

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: MV233E	Scope (hp): 7,5
Course title: International Environmental Collaboration	
Course coordinator: Per Hillbur	Number of registered students: 33
Semester in which the course is conducted: HT2024	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. SGMVP23h	

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)

Formative course evaluation: There has been no formal formative course evaluation. This is a five-weeks course with an already tight schedule. There has, however, been an ongoing dialogue with the students on the format of the different modules and activities of the course.	Number of students who participated in the course evaluation: N/A
Summative course evaluation: The MAU standardized questions to be answered via web. If answered by all students, this format supports course development if combined with an oral, in-classroom, discussion. A summative course discussion was scheduled the week after the course ended (as a part of next course's schedule). It should be noted that NO students appeared for the summative course discussion. The analysis is therefore based on a smaller number of written anonymous comments.	Number of students who participated in the course evaluation: 13 (39%)
Feedback to students: This will be posted to the Canvas for the course and, in addition, presented to next year's students (incl. publication on the Canvas page)	

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

Summary of the students' course evaluations: Please note that only 39% of the students answered, and it is tricky to know to what extent the replies represent the whole group. Still, I find the evaluation comments and suggested improvements valid and in line with the experience and comments during the course.

Scale: 1 = to a very small extent; 6 = to a very large extent

To what extent do you think you have achieved the learning objectives?

1. 0	2. 0	3. 7.7%
4. 46.2%	5. 38.5%	6. 7.7%

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?

1. 0	2. 7.7%	3. 0
4. 46.2%	5. 30.8%	6. 15.4%

Comments: Case work was highly appreciated, as well as the weekly "themes" integrating lectures and cases. Some think that lectures are not very helpful.

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?

1. 0	2. 15.4%	3. 15.4%
4. 23.1%	5. 38.5%	6. 7.7%

Comments: The two comments received state that the short time for the oral exam does not reflect each student's range in terms of individual preparation and learning.

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

*The cases were a really good way to learn.
It was nice to try different kinds of presentations of results from the cases. Very giving to discuss topics in groups.
The case days
The cases were a great learning experience and preparation for the oral exam.
The weekly cases that were just for practice were great, it made it really easy to deepen your knowledge of a topic by applying it directly.
Cases and lectures
De olika case arbetarna var väldigt givande
The case-assignments.
Collaborating with other students and exchanging our opinions. Quizzes during lectures as well
The cases were really interesting and good for the learning process. I enjoyed the cases and you learnt a lot from working with it.*

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

*I think the exam could have been a more advanced case.
More equal points on assignments.
The teachers could be more engaged in their learning and rather than cutting down class time they could've used that time to properly answer questions and further encourage and engage in discussions, as they often stated that "we have to move on" before really coming to a good conclusion.
The English level was also quite poor sometimes, with the teachers often not being able to fully express what they were meant to say.
The literature of the course was also quite difficult, so I would've wished for more engaged teaching. All in all I did not enjoy this course.
A kahoot quiz after each class. Some lectures had a summary of contents with the most important conventions listed, which were really helpful
The allocation of hp's seem way off. The oral exam should be around 3hp and the written exam 4,5hp
Instead of full days with cases it could be nice to have a lesson and a case after.
No, it's a really interesting subject and i think this is the way to learn. It combines reading, listening and working. Sometimes it's overwhelming with how much we need to read in other courses. Here we get to try and use the things we read so we actually understand it.
The case concept i reckon could be even fine tuned.
Sometimes lectures felt rushed and missing of interesting information. A opposition on the assignment would also be great. I also found the English used at lectures at a very deferent level from the literature which causes a gap in understanding the information in the literature.*

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

1. 7.7%	2. 0	3. 15.4%
4. 23.1%	5. 30.8%	6. 23.1%

Comments: The course sounded interesting and the cases and assignment delivered as promised. However, again, the lectures and oral exam could use refinement. This is top two courses where I've learnt the most in.

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

1. 0	2. 0	3. 0
4. 38.5%	5. 15.4%	6. 46.2%

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

Summary of the teacher's views/Results: The course in general has a good format with the cases that give students opportunity to discuss perspectives and solutions to real world problems. There is in general a very positive atmosphere around the course, which also shows in students' participation, attendance and engagement in the course. This is not reflected in their participation in formal evaluation, which is a bit surprising, but the next course was stressful before Christmas break. We (both teachers of the course) find the literature unsuitable for a lot of traditional lecturing, which was also reflected in students' comments. The teaching team was newly created for this course, and is still lacking core competence (environmental law) for parts of the course. The main course book is from 2018 and does not cover updates in this area, which would be easier for someone within the field to cover. There is currently no alternative, updated literature that cover the course.

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

Analysis: This is a highly appreciated course by most students and the format support their independent learning for the future, especially the cases. The teachers find the oral exam format useful for students' learning experience, and we think we can assess their skills - N.B. to a pass/fail level. For a more detailed grading of students, the format would need to change, and more time spent on assessing each student's level of understanding. We feel that the lectures are too many, and add little to the reading of the literature. We still think that some students find the lectures helpful as a guide to the literature, but it could be complemented with literature seminars. The course is generally well placed in the curriculum of the programme.

Action plan: The overall format and position of the course in the programme should not be changed. The balance between oral group exam and individual assignment has been commented on by students every year. The current balance, 6 hp for the oral exam, reflects the substantial body of reading for this course. On the other hand, the individual assignment (1.5 hp) is the first report in English for most students, that may be an additional effort for some. There are at least two important consideration for the next course (and syllabus): Some lectures can be replaced by more student-active literature seminars. We should consider the balance in effort for credits, maybe 5 hp for oral group exam and 2.5 hp for individual assignment. The main reason for this is that we stress the importance of the individual assignment by requiring a plan and detailed instructions, including a formal detailed grading (A-U).

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 and saved according to any additional requests on behalf of the department.