

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)

Course LADOK code: MV233E	Scope (hp): 7.5
Course title: International Environmental Collaborations	
Course coordinator: Joseph Strahl	Number of registered students: 44
Semester in which the course is conducted: H22	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. SGMVP	

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

The administration's views:

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

Formative course evaluation: (Describe the form of course evaluation and when it was completed) All 7.5hp courses that are run full time last 5 weeks. Carrying out a so-called "formative" course evaluation leads to such a small window of opportunity to make improvements in the course that there is not much point. Had the course run part time during an entire term there would be a large window of opportunity.	Number of students who participated in the course evaluation:
Summative course evaluation: (Describe the form of course evaluation and when it was completed) SUNET SURVEY	PERCENTAGE/Number of students who participated in the course evaluation: About 45% or 20 of 45 students
Feedback to students: (Describe how and when the feedback will be given to the current student group) This document will be put on the Canvas for the course.	

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.)

1aspects of the course that you have particularly appreciated?

Typical comments summarized: the use of cases and case studies plus the individual assignment, that there were several case assignments as practice before the exam, Joe's lectures were often to the point, he took some subjects that are not so interesting and made them interesting, the oral group exam was good because it also meant that we learned something during the exam as well

2. ... aspects of the course that you think could be improved?

Typical comments summarized: the cases were held on Friday afternoons which was a bad time, the case descriptions were long and distracted from the core of the case, the individual paper assignment felt like an add-on to the course where there was a lot of work for few points, the individual paper assignment instructions were not so clear, more group discussions, a section about how to refer to international law documents as references would be appreciated, the cases often had names of countries like A, B and C instead of real countries and I found that distracting and sort of made up

3. To what extent do you think you have achieved the (above listed) learning objectives of the course?	Number of responses
1. To a very small extent	0 (0.0%)
2.	0 (0.0%)
3.	3 (15.0%)
4.	6 (30.0%)
5.	7 (35.0%)
6. to a very large extent	4 (20.0%)
Total	20 (100.0%)

(Example comments, summarized: there should have been more about the EU, I felt that there was some unevenness in how much emphasis was put on the learning outcomes, during the final oral exam everything fell into place for me and I understood how much I had learned.)

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?	Number of responses
1. To a very small extent	1 (5.0%)
2.	0 (0.0%)
3.	1 (5.0%)
4.	6 (30.0%)
5.	6 (30.0%)
6. to a very large extent	6 (30.0%)
Total	20 (100.0%)

(Example comments, summarized: case studies every Friday was good because it put all the lectures during the week into perspective; while the use of cases was a good way so that we in our groups could “put it all together” and “summarize” the week, the problem was then when we presented where there was not enough time for each group to present and this presentation hour was not run as well as the rest of the course; generally the “case” methods were good but the minus side some of the lectures were long; would have appreciated connecting international environmental law per se with more things happening in society.)

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?	Number of responses
1. To a very small extent	0 (0.0%)
2.	0 (0.0%)
3.	3 (15.8%)
4.	4 (21.1%)
5.	7 (36.8%)
6. to a very large extent	5 (26.3%)
Total	19 (100.0%)

(Example comments, summarized: Good that there were different forms of examination; that the largest part of the exam was via a group exam was not so good – either you are in a group were you have to do more of the heavy lifting or you are in a group with 1-2 people who talk a lot and you get quiet; it would have been better with an individual home exam based on a case so that you could demonstrate better what you can; we needed a bit more time with the oral group exam otherwise the course was fine.)

6. To what extent do you think that the course in its entirety has fulfilled your expectations?	Number of responses
1. To a very small extent	1 (5.0%)
2.	0 (0.0%)
3.	3 (15.0%)
4.	5 (25.0%)
5.	9 (45.0%)
6. to a very large extent	2 (10.0%)
Total	20 (100.0%)

(Example comments, summarized: there were no comments.)

7. To what extent do you think that the course has given you possibilities to take responsibility for your own learning?	Number of responses
1. To a very small extent	1 (5.0%)
2.	0 (0.0%)
3.	0 (0.0%)

4.	3 (15.0%)
5.	8 (40.0%)
6. to a very large extent	8 (40.0%)
Total	20 (100.0%)

(Example comments, (there were only 2): learning to find the right law conventions for the right areas; in the end after the course it still is not clear to me what I was supposed to have learned.)

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).

This was the first time I was in charge of the course and held the majority of the lectures and cases. As such, in general I think that the course was rather successful. However, pedagogically there is a built-in problem with the course which combines strict environmental law conventions and a "legalistic approach" with broader, general societal and environmental issues. This is almost impossible to put together into one "neat" and coherent case each week and therefore the solution was to have two cases per week: one approached from the "legalistic and convention" approach and the other from a more society and the linkages between societal issues and environmental issues in one with a clear absence of formal laws and decisions. This "cognitive dissonance" is a difficult match to deal with and while it is interesting and a challenge it is also sort of the achilles heel of the course.

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.)

For once there is a sufficiently large sample of students (almost 45% of the whole class!) who answered the survey so that the sample size can suggest a collection of reactions from students that are easier to work with. Frequently the sample size on sunetsurvey is so small the the course report exercise is almost meaningless.

HOWEVER, the astute observer who reads the summarized comments can see that some of the student reactions point in opposite directions which makes it very very difficult to figure out what the general consensus is. A case in point: most students like the case studies but some did not like that it was held on a Friday and others did not like that there was little time for the presentations. How can the week be summarized on a day other than Friday? If the students want to leave "early" then of course this adds to the "stress" of having teaching and learning activities on a Friday. So taken together there is a certain inconsistency from the students which does not point to a clear path to be considered.

While having an individual written case assignment as a take home exam (if we ignore e.g. ChatGPT for the moment) could be considered to be ideal, this would take over the instructor hours to such an extent that the rest of the teaching would suffer considerably and the students would then complain that there are not enough lectures....and that would be the bulk of the negative comments in a course evaluation. In the final analysis in many of these course evaluations everything boils down to the number of teacher hours each course has and the root problem here is that the undergraduate teaching part of higher education in Sweden is underfunded in relation to student expectations and wishes.

The original course plan called for just one examination 7.5 oral exam in group. However, the "kursnämnd" refused this and insisted on there being a smaller individual assignment so the group exam was 6hp and the smaller assignment 1.5. This has had consequences for the course as

reflected in some of the comments given by the students. However, this feels like that there is a structural impediment to be able to improve the course in the direction that some students, and instructors, might like.

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 to 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.)

The individual assignment has to be looked through to see how this can be made clearer and “supported” more than it already was done in the previous course. If teacher resources and scheduling conflicts can be resolved then the Cases that summarize the week could be held on Friday mornings instead of Friday afternoons that some students COMPLAINED A LOT ABOUT but this is to some extent out of the hands of the teaching staff, c'est la vie. Having a discussion about the case 13-15 after the cases in the morning 8-12 would, intellectually, be the best BUT years of teacher experience suggests that the discussions would be poorly attended and in the course evaluation the students would say that it was “bad” that they had to stick around after lunch for the discussions. What to do, what to do?

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.