



Course 1MV501 – Worldviews and Visions 5 ECTS Fall 2014

Number of registered students: 52

Number of passed students so far: 38

My comments concerning the evaluation

Best things

Thank you for a great, fun and really rewarding course experience!

As usual, the discussions and student interaction are always the best things with this course. Many of the students have also mentioned this. The high score of 3.9 relates to the discussions/seminars. Many also mention the art-project as good. Several enjoyed the variety of both lecturers and seminar styles/exercises. Many liked the assignments (especially the art-project and assignment 2). The literature is almost always difficult to evaluate, however, judging from the comments the literature was overall appreciated. Using the amount of articles we did also seemed a good choice, although some would have liked more connection the literature during the seminars.

The open discussion climate and “creativity” were something mentioned by several as good. The course goals were generally rated at a sufficient level, higher than the overall goal. I agree with all of these comments, and in general I thought the students’ discussions held a very high level.

Things to work on

I must say I’m not thrilled with the overall course score, however, it’s not a bad score – and many, many of the comments were positive. Also, many of the scores relating to the goals and the seminars I particular were good. Some things that more than one person mentioned as things to improve were the groups size, the red thread, and the fact that some lecturers seemed not to know the audience. All of these factors are things we can work with during the spring. I certainly agree that the group size was a bit big and it is difficult to get everyone to speak in class. This is something I need to work with.

Since the class is also more homogenous compared to previous years, this means that you don’t necessarily meet that many different “expertises” in the groups. Thus is probably even more important to use role-play and assigned characters, something we can elaborate on during the spring.

Some also mentioned that they did not like that the seminars are mandatory. There is a reason for this and the decision is discussed. I can perhaps be clearer with this in the future.

Concerning the red thread, I think I got carried away with all the themes I wanted to get into the course. To concentrate on fewer themes might be a good thing to think about.

Below you can find brief summary of the results in numbers. I want to thank everyone for their evaluations and contributions!

Kind wishes/Malin

Summary – Copied from the Course Evaluation

Worldviews and visions – a seminar series

The course evaluation is a very important tool for developing the course (seminar series). It helps the coordinator take into account the ideas and comments of the students that have attended the course. It will help us to develop and improve the course further. Note that this is only an evaluation for the seminar series and not of the whole program. You are also very welcome to come speak to us concerning any ideas or comments about the seminar series.

Thank you!

Malin

Your process of learning

The purpose of education is to ensure that students acquire knowledge, skills and competences and are given the opportunity to develop a well thought-through approach to their education and future profession. Students should also be encouraged to make use of the University's width from a formation perspective and thereby be given the chance develop personally. All planning of courses and teaching should be based on disciplinary and pedagogical knowledge and with the aim of to facilitate students' independent, active learning and responsibility-taking. (translated excerpt from Uppsala University's pedagogical program)

How meaningful have the different learning methods used so far been for your process of learning?

1. Lectures this semester in general (1=without meaning; 5=very meaningful)

3.7

2. Discussions/Workshops in general (1=without meaning; 5=very meaningful)

3.9

3. Course Books (3) (1=without meaning; 5=very meaningful)

3.7

4. Examination tasks (1=without meaning; 5=very meaningful)

3.67

5. Fulfillment of learning outcomes

To which degree do you feel that the following learning outcomes have been fulfilled?

...be able to understand different dimensions of Sustainable Development on a local, regional and global level...

3.68

...be able to critically relate to and analyze the history and development of the concept of Sustainable Development

3.58

...be able to critically relate to and value different definitions and indicators of Sustainable Development ...

3.75

... be able to critically relate to and value different actors' visions of a sustainable future and different strategies to attain a sustainable society...

3.7

6. Skills, competences and perspectives (based on Uppsala University's pedagogical program).

To which degree has the course contributed to develop:

Your ability to discern, formulate and solve problems (1=not at all; 5=to a high degree)

3.41

Your critical thinking (your ability to independently analyze, reflect, draw conclusions, evaluate, question and be creative) (1=not at all; 5=to a high degree)

3.8

Your ability to communicate in writing (1=not at all; 5=to a high degree)

3.7

Your ability to communicate orally (1=not at all; 5=to a high degree)

3.4

D. The course as a whole

1. What is your general impression of the course Worldviews and Visions? (1=bad; 5=excellent)

3.5

3. To which degree do you think that your knowledge and experiences have been made visible and been able to contribute to the course?

3.45

6. Has the course provided you with knowledge and skills that you think will be useful to your future studies or work? (1=not at all; 5=to a very large extent)

3.52