

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: MV243E	Scope (hp): 7,5
Course title: Environmental Management Tools	
Course coordinator: Joseph Strahl	Number of registered students: 24
Semester in which the course is conducted: VT24	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. SGMVP22h1	

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)	Number of students who participated in the course evaluation:
Summative course evaluation: (Describe the form of course evaluation and when it was completed)	Number of students who participated in the course evaluation: 9
Feedback to students: (Describe how and when the feedback will be given to the current student group) The program Canvas page	

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

<p>Summary of the students' course evaluations: (The five university-wide questions should be included. Compilation from digital questionnaires can be appended.)</p> <ul style="list-style-type: none"> • Eight of nine students think that they have achieved the learning objectives of the course to a very large to large extent and one to a very small extent. Two students have commented: Bad planning of the course, no communication between teachers and not sure about having achieved learning goal 4 "work with maps and physical models". • Five of nine students think that the work methods/learning activities on the course have reinforced their learning and their ability to achieve the learning goals to a large to a very large extent and 2 somewhat less than large and two to a very small extent. Three
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students' comments: Would like to dig deeper in all the different subject, CBA could be moved to be a part of the environmental economics course, group work can be difficult and that the course literature ought to be presented better so you know if it is a book or an article.

- Five of nine students think that the methods and forms of assessment have given them a possibility to demonstrate that they have achieved the learning objectives to a large to a very large extent while 4 students of nine think to a very small degree to a small degree. Students' comments: Reduce the examinations and preferably move the CBA as that fits less well in the course or at least change the grading of that assignment to G/U instead of A-U. Mostly to a low extent because of the number of assignments.
- The students particularly appreciated: The group work, LCA-assignment and tutoring session with the teachers.
- What the students think can be improved: Move the CBA assignment to the environmental economics course because it fits there better and would give more time to LCA and EIA, better information about course literature, leave out the personal reflection assignment or regrade it to G/U and better teacher communication.
- Six of nine students think that the course in its entirety fulfilled their expectations to a large or very large extent and three och nine to a very low to low extent. On student comments: A big disappointment. Fun subjects but the course has too many assignments.
- Eight of nine students think that the course has given them a possibility to take responsibility for their own learning to a large to very large extent and one of nine to a very small extent. On student comments: The course literature list was not correct and it is hard to learn when that is so wrong.

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 course responsible teacher is well aware that the CBA-assignment don't fit in the course and should be moved and have asked the program coordinators to help facilitate this move as student have been unhappy about its placement in several course reports and discussions.

It is difficult to get the course to run smoothly when the teacher-team is constantly changing.

The problem with the course literature is developed due to teachers on other, earlier, courses on the program that have not informed on their course literature changes and therefore the older books have remained unchanged on this 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.)

The big problem for both students and teachers are the number of assignments, and that number would lessen if the CBA was moved to the environmental economics course.

The course literature problem will hopefully be solved by going through relevant other course syllabi.

Teacher communication is at risk to continue being difficult if the teachers are continuously changed around.

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 course literature list for VT25 will be updated in good time before the course.

Due to the course responsible teacher's illness another teacher will step in and this person will review this course report and make relevant changes in VT25.

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.