

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

Course LADOK code: MV234E	Scope (hp): 7,5 hp
Course title: Environmental Sociology and Methods in Environmental Sociology	
Course coordinator: Joseph Strahl	Number of registered students: About 40 according to the information that I have.
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. SGMVP24h	

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: (Describe the form of course evaluation and when it was completed) Given that the course is only 5 weeks long and and that changing the schedule which involves booking of new teaching and laarning rooms while that university has limited number of such rooms to accommodate possible comments in a formative course evaluation, there is no rational reason to carry out a formative course evaluation when the instructor has no possibility to make changes given the extremely tough constraints of the university infrastructure.	Number of students who participated in the course evaluation: 10 out of potential total 40(?) students registered for the course: that is a 25% response rate
Summative course evaluation: (Describe the form of course evaluation and when it was completed) Inernet survey with the Vice-Chancellor's "obligatory standard questions"some of which are very poor questions for some courses.	Number of students who participated in the course evaluation: 10
Feedback to students: (Describe how and when the feedback will be given to the current student group) A copy of the course report will be placed on the Canvas site for the course.	

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

Summary of the students' course evaluations: (The five obligatory Vice-Chancellor questions).

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

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

The freedom of choices + Teacher support.

Good literature that was supportive in completing the assignment.

Lots of tutorial support during the research paper and writing process, the tutorials and support using Zoom was very helpful (translated from Swedish).

A lot of time to write the essay

I appreciated the opportunity to make a video presentation.

Written assignment is appreciated during Christmas.

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

Summary of some student comments:

A. Instructions and examples of the assignment.

B. A clearer instruction of the assignment, like a document with all that is expected by the students.

C. Explain discourse analysis further - is it a method or theory because it is explained as both.

How to apply the theories

What methods to use in essay.

D. think there could have been better use of time the weeks before christmas, and I would have wanted more lectures planned from the teachers. There were way too few lectures in my opinion, since more than half of the course we were left on our own during the holidays.

E. The teachers making it explicitly clear from the very first day that part of the course is to become more independent in choices of f.ex.

Methods.

F. This is a course in English and yet some students "got away with" making their presentations in Swedish: I find this infuriating.

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

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.	1 (10.0%)
3.	4 (40.0%)
4.	5 (50.0%)
5.	0 (0.0%)
6. to a very large extent	0 (0.0%)
Total	10 (100.0%)

Some specific comments:

I believe I would have felt more confident in this matter if we would have had more lectures the weeks before christmas. There could have been better use of the time that we did have together.

I believe I achieved the learning objectives although I think if this course wasn't over christmas break I think I would learn more.

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?

It feels kind of repetitive from previous courses

I'd like more teacher led hours to give more specifics on how to conduct the essay.

Theories could have been explained more earlier in the course.

I would have wished there to be more lectures and learning opportunities together in class than what we had.

appreciated having the freedom to decide a lot about the work myself. However, at the same time, it felt strange and "scary".

Even though i've enjoyed the lectures and found it interesting it was hard to understand the assignment at first, I believe that examples of previous reports would benefit the understanding of the assignment also considered this course is over Christmas.

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

Frankly it was kind of boring.

All in all a good course but some aspects are unclear.

Translated from Swedish (I have learned very much, sociology is an exciting area, it was great (*kul*)to be able to carry out the study.)

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

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	0 (0.0%)
2.	0 (0.0%)
3.	2 (20.0%)
4.	1 (10.0%)
5.	0 (0.0%)
6. to a very large extent	7 (70.0%)
Total	10 (100.0%)

I feel like there were no to little help

Med den tiden kursen är så var det inte mycket tid i skolan, så man fick studera i sin egen takt hemma.

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

The instructor's reaction below is to the comments left by students in the course evaluation. If you were a student that had rather good class attendance and completed your study and submitted it on time and passed then the instructor comments do not have so much relevance for you. A vocal minority of students in a course that dominates the comments in a course report, and where such a vocal minority skews in negative or positive direction means that the course evaluation may not be very representative for the student class population as a whole. However, the instructor can only respond to those students who completed the questionnaire.

