

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 hp
Course title: Environmental Management Tools	
Course coordinator: Chad Boda	Number of registered students: 38
Semester in which the course is conducted: Spring Term 2026	
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: MV243E worked relatively smoothly this year due to small changes to the organization of the course content and assignments. The biggest difference was running the project assignments A and B one after the other, rather than in parallel as in previous years, which helped reduce stress and confusion among students. Otherwise, the course operated much as expected.
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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: 11 (29%)
Summative course evaluation: (Describe the form of course evaluation and when it was completed)	Number of students who participated in the course evaluation: 0 (no summative evaluation was held due to the summer break).
Feedback to students: (Describe how and when the feedback will be given to the current student group) – Students are provided access to the course evaluation through Canvas. It is difficult to have immediate follow-up of the course evaluation due to the summer break. There is also an opportunity to discuss the course results and needs for improvement during the program quality discussion which will be held later in the fall semester.	

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.)

Learning objectives – students feel they can meet the majority of the objectives with the exception of the learning outcome focused on maps and physical models, which is not well represented in the current course content/assignments.

Learning activities – students general feel the course activities helped them reach the learning outcomes, though there are complaints about the number of assignments and the time available to complete them. Students tend to praise the diversity of tools covered while complaining about the need for more time to “dig deeper” into each tool.

Assessment – students have mixed feelings about the appropriateness of the assignments – this is largely due to an admittedly confusing grading system where two of four assignment are A-F while two others are G/U. For the first time this year, the final assignment was in the form of a take-home exam rather than a personal reflection which seems to have resonated well with the students, especially since grading the personal reflection A-F in previous years created a lot of controversy.

Some students appreciate the group work-heavy nature of the course while others find it challenging. Most students appreciate the diversity of teachers and content, while others found this easily created confusion, especially regarding communication.

Many students wish for more lectures and more time for each assignment, or to reduce the number of assignments. Not clear which of the assignments should be prioritized from the student perspective.

The course met student expectations on average – some expected a lighter workload.

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 is somewhat confusingly organized and the grading scheme is problematic. Having a diversity of teachers is a positive aspect in general, but clarity and consistency of communication needs to be improved. The involvement of students in the final student conference is not well-integrated into the course and is difficult to justify based on the current course syllabus. The level of effort required between assignments is highly uneven and needs to be better distributed. Course literature is generally sufficient, but needs improvement in relation to the LCA/eco-design component.

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 is general has useful content that students appreciate. The group-work heavy nature of the assignments is appreciated by most students, but also poses a challenge for some students, as well as posing a challenge for individual assessment. The final individual assignment, which historically has been framed as a personal reflection, was instead turned into a take-home written exam which helped both avoid confusion about grading a personal reflection as well as allowing

the teacher to more easily assess individual learning goal attainment. The course is light on lectures and could include more, as well as improving the relevance and quality of reading materials (in particular related to the eco-design/LCA component). Teacher coordination was not ideal this year and should be improved. The course has a new course responsible who is in a position to make the necessary changes to the course content, assignments and reading.

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.)

The short-term action plan is to 1) retain the individual assignment as a take-home exam rather than a personal reflection, 2) keep the in-line structure of the assignments rather than running assignments in parallel as in previous years, 3) find more appropriate reading materials for the LCA/eco-design component, 4) develop a strategy for teacher communication and coordination to avoid confusion among students.

The longer-term action plan is to 1) adjust the grading scheme in the course to better reflect effort in assignments and to reflect consistent grading formats – either all A-F or all VG/U., 2) to consider removing one of the tools to allow for more time for a deeper investigation of the remaining two tools, 3) increase the number of lectures and potentially invite guest lecturers who practically work with these tools to improve the relevance for students.

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.