

## 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 course administrator)

<b>Course LADOK code:</b> MV232E	<b>Scope (hp):</b> 7.5
<b>Course title:</b> Environmental Economics: Introduction	
<b>Course coordinator:</b> Charlotte Blomberg	<b>Number of registered students:</b> 48
<b>Semester in which the course is conducted:</b> H22	
<b>Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name.</b> SGMVP	

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

<b>The administration's views:</b>
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### Forms of evaluation and feedback (To be completed by the course coordinator)

<b>Formative course evaluation:</b> (Describe the form of course evaluation and when it was completed)	<b>Number of students who participated in the course evaluation: 23 (46%)</b>
<b>Summative course evaluation:</b> (Describe the form of course evaluation and when it was completed)	<b>Number of students who participated in the course evaluation:</b>
<b>Feedback to students:</b> (Describe how and when the feedback will be given to the current student group) <b>The report will be published on the course Canvas page.</b>	

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

**Summary of the students' course evaluations:** (The five university-wide questions should be included. Compilation from digital questionnaires can be appended.)

*1. Are there any aspects of the course that you have particularly appreciated?*

Students appreciated the lectures and the teacher's way of presenting and explaining the subject in an easy and clear manner. They thought the teacher was engaged and took time to answer questions. Several students appreciated the seminar and felt it was a good way to learn. They also appreciated the different group exercises and discussions that were related to the lectures.

*2. Are there any aspects of the course you think can be improved?*

Some students thought some of the lectures were too short and seemed unprepared. One student felt that although the teacher was good, they were inexperienced. In general, students requested more group work, seminars, discussions, as well as real-life examples related to the graphs. Furthermore, several students also thought the course literature could be changed to something more relevant for environmental science students without a background in economics.

*3. To what extent do you think you have achieved the (above listed) learning objectives of the course?*

4.9±1.0. One person suggest it was difficult with many concepts to learn in a short time and another that other sources were more important than the lectures in achieving this.

*4. To what extent do you think that the working methods / learning activities on the course have reinforced your learning and your ability to achieve the learning objectives?*

4.6±1.2. Comments suggest the seminar and group exercises were helpful and they would have wanted more of this to practice and discuss concepts. One person would also have liked access to lecture slides beforehand.

*5. To what extent do you think that the methods and forms of assessment (tests etc.) give you the possibility to demonstrate that you have achieved the learning objectives?*

4.9±1.1. They liked the structure of the exam and thought it was a good way to sum up the course lectures.

*6. To what extent do you think that the course in its entirety has fulfilled your expectations?*

4.7±1.0. One student thought it was difficult because they had never taken a course in economics before, especially having the course in English. Some students had low expectations and didn't think the course was going to be interesting but was happily surprised. Another thought it would be more about sustainability and circular economy.

*7. To what extent do you think that the course has given you possibilities to take responsibility for your own learning?*

5.4±0.8. Students think there was a lot of responsibility for planning their own studies. While one student saw this as a good learning experience that gave the student the possibility to find their own study technique, another thought the responsibility was too much and felt they had to rely on the internet too much for information and would have liked more concrete examples in class. Another student felt the course book was too difficult to understand.

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

**Summary of the teacher's views/Results:** (The comments on the course's implementation and the results based on an assessment of the students' actual learning outcomes in relation to the intended learning outcomes, are summarised here. Both success factors and problems are identified).

Lectures were based on material from previous year, and although it was time-saving to be able to use existing material, it was difficult, as a new teacher, to estimate lecture times as teaching styles can differ quite substantially and existing presentations were oftentimes already quite short. Thus,

lectures often became short which some students felt was a waste of time. This was mitigated to some extent by adding exercises and group discussions, which students found very useful. As teacher on the course, I would have liked more time for preparations that could have been used to improve the existing material, to better manage the time and to better anchor the lectures in the course literature (the existing slides were mainly based on previous course book although attempts have now been made to reduce this discrepancy). Despite the shortcomings in time management by the teacher, the content of the lectures seem to have been appreciated by the students and the learning outcomes largely achieved, with 72% of students passing the first examination. It was also the first time the students had a digital exam, which seem to have worked well.

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

**Analysis:** (The course coordinator is responsible for ensuring that the analysis is based on a summary of the students' individual course evaluations, views from relevant teachers and course administrators, knowledge development in the field of research and that this analysis is done in collaboration with the teaching team.)

Overall, the course seems to be well received, with most students happy with the contents of the lectures, seminars, exercises, and exam. Although new discussions and group exercises were added to the course this year, students would like more of this, and further improvements can mainly be done through better teacher preparation. The course literature could also be evaluated as several students voice a dislike towards it.

**Action plan:** (The changes planned to be made in the short and long term are stated here, as well as the timetable for when the actions are planned be carried out and who is responsible for the implementation. If identified problems are left without action, this should be justified. The follow-up of proposed measures according to the previous course report(s) is presented here.)

More group exercises/seminars/discussions in class. Something for future course coordinators to keep in mind.

Evaluate course literature. Mainly Hussen. The book seems to be targeted more toward economy students. If this book is to be used, time needs to be spent by the course coordinator on properly anchoring lectures to the contents of the book. There are also several parts of the book that may be useful but is not utilized due to the current structure of lectures.

Review, improve and re-structure lectures. Lectures need to be organized in a logical way in accordance with the course literature and to better fit into the scheduled time-slots for lectures.

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

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