

## 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)

<b>Course LADOK code:</b> MV234E	<b>Scope (hp):</b> 7,5
<b>Course title:</b> Environmental Sociology and Methods in Environmental Sociology	
<b>Course coordinator:</b> Chad Boda	<b>Number of registered students:</b> 36
<b>Semester in which the course is conducted:</b> HT2024	
<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> SGMVP23h	

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

**The administration's views:**

The course is challenging to administer, largely due to its placement in the calendar year which means the course is split between the Christmas break. As the course requires students to carry out an empirical study, the restrictions on class time and teacher-student interactions creates numerous challenges. We have requested and been granted permission to make adjustments to the start dates in the third semester courses so that those that come at the end of the third semester can have two weeks of in-class activity before the Christmas break.

### 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) – formal survey was administered to students as is standard for MAU.	<b>Number of students who participated in the course evaluation:</b> 11
<b>Summative course evaluation:</b> (Describe the form of course evaluation and when it was completed) I also held an in person feedback session on Wednesday, Jan 29 <sup>th</sup> which was attended by a single student.	<b>Number of students who participated in the course evaluation:</b> 1
<b>Feedback to students:</b> (Describe how and when the feedback will be given to the current student group) – students are provided with the results of the evaluation via standard MAU channels.	

### 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.)

The number of students that answered the questionnaire is too low to make the results representative. However, those that did answer indicate that 80% of students feel they met the learning outcomes to good to very large extent. 55% feel the learning activities helped them achieve the learning goals, while 40% saw room for improvement. 90% of the respondents saw the assessment format as appropriate for achieving the learning outcomes. Students report appreciating the lectures and workshops, as well as the flexibility in selecting topics for the final assignment. Students also report wanting more interaction with teachers (preferably the same teacher to ensure consistency and efficiency in feedback sessions), and some request having a more extended period of in-class lectures and seminars aimed at laying the foundations of sociology. 90% of respondents report the course fulfilling their expectations to a good or very large extent.

### **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).

**The calendar year made the course particularly difficult this year since we lost roughly 5 class days simply to red days and other restrictions. Also, this was the first time the new course responsible implemented the course, and this was built on the structure and content of the previous course responsible. The new course responsible now has a better picture of what works well in the course and what can be improved, in particular providing a more systematic theoretical foundation for the students to apply sociological thinking to environmental problems, clarifying the instructions and purpose of the final assignment, building an interactive feedback process where students interact with the teacher on a consistent and strategic basis. We also plan to complement/change the course literature which is perceived by many students as limiting.**

### **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.)

My analysis is that the course has numerous features that work well and should be maintained, such as the form and flexibility of the final research assignment. At the same time, students should be afforded more time in class to listen to lectures, discuss with peers and teachers and to practice applying this knowledge before being required to carry out a focused empirical study. The students would also likely benefit from additional/different course literature which provides them with a more systematic introduction to sociology and sociological analysis. As with the theory component, there is also a need for more lecture/seminar time and practice sessions when discussing sociological methods, which is an equally crucial part of the courses' content.

**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.)

**The number and content of lectures in the first two weeks of the course will be reviewed and revised, with the goal being to expand the introductory sociological content, expand opportunities for in-class discussion and hands-on practice. These changes will be implemented before the next iteration of the course. These changes go along with the already agreed adjustments to the start date of the course which allows for an additional week of in-class activities before the holiday break. In the longer-term, the plan is to review the role of this course in the program over-all, and to consider renaming and revising the content of the course to be less disciplinary (environmental sociology) and more interdisciplinary and thematic (e.g. Thinking sociologically about environment) – this would also require adjustments to literature.**

These longer-term changes can be incorporated into the ongoing revision of the SGMVP program after our latest external evaluation which was completed in January of 2025.

### **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.