A common theme among some student comments (a minority of the 25% of the class that completed the course evaluation) gave the impression they are Helpless, and cannot do anything **without the constant supervision of the instructors**. There are expressed requirements of more tutorial sessions. If we take these comments and place them in the actual context of the course INCLUDING STUDENT ATTENDANCE in class and digital sessions. Prior to the days around Christmas there were several sessions for students to ATTEND class and talk about the assignment: their ideas for the assignment, the design of the assignment, the use of methods and theories and data collection. And to get feedback. In some of those sessions the attendance among students was very underwhelming. My suspicion is that the students who complain the most now (after the course) about "more help" are the ones who attended the tutorial sessions the least. In the Zoom sessions during the beginning of January. Many students did not sign up to the time slots. Some who did sign up then did not attend. The instructors discussed this during a break in Zoom: the students that probably needed some help: did not sign up and attend the Zoom sessions. So where there was attendance at some of the Zoom sessions and the quantity of student questions were often high: questions like: I was thinking of using Theory "A" in my study can you provide me with feedback about that? And the students who attended got feedback.

From the responses to the evaluation questions we can see that the student population is not homogenous: some students enjoyed and appreciated the freedom and responsibility to work more independently, moving in direction of the Bachelor's thesis at the end of the program: others seem to want incredibly detailed instruction about every detail.. This comes across as the the students who want more of everything: more tutorials /even if many of us do not attend), more lectures, that they are still in a high school mode in their interacting with classes and instruction. One of the course goals speaks about independent learning in the subject, and that is what the course provides, with some Guardrails: But this requires regular attendance in class. and students who take their own responsibility.

Here is an important sentence from the course syllabus to put some of the student comments into perspective:

"In addition to the scheduled teaching time, students are expected to work **independently** and in groups with information retrieval, gathering of empirical materials, use of methods and knowledge acquisition."

Emphasis on the word independently: placed in juxtaposition of some student comments that appear to communicate "I cannot do much of anything without the constant supervision of the instructor." Not attending class is not the same as working independently. Through regular class attendance this provides a foundation to be able to work in a self-driven study..

Another perspective: as of the first resubmission of the assignment (*första oinlämningen*): the overwhelming majority of students have gotten an A, B or C in their assignment: that means that the majority of the students have succeeded (Very well) in the course, despite perceived shortcomings expressed by a vocal minority of the 25% of the students who bothered to complete the course evaluation. Maybe the complaints in the course evaluation about the course: are sometimes more a reflection of student insecurity and the course becomes a scapegoat for the insecurity that some students feel? Recall the comment that one student gave about who it almost felt "scary" to have some much independence and freedom while others wanted everything

spelled out in incredible detail. Some students complained that they did not get copies of papers from previous years to use as a guide. Since each essay (topic) is different: topics brought up in a previous years were not the same as this year, and even if the topic could have been similar, students might use, different methods to collect empirical materials, they might use, different theories /models from the literature. This means that an essay from previous years is not helpful to coming years students. And since each student decision about their topic is individual, we cannot give you instructions before you start your study at a detailed level that are 100% congruent with your individual research topic. Despite this in the assignment instructions: there was a proposed outline based on how many student essays have been organized in the past. The proposed outline even included a suggested WORD count for each section and what should be covered in each section of the generic paper. Despite this: some students perceived the instructions as “unclear” when they wrote in the course evaluation. The instructions could not have been made clearer. The instructions also referred to the course goals in the syllabus.

Another comment: is that some students want more lectures about theory in the start of the course: I told the students that because of the limited time available it would not be possible to lecture every possible theory in the literature in the course: you will have to read on your own.

Some students claimed that they had been told that they could make presentations in Swedish, despite the course being in English. As Course responsible I NEVER said that and never wrote that: I do not know where some students got that idea. In response to direct questions from students: I said, VERY early on in the course that If you wanted to email a question in Swedish to an instructor that is fine: How that clear responses to a question EARLY ON in the Course became "It is ok to hold presentations in Swedish" is not something that I can answer with certainty: I find that in some other courses: that some influential students make pronouncements among students about the course that then become “the truth” in the student population: despite what is said among students being in direct contradiction of what is written in the course guide or what is said by the course responsible in class. One student wrote that how she/he was infuriated about how some students presented in Swedish, during the Student conference which is organized outside the scope of the course: Well, as long as “rumors” are generated within the student class and then repeated and these rumors get followed instead of the course guide and what is stated clearly in class. Then following rumors is related to poor attendance on the part of some students. If anything is infuriating it is the absolutely atrocious attendance on the part of some students in this course (and some other courses), and then instructors having to spend precious time trying to chase down and stop the student generated rumors that are made into “truth” among some of the student population. It would be much easier to just read the course documents and attend class.. Instead of following like a group of lemmings the student generated rumor. And then placing the blame on the course in the course evaluation.

