COURSE REPORT – Summary of course evaluation

The course report is a summary of the course evaluation. The course evaluation takes into account the students' course evaluations, the study administration's views, the teachers' views, and the course outcome - ie the students' actual results, course completion, and conditions for course implementation such as teaching and supervision time, premises and support functions. The course report also contains an analysis and development/action plan for the course.

The course report forms the basis for feedback to students and follow-up in quality dialogues both in the education-centered and in the university-wide quality work.

Background information (To be completed by the course administrator)

Course LADOK code: EK182E	**Scope (hp):** 7,5 hp
Course title: Sustainability Reporting	
Course coordinator: Kevin Walther	**Number of registered students: 46**
Semester in which the course is conducted: Fall term 2025	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. FRIKURS	

Administration's perspective (To be completed by the course administrator)

The administration's views:

Forms of evaluation and feedback (To be completed by the course coordinator)

Summative course evaluation: Survey via Canvas & discussion in the last lecture	**Number of students who participated in the course evaluation: 13**
Feedback to students: The course evaluation will be published on the course site.	

Student's perspective (To be completed by the course coordinator)

Summary of the students' course evaluations: Based on the course evaluation results (13 respondents; response rate approx. 25%), students generally report positive learning outcomes, particularly regarding their achievement of the course learning objectives and their ability to take responsibility for their own learning. The perceived achievement of learning objectives and the contribution of teaching methods both received relatively high mean scores (around 4.5 on a 6-point scale), indicating that most students felt the course supported their learning well. Students especially appreciated the focus on sustainability reporting frameworks such as GRI and CSRD, the comparative analysis of sustainability reports, and the possibility to tailor assignments to their own interests. The course was also valued for its inclusive teaching approach, opportunities for discussion, and the evening online format, which suited many working professionals. At the same time, several students expressed that the course was more theory-heavy than expected and that the course title and description could more clearly signal this emphasis. A recurring suggestion for improvement was to include more practical, hands-on elements, such as concrete case studies, report-building exercises, or examples of good and poor reporting practices. Some students also requested more varied and engaging lecture formats, recorded sessions, and clearer structuring of assignments and assessment components. Overall, while the course was seen as academically

solid and well-aligned with its learning objectives, student feedback points to a need for clearer expectation management and a stronger integration of applied, practice-oriented content in future iterations

Teacher's perspective (To be completed by the course coordinator)

Summary of the teacher's views/Results: This was the first time the course was offered, and it also served as a pilot for an evening-based, fully online live format, which inevitably involved some experimentation and learning on my part as course responsible. The student group consisted of a mix of traditional students and practitioners, with the latter clearly forming the majority, which helps explain the strong demand for a more practice-oriented approach. I fully understand and appreciate this expectation. At the same time, designing practical assignments in sustainability reporting is challenging, as while several established frameworks exist, there is no single or standardized way of reporting, which limits the feasibility of fully hands-on or "correct/incorrect" exercises. Attendance in the live online lectures was at times relatively low, which also made it more difficult to implement interactive elements such as extended discussions or group-based activities in a meaningful way. That said, the feedback regarding increased interactivity, practical examples, and varied teaching formats is well taken. These are aspects I will actively consider and work to strengthen in future iterations of the course, building on the experiences and insights gained from this first offering.

Analysis and action plan (To be completed by the course coordinator)

Action plan: As an immediate action, no major structural changes will be implemented in the short term, as the course will be paused in 2026 due to faculty-level decisions regarding limited resources for freestanding courses.
The intention is to reintroduce the course in 2027, at which point the feedback from the current course evaluation will be systematically incorporated into a revised course design. The course will be more clearly targeted at practitioners, with an increased emphasis on applied sustainability reporting and its use in organizational practice. Planned changes include a stronger integration of recent and forthcoming regulatory developments in sustainability reporting (e.g., EU regulations and Omnibus-related changes), the introduction of case-based and practice-oriented assignments, and the inclusion of guest lectures from practitioners and subject-matter experts. In addition, the lecture format will be redesigned to support a higher degree of interaction through discussions and applied exercises, which may require an increase in scheduled teaching hours. Responsibility for the implementation of these changes lies with the course responsible teacher.
The effectiveness of the revised course design will be followed up through course evaluations after the course has been reintroduced.

Publishing and archiving (To be handled by the course administrator)

The course report is published and archived according to the university's instructions.
The students are informed about the publication.
The course report is shared with the programme coordinator (if applicable) and saved according to any additional requests on behalf of the department.