

## 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> MV243E	<b>Scope (hp):</b> 7,5
<b>Course title:</b> <i>Miljömanagementverktyg</i>	<b>ENVIRONMENTAL MANAGEMENT TOOLS is the correct name.</b>
<b>Course coordinator:</b> Joseph Strahl	<b>Number of registered students:</b> 37
<b>Semester in which the course is conducted: VT23</b>	
<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> SGMVP21h	

### 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)  Repetitive answer in all 7,5hp, 5 week courses, that I am in charge of. Because of the short time frame of the course, any "formative" course evaluation would not be able to lead to anything but extremely cosmetic changes in the course: the structure of a course is locked in place because of the course budget, the instructors and their tasks (again, locked into place by Retendo), and that during certain days of a term there may not be any lecture rooms or group rooms available.	<b>Number of students who participated in the course evaluation:</b>
<b>Summative course evaluation:</b> (Describe the form of course evaluation and when it was completed)  The top-down procedure that vice-Chancellor wants us to use with Sunet Survey etc with no chance for meaningful dialog with students.	<b>Number of students who participated in the course evaluation:</b>  9 (nine) students completed the Sunet Survey which is about 25% of the total group of students registered for the course. This means, if we treat this course evaluation process as we would a piece of scientific research, we must question to what extent such a small sample size is representative and

	indicative of what the typical student thinks/experienced. We have to reach at least 40% participation to begin to make a reasonable assumption that the responses are indicative of the entire student population in this course. <b>This is a recurring problem with this system for course evaluations at MAU.</b>
<b>Feedback to students:</b> (Describe how and when the feedback will be given to the current student group) <b>Placed on the Canvas page for the course.</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....aspects of the course that you have particularly appreciated

The exercises leading as part of the projects. The group work/working in groups. Everything in this course, parts of the course were "fun."

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

Summarized comments in order of frequency:

\* THE CBA PROJECT should be moved to the environmental economics course in a previous term so that our "practical" work is linked to the "theory" presented in that course.

\* Presentations should have been made obligatory, in particular it would have been interesting to have heard about the results other groups got.

\* This entire course was really good, hard to see what could be improved.

### 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.	0 (0.0%)
3.	0 (0.0%)
4.	1 (11.1%)
5.	6 (66.7%)
6. to a very large extent	2 (22.2%)
Total	9 (100.0%)

- Because of there being too many projects (CBA project) this has lead to working with some of the goals more superficially
- Goal 4 was not dealt with enough in the course.

### 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?

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	0 (0.0%)

2.	0 (0.0%)
3.	0 (0.0%)
4.	2 (22.2%)
5.	3 (33.3%)
6. to a very large extent	4 (44.4%)
Total	9 (100.0%)

\* The course has lead to a lot of written production, I would have liked to have alternative ways to present.

\* More lectures to base the discussions on.

\* Comparing the two EIS reports in the one project was a good way for us to learn.

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

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.	0 (0.0%)
4.	0 (0.0%)
5.	4 (44.4%)
6. to a very large extent	5 (55.6%)
Total	9 (100.0%)

### **6. the course in its entirety has fulfilled your expectations?**

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	0 (0.0%)
2.	0 (0.0%)
3.	0 (0.0%)
4.	4 (44.4%)
5.	3 (33.3%)
6. to a very large extent	2 (22.2%)
Total	9 (100.0%)

### **7. 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.	1 (11.1%)
4.	1 (11.1%)
5.	1 (11.1%)
6. to a very large extent	6 (66.7%)

Total

9 (100.0%)

### 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 course was successfully carried out and, based on the limited sample size thanks to the shortcomings of carrying out an evaluation on Sunet Survey with the top-down approach of obligatory questions, the students seem to be very satisfied. If that is "quality" that students are "satisfied" which is not really a measure of quality instead some sort of "*kund-nöjdhet-index*."

### 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.)

Both last year and this year students have said that there were too many projects and that the CBA project was not in the right course, it should have been in the environmental economics course. Making a change with this course would have required that the other course, environmental economics would have to be changed which meant that changes in the course would be dependent on making changes in another course: therefore the whole question was lifted up to the level of the program.

**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.)

Despite possible lack of coordination between other courses in the program, I have submitted to "Kursnämnd" a revised version of the syllabus for MV243E where the CBA project is removed, the reflection exercise is reduced in scope, the remaining projects get more hp and the presentation of one of the projects is made obligatory. This is in line with what students have highlighted this year and last year, is in line with the instructor's wishes and impressions AND is an effort to turn the syllabus back to what the original syllabus was when it was submitted to "kursnämnd" 4-5 years ago. More emphasis will be placed on Goal 4 in the future.

### 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.