



UNIVERSITETET I BERGEN  
*Institutt for geografi*

Emnerapport våren 2015:

# **GEO337 Kritiske prespektiv på miljø og utvikling**

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Emnerapporten er gjennomgått i  
Undervisningsutvalget ved Institutt for geografi

Dato: 27.08.15

## 1. Informasjon om emnet

Emne	GEO337 Kritiske perspektiv på miljø og utvikling
Undervisningssemester	Vår
Emneansvarlig	Ragnhild Overå
Vurderingsform	Mappe med 3 oppgaver og en online heimeeksamen. Det blir gitt en samlet karakter.
Undervisningsform	Online sesjoner, debattar og rollespel
Obligatoriske arbeidskrav	Online debattdeltaking og rollespel.

## 2. Statistikk

Eksamensmeldt	18
Bestått	15
Stryk	1
Avbrutt	0
Ikke møtt	2
Manglende oblig	0
Legeattest	0
Trekk før ekamen	0
Gjennomsnittskarakter	B

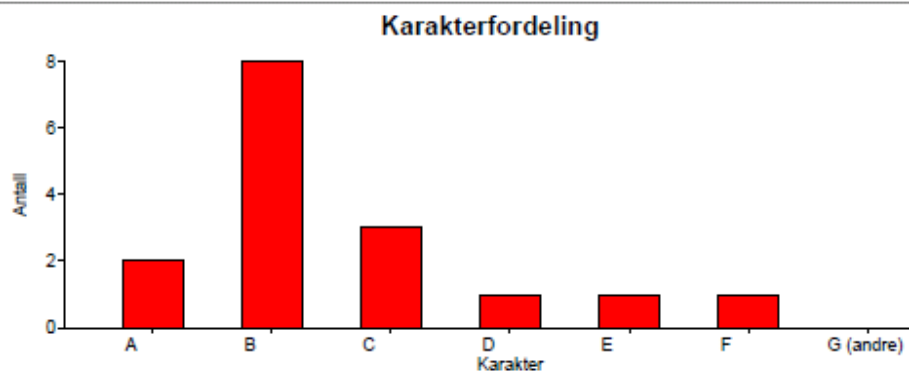
### Karakterfordeling

#### Vurderingsordninger m / karakterfordeling

#### Karakterfordeling

Vurd.enhet	Ordning	Antall studenter	A	B	C	D	E	F	Andre
2015 VÅR ORD	LH Mappevurdering og hjemmeoppg	18	2	8	3	1	1	1	0
		%	13	53	20	7	7	7	0
		%	13	50	19	6	6	6	0

Emne: GEO337 0



### 3. Egneevaluering

*Vurdering av undervisningsopplegget i forhold til mål og resultater (emneansvarlig)*

### 4. Studentevaluering:

7 svar.

#### #1 I study this course as part of: (choice)

Part of the Master Programme in Geography: 3

Part of the Master Programme in Development Geography: 3

Exchange Programme: 1

#### #2 To what extent have you participated in the sessions, assignments and film seminars? (choice)

80-100%: 7

#### #3 How do you assess the academic content of the course? (choice)

Good: 2

Very good: 5

#### #4 How do you assess the pedagogical quality of the lectures? (choice)

Very good: 4

Good: 1

Average: 1

Poor: 1

#### #5 How do you evaluate your learning outcomes from the sessions? (choice)

Very good: 3

Good: 3

Poor: 1

**#6 Please add information if you have any supplement comments to the sessions: (text)**

- Opne kommentarfelt fjerna

**#7 How where the mandatory assignments of benefit to you? (choice)**

Very good: 4

Good: 2

Average: 1

**#8 Please add information if you have any supplement comments about the mandatory assignments (text)**

- Opne kommentarfelt fjerna

**#9 Which books/articles do you regard as valuable for your learning? (text)**

- The whole curriculum
- The Session texts.
- Leach(2007); Roe 1991: Making Political Ecology
- Leach's articles and that of Neumann
- POLITICAL ECOLOGY BY NEUMANN Roe article
- Mye spennende litteratur på pensum.

