

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: Johanna Nygren Spanne	Number of registered students: 1
Semester in which the course is conducted: VT25	
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: (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: 5 av 27
Feedback to students: (Describe how and when the feedback will be given to the current student group) The report will be posted on the course Canvas page and on the program Canvas page	

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.)
To what extent do you think you have achieved the (above listed) learning objectives of the course? $\bar{x} \pm s = 5 \pm 1$
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? $\bar{x} \pm s = 4.4 \pm 0.9$
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?

$\bar{x} \pm s = 3.6 \pm 2.1$ with a median of 4.0 i.e a two-part distribution with two studenter at 1-2 and three students at 4-6

Comments from students: "The CBA assignment should not be in this course", "The individual reflection should not be graded A-F" and neither the CBA or the reflection should be controlling the grades

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

Comments from students: "I did appreciate the lectures in class", "Writing the reports especially the EIA", "I like the group work (and similar like casework, seminar), though it is a good way to learn, although the success of the group work is very dependent on a well-structured and functional group"

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

Comments from students: "I think that the instruction for the LCA/ eco-design can be made clearer. Also, the grading of the group work doesn't seem logical, considering the amount of work that needs to go into it", "The work load should be minimized. We have had in total 6 assignments in this class. 2 individual reflections (1000 words + about 1000 words), three reports (10 pages text + 10 pages text + 3-8 pages text, the latter one was the only one with F-A grading. This is a bit odd since it's the most easy one and not accurate to the course..) and a presentation on one of the first reports. This is way to much and to be fair I don't think I did learn as much as if it was less", "My impression is that the course is in its startup phase as some aspects felt unfinished. For example, the sub-assessments in the course syllabus were quite confusing, since it was unclear which assessment corresponded to which assignment. I spoke with a few students, and they shared this frustration. It was also unfortunate that the assignments were not readily available at course startup (or at least in closer promixity to the project startup). Due to the time constraints involved with working with 2 projects simultaneously, having the assignment available earlier could have saved us some time. Furthermore, it seemed peculiar that the EIA and Eco Design assignments were not graded from U-A, since they were much more involved and time consuming than the CBA. It would be interesting to hear the motivation behind this decision. While the support from teachers has been incredibly helpful during both of the projects, both I and a few other students I spoke with felt that peer interaction was lacking during the process. Since we are a full class of students some kind of seminar or workshop to help ensure that we are on the right track would have been beneficial", "There should only be one individual report and the other should be a group reflection" and "The CBA was not entirely needed"

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

$\bar{x} \pm s = 4 \pm 1.6$ with a median of 4.0 i.e one student each for 2 through 6

Comments from students: "I think most of it was interesting but since we were so stressed all the time and the group wasn't the best in cooperating the learning didn't follow"

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

$\bar{x} \pm s = 5.4 \pm 0.9$ with a median of 6.0

Comments from students: "There was basically no help from the actual teachers but just a student which couldn't answer all the questions. The instructions was hard to understand and was a mess. We were five in our group and we had 4 different ideas on what the assignment was after participating on the lectures and reading the instruction. This is a sign that the instructions are really bad. The assignments are probably fun but you weren't able to enjoy them or actually understand exactly what you were supposed to do"

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 students have reached the learning outcomes and there are few students who have not passed the course in total. The biggest problem for teachers and students alike is that the course is too full with assignments and as the students point out (that goes for former years too) the CBA-assignment does not really fit into the course and should be given with the environmental economics course instead, which would create space enough to lower stress levels for both teachers and students.

This year's course had a new head teacher who was a stand-in due to former course responsible teachers' sickness and due to personnel scarcity the preparation for the course was difficult and a lot of scheduling problems had to be dealt with.

The use of students as help worked well for a first try and we now better how to utilize them.

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 course went under the circumstances very well as the learning outcomes were met and the evaluation of the course follows former course reports.

The CBA assignment should be moved from this course in order to give the students room to learn EIA, LCA and eco-design, while the CBA could be dealt with in MV232E more naturally.

The students commented on the instructions and those can and should be clarified for the next time the course is given.

A permanent course responsible is also something that the course needs as well as a more consistent staffing.

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 to 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.)

We (program coordinators and unit manager) will work on the staffing and the assigned course responsible will work on the instructions for assignments.

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.