Another problem is that some students Want More and More and More and More hours of instruction. There is no budget for that: for years, the budgets that universities get for undergraduate courses, have been too little in relation to Perceived needs on the part of students: this is a structural problem,: students could vote for political parties that could work for increasing budgets for undergraduate education courses. Out of my hands: nothing that I can do. This, course evaluation and report is not the right forum For making these kind of complaints.

A topic for students to reflect on: in some ways a course can only be as good as the students taking the course: if students do not attend tutorial sessions, and perhaps, do not study course documents well,, then it does not matter what the instructors do. Another matter has to do with communications: because of some previous course responsible in courses in the program, provide almost instantaneous replies to student emails, or use their non-work time to work with replying to students emails... this cultivates a culture of coddling the students in the program and unreasonable inflated student expectations. One student wrote something like this: I Send an email the day before the course started and did not get a reply. This student did get a reply! But not on the same day the mail was sent to me: this student waited until the day before the course started to ask questions and raise issues about the course (where such matters might have been able to be dealt with if the email was sent days or weeks before the

course started) and expected the course responsible to drop everything and immediately attend to the whim of the student. And then this student did not bother to come to the start of the course when any and all questions and points could be discussed. Since when does the whole world stand on tiptoes awaiting the chance to respond to every whim on the part of such a student? Is this a good attitude and practice to cultivate within yourself or support on the part of students on the way out to the labor market to begin to work as a professional with environmental matters? Employers want employees who can make their own decisions and work independently and training in this begins at the latest in a university and in a course like this..

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.)

1. My understanding is that because of changes in the ES program, this course(MV234E) will not be offered in the future. In addition to the Course responsible comments already addressed above. !
2. The course falls at the end of the term: and this means that the course gets chopped up into small time lots because of Christmas New Years etc. Some students want "more lectures at the start of the course. In the first years the course was held: more lectures were held at the start: in course evaluations held the first years the course was held STUDENTS COMPLAINED that the course started out too tough, with too many lectures: this goes to show: that there is a structural problem with the course being held in the latter part of the fall term: and this structural problem is nothing that the course responsible- a small cog wheel in the gigantic system of the university -can do anything about. Better to bring this structural problem up in the so-called programråd because if another course were to take the place in time of this course, than that other course will get chopped up by Christmas etc as well.
3. Therefore this is not the right forum to deal with the root causes of some of the student complaints.
4. Another problem is that some students Want More and More and More hours of instructions (despite significant numbers of students just not attending classes). There is no budget for that: for years, the budgets that universities get for undergraduate courses, are too little in relation to perceived needs on the part of students: **this is again a structural problem**,. . It is a well known fact that undergraduate education in Sweden is seriously underfunded.
5. Lastly: attendance on the part of some students is absolutely atrocious:and among students who feel insecure in their role as students in a university there can be a tendency to shift blame to the course instead of focusing on their own efforts in the course and their need to develop in their role as a student.

Clearly since the root of the problems about the complaints are beyond the power of the course responsible to do anything: then there can be no action plan on the part of the course responsible.

IN SUM: the problems that affected the course are in part structural, as described above. Additionally given the incredibly poor student attendance in class on campus, this causes problems for students and the course. Students are supposed to be responsible for their own learning which involves among other things attendance. **Considering that the majority of students who submitted their assignments got an A, B or C, this means that despite the complaints from a small but vocal minority of students, most students did well and fulfilled course outcomes.** Taken together with other observations suggests that there is nothing that the course responsible can do to make changes. And therefore there is no action plan initiated by the course responsible.

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.) See the above.

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.