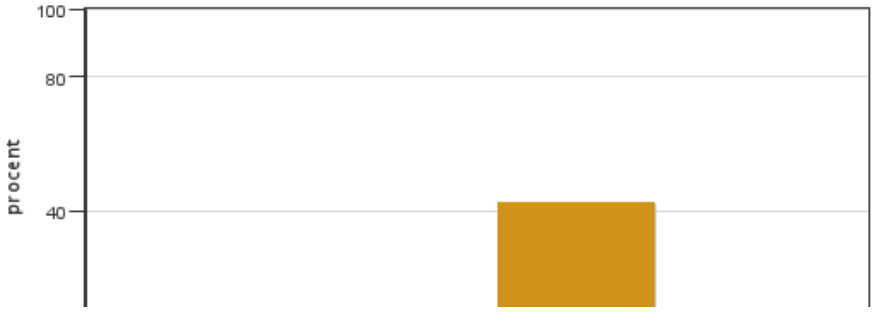


Answers: 42
Medel: 4,3
Median: 5

1: 1
2: 2
3: 3
4: 12
5: 24

No opinion: 0

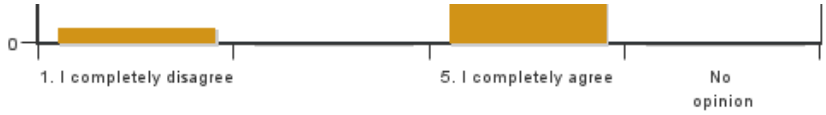
20. The mini-assignments were valuable instruments to further thinking and understanding.



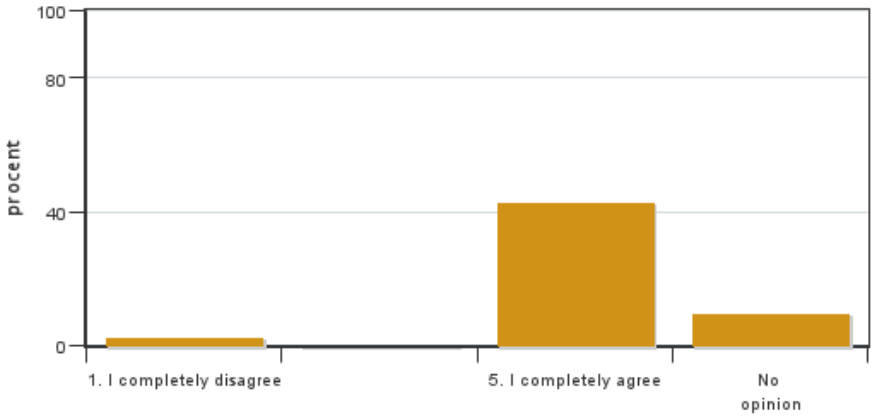
Answers: 42
Medel: 4,0
Median: 4

1: 2
2: 4
3: 5
4: 13
5: 18

No opinion: 0



21. It is good to have the CEMUS course run in parallel (on Fridays) to the SocEnv course (running Monday - Thursday). Please expand.



Answers: 42
Medel: 4,1
Median: 4

1: 1
2: 3
3: 6
4: 10
5: 18

No opinion: 4

22. Has your thinking about sustainability changed due to the course? It would be really valuable if you could expand on your answer.

22. Is there anything you would want us to know about the course, so that we can further improve or do things differently?

Course leaders comments

After having struggled with getting students to fill out the final feedback form, with less than half eventually providing this (i.e. NOT the majority), I turned it into an assignment: they had to declare whether they had submitted their feedback and if not why this was the case. This revealed that a large number of students had technical difficulties getting to the Evald link. I had to provide many with their username and several cases I had to pass on to IT (and several students contacted IT about this directly).

Action: The coming year, I will warn the students at the onset (who are almost all from UU) that they need to remember their SLU username and password.

The course was generally well received, with an average score of 4.3 (which is higher than all previous 4 years I have given the course, and apparently higher than in the past too, but I do not have those records). Two people did not like it – they were natural scientists who struggled with the social-constructivist backbone of the course; I find it hard to see what to do different for them but will try addressing natural scientists more specifically next year. What students appreciate in particular are the interactive and inclusive teaching methods, focus on 'learning' rather than 'assessment', and new ideas and perspectives: *"Honestly, this course actually gave me a way to really dig into stuff I care about".* One of the students wrote the following halfway the course, capturing our intention with the course well: " *After these weeks, I have not reached final answers, but a turning point. What I have learned pushes me to rethink how I see, think, and act in the world. Maybe sustainability is not a field that studies nature from the outside, but a way of living on this planet with awareness. Understanding this does not give me certainty, but it gives me direction*"

All questions received high average scores, the lowest being 'information about the course' (3.8) and the highest being 4.6, including for 'social learning environment being inclusive' and 'gender and equality aspects'.

Action: I will employ a student assistant helping me with the information provision for the student, so that this is more consistent and timely. A considerable obstacle, however, is that students use Unikum and thus that I have no idea how they see what I put together on Canvas!

Additional own questions revealed that all 6 components of the course worked (average scores between 4.1 and 4.5); that the main assignments were sufficiently valued (4.3), and that the students spent roughly the expected amount of time on the course. As course coordinator, I had to change parts of the time table during the course because of pressure from the parallel (one day a week) CEMUS-ran course. Yet, most students agreed with the statement that 'it is good to have the CEMUS course run in parallel (4.1).

From the free comments, two in-class evaluation sessions and student comments directed to me directly, I plan the following additional **actions**:

- Have most teaching session as two-hour block instead of three-hour block
- Make the first three mini-assignments pass/fail
- More discussion around the guest lecture sessions (1 hour with moderated discussion, for which the students prepare in advance)
- More group-based discussion (away from the class as a whole)
- Closer coordination with CEMUS
- Spread the biodiversity loss teaching by the students will be spread over two days
- Add a practical session to systems thinking
- Expand the literature list for some of the topics
- Get students outside more, though this is challenging given the time of the year
- Consider more on indigenous perspectives

Student representatives comments

No comments from the student representatives