

FAL 3512 Methods in sustainability science, 7,5 hp. Nov 2020-mars 2021 Kursansvarig: Cecilia Håkansson

9 studenter, 1 hoppade av (ej inskriven doktorand)

7 studenter inskrivna på doktorandprogram på SEED

1 student från doktorandprogram på samhällsplanering och miljö, ABE

10 seminars

Course responsible: Cecilia Håkansson

Course examiner: Cecilia Håkansson

Course assistants: All PhD-students, in turn

Summary of the course outline

One researcher was responsible for each seminar, and sometimes two or three researchers shares one 3-hour seminar. Altogether this means the PhD-students got to meet more or less all supervisors of the specialization during the course.

Summary of course evaluation

As basis for the course evaluation there was a discussion in class in the end of the course, also, there was a qualitative survey with the questions:

1. Suggestions for improvements?
2. What did you like with the course?
3. What did you miss?
4. What was unnecessary?

6 out of 8 PhD-students answered the survey.

Analysis

In general positive reactions to the course, especially regarding the fact that a broad overview is given/a lot of different methods are presented, and discussed, and many senior researchers are involved. It was also appreciated to get a lot of feedback that related to the PhD-students' own work. Also, the literature was considered interesting and relevant. Further, the students' highlighted the interdisciplinary aspect of the student mix which made the feedback sessions very rewarding. It should also be noted that the students' found the seminar about open access publications, and public access to information, to be very useful.

The course could easily be improved with little extra effort by the course responsible, and the involved teachers. First of all, at the first seminar all the students should present their own

research, something that most likely will improve the discussions throughout the course. Secondly, the teachers should spend a maximum of 15-30 minutes to present, the rest of the time should be spent on discussions. Thirdly, it can be two final seminars so that the students have plenty of time to present and discuss. Fourthly, all teachers should ask the students to read a similar amount of literature before the seminars. Fifthly, the students notes can be discussed in small groups, rather than together with the whole group. By doing this a lot of time will be saved, and more time can be used for a more general discussion with the whole group. Finally, there should be a maximum of 2 methods presented at each seminar, 1 method is preferable