

## Emneevaluering / course evaluation ISV

### Navn / name

Elin Lerum Boasson

### Emnekode / course code

STV4424

### Semester

Vår

#### Emneevalueringen bør inneholde:

**Egenevalueringen emneansvarlig:** Evaluer hvordan undervisningsopplegget fungerte. Vær konkret. Gjør spesielt rede for både det som fungerte godt, og det som ikke fungerte like godt.

**Oppsummering av studentevaluering:** Her fylles hovedpunktene fra tilbakemeling fra emnekontakt inn. Nevn hva som fungerte bra, hva som fungerte mindre bra, og kom gjerne med forslag til forbedringer.

**Forslag til forbedringer:** Gjør rede for hvordan emnet kan forbedres til neste gang det skal gis. Vurder i hvilken grad det er behov for større endringer.

#### The course evaluation should include:

**Self-evaluation by the course convener:** Evaluate how the course worked. Be specific. Describe both what worked well and what didn't work as well.

**Summary of student evaluation:** Here, the main points from feedback provided by the contact student(s) are included. Mention what worked well, what didn't work as well, and feel free to suggest improvements.

**Suggestions for improvements:** Explain how the course can be improved for the next time it is offered. Assess the extent to which there is a need for major changes.

### Emnerapport / course report

STV4424 Evaluation Spring 2023

#### Overall

This was the second time STV4424 was given, and the first time since 2017. It was a popular course, with 23 students submitting term papers. The first lectures had even more participants, some 25 students.

We had the impression that the students were a bit overwhelmed by this course. Few of them had a very good understanding of climate and environmental issues when they started, and Yves and Elin have been ambitious and aim to cover a lot of ground with the course.

Main conclusions: Cut down on readings, organize the writing of the actor strategy memo group work a bit more and develop a memo on how to write a term paper in this course.

#### Grade distribution and participation

Of the 23 students that had the course, the grade distribution is like this: 1 A, 10 B, 4 C and 8 D. We

think that this is quite a lot of Ds.

There was a decline in lecture participation during the course period, starting with some 25 participants at the first lectures and gradually diminishing participation, to 8 in the last lecture.

All participants spoke Norwegian or Danish. Three students from Aarhus, Denmark, distinguished themselves by being very active in class and received high grades.

#### Topic and readings

The students reported back to us that they thought the topics of the course were interesting and likewise the readings. They do also report that the focus of the course is broad, and that it is challenging to follow the course when you do not know much about climate and environmental governance when you enter the course. Yves and Elin think that this is partly right, but it also seems like the students without any prior courses in policy theory and assessment struggled too, and maybe having some prior OPA courses are more important than knowing the subject area.

The students were given 802 pages to read. This is not much compared to many other courses, but we still think it was maybe a bit much. Because the students need to read up on the cases they have, this may justify a shorter core-reading list

#### Actions to take:

- Cut the two empirical topics: Norwegian and EU climate policy, and rather give the students an overview of possible readings they could apply for their course papers.
- Suggest a bachelor-level text-books or other easy readings for students that have no experience with the subject matter.
- Communicate in some way that OPA-background is an advantage (although it is obvious with given that this is an OPA-course).
- We need to consider whether there is a need for adjusting the learning-objectives of the course.

#### Actor strategy

We had 2 external speakers that talked about how to work effectively if you want to influence climate- and environmental governance in Norway. The external guests did a good job, but the quality of the group work on actor strategy varied a lot. It was clear from the guest lectures that the student found this engaging and fun. Many students came to this lecture and they asked a lot of questions. They also said in evaluation meetings that they liked this part of the course.

Still, this did not work as well as intended. A major challenge was that the students struggled with choosing a specific enough topic for their reports. Many focused on too long time periods and too broad topics. Few of the group-reports were specific enough, and some were even unclear on which actor they aimed at giving advice.

#### Actions to take:

- Chose one topic for all students. Choose this in cooperation with external experts.
- The course convenors choose which actor the different groups shall write about
- Improve the memo on how to perform this task.

#### Lectures

The student representative said that they had not gotten much negative feedback and that the students generally seemed to enjoy the lectures. Yves and Elin think that it was relatively easy to get the students to talk in class, especially the first two lectures. The students also seem to think that there was a lot of activity in the seminars, but they would have preferred smaller seminar-groups (now we had two groups). The student appreciated that they could ask questions in Norwegian.

The drop in participation is similar to what we see in all courses (at least this is what Elin experience), but we should still try to do something to improve this. Maybe add some term-paper discussions in the last seminar.

#### Actions to take:

- Continue with group discussions during the lectures
- Decrease the breadth of the topic covered in the course and in the lectures
- Make the last 2-3 lectures even more relevant for the course work.

#### Term paper

The students think that we had too big groups when we discussed the term papers. One reason for there being a lot of students in one seminar was that 2 students did not post their drafts in time, but first did this the afternoon before the seminars. It is hard to plan when such things happen. The students had mixed feelings on having the seminar on the term paper very early. The impression was that this worked well. Most students liked this, but they would have preferred to discuss it on two occasions. The students think that it was easy to access Elin and Yves. Students would like to have a memo on the term papers. It was quite a lot of Ds in this course, indicating that it is worthwhile to consider providing more guidance on how to work with the term paper.

#### Actions to take:

- Develop a memo on the course paper (maybe drawing on the memo for STV4428B, but with adjustments).
- Add some discussions about the term paper (maybe in groups) during the last lecture.