Report - AL2190 - 2018-05-08

Respondents: 1
Answer Count: 1
Answer Frequency: 100.00 %

Please note that there is only one respondent to this form: the person that performs the course analysis.

Course analysis carried out by (name, e-mail):
Miguel Brandaão, miguelb@kth.se

COURSE DESIGN
Briefly describe the course design (learning activities, examinations) and any changes that have been implemented since the last course offering.
The course includes an individual home exam, a group project and report and a group debate in a seminar. The debate was introduced since the last course offering and it was very successful as a learning activity.

THE STUDENT'S WORKLOAD
Does the students' workload correspond to the expected level (40 hours/1.5 credits)? If there is a significant deviation from the expected, what can be the reason?
The total workload should be 200 hours for a 7.5 credit course. The course ran over 9 weeks, but most student reported a workload lower than 20 hours per week. More lectures will be introduced in the next course offering.

THE STUDENTS' RESULTS
How well have the students succeeded on the course? If there are significant differences compared to previous course offerings, what can be the reason?
They have succeeded well, as the average grade is between B and C. No significant difference relative to last year's grades.

OVERALL IMPRESSION OF THE LEARNING ENVIRONMENT
What is your overall impression of the learning environment in the polar diagrams, for example in terms of the students' experience of meaningfulness, comprehensibility and manageability? If there are significant differences between different groups of students, what can be the reason?
The overall scores for meaningfulness, comprehensibility and manageability were positive overall (5.0-6.8, out of 7.0), manageability scored the highest. There is no significant differences between different groups of students.

ANALYSIS OF THE LEARNING ENVIRONMENT
Can you identify some stronger or weaker areas of the learning environment in the polar diagram - or in the response to each statement - respectively? Do they have an explanation?

The stronger areas of the learning environment :

A) Meaningfulness - emotional level

Stimulating tasks
1. I worked with interesting issues (6,8)
Challenge
4. The course was challenging in a stimulating way (6,6)

B) Comprehensibility - cognitive level

Understanding of subject matter
11. Understanding of key concepts had high priority (6,6)

C) Manageability - instrumental level

Collaboration
21. I was able to learn by collaborating and discussing with others (6,6)
Support
22. I was able to get support if I needed it (6,6)

The weaker areas of the learning environment :

A) Meaningfulness - emotional level

Exploration and own experience
3. I was able to learn by trying out my own ideas (5,0)

B) Comprehensibility - cognitive level

Constructive alignment
13. I understood what I was expected to learn in order to obtain a certain
grade (5,0)

ANSWERS TO OPEN QUESTIONS
What emerges in the students' answers to the open questions? Is there any good advice to future course participants that you want to pass on?

Students reported that the best aspects of the course were the lectures, literature, application, interesting topic (despite challenging), introduction and seminars.
They also reported areas where there is room for improvement: elimination of group project, focus more on literature, better connection between lectures and schedule, as well as between home exam and project work. Clarify what is expected for getting a certain grade.
Students reported that they would advice future participants to start early with the home exam and that they will learn valuable things.

PRIORITY COURSE DEVELOPMENT
What aspects of the course should primarily be developed? How could these aspects be developed in the short or long term?

There is interest in having more topics covered in lectures, so the target is to extend the lectures to 15-20 hours. Educational materials need to be developed for that purpose.

OTHER INFORMATION
Is there anything else you would like to add?

The students generally evaluated the course as good and interesting. and would recommend it to other students.
A meeting with two representatives of the course's students elucidated the interest in having more lectures on issues like history of economic thought, globalisation, development and poverty alleviation.
Given that most of the audience has no background in economics (most are engineers), there is a need to explain concepts from the very start.
There is some overlap in the students' schedules with other courses.

Course data 2018-05-08

AL2190 - Ecological Economics, VT 2018

Course facts

Course start:	2018 w.3
Course end:	2018 w.11
Credits:	7,5
Examination:	SEM1 - Seminar, 3.0, Grading scale: P, F
	TEN1 - Examination, 4.5, Grading scale: A, B, C, D, E, FX, F
Grading scale:	A, B, C, D, E, FX, F

Staff

Examiner:	Miguel Brandao <miguelb@kth.se>
Course responsible teacher:	Miguel Brandao <miguelb@kth.se>
Teachers:	Olga Kordas <olga@kth.se>
	Monika Olsson <monika@kth.se>
Assistants:	

Number of students on the course offering

First-time registered:	26
Total number of registered:	26

Achievements (only first-time registered students)

Pass rate[1] [%]	76.90%
Performance rate[2] [%]	83.10%
Grade distribution[3] [%, number]	A 40% (8)
	B 35% (7)
	C 10% (2)
	D 15% (3)

1 Percentage approved students
2 Percentage achieved credits
3 Distribution of grades among the approved students