**#10 Which books/articles were not as helpful? (text)**

- 2015-03-23 X: All were helpful to some extent

**#11 Communication and administration of the course: how do you evaluate the contact with the department? (choice)**

Very good: 5

Good: 1

Average: 1

**#12 How do you rate the correspondence between what you have learned and the text about learning**

### outcomes (<http://www.uib.no/en/course/GEO337>)? (choice)

Very good: 3

Good: 3

I don't know: 1

### #13 Do you think the information published on "my space" is sufficient to keep you updated according to the course? (choice)

Yes: 7

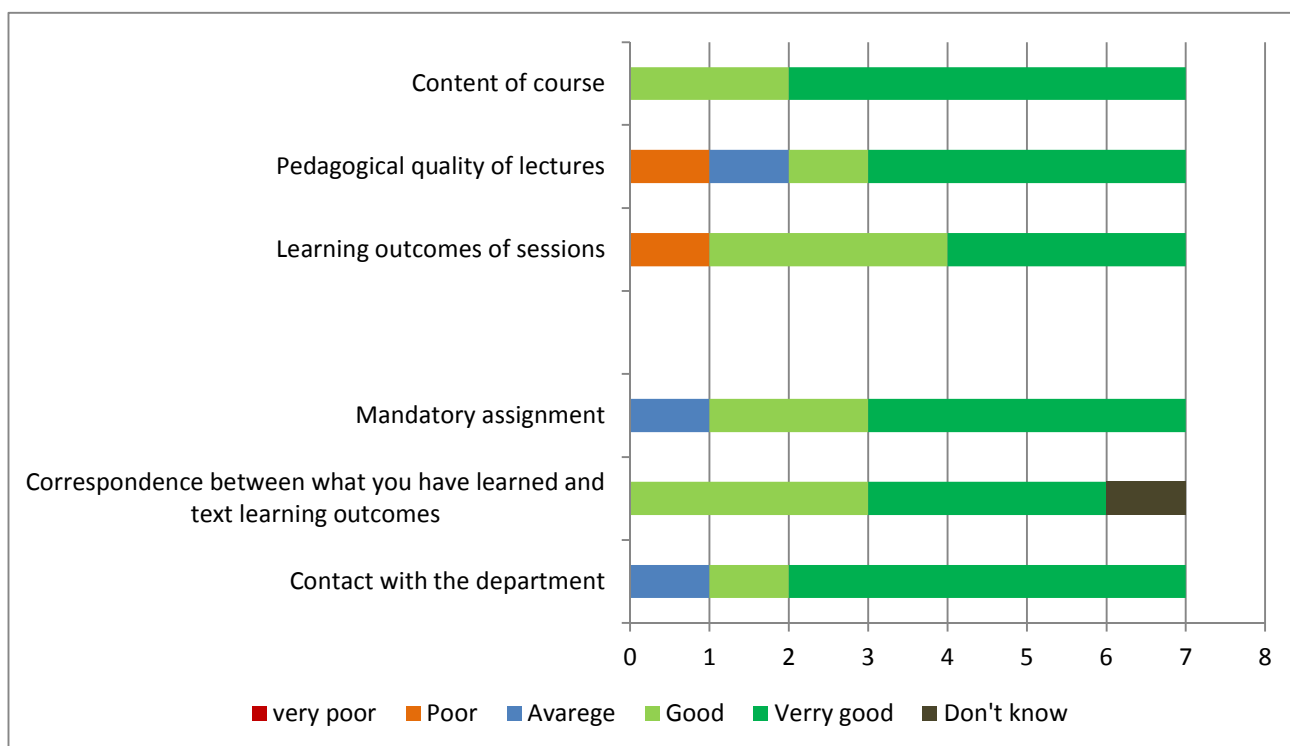
### #14 Do you have any suggestions on how to improve the course? (text)

- Opne kommentarfelt fjerna

### #15 What is your joint evaluation of the course? (text)

- Opne kommentarfelt fjerna

### Oppsummering svar spørsmål 3, 4, 5, 7, 11 og 12



## 5. Oppfølging

*Oppfølging av/kommentarer til tidligere evalueringer. Hvordan rapporten følges opp, evt. tiltak eller endringer som er gjort/planlegges gjennomført på bakgrunn av emnerapporten*

Based on a response rate of less than half of the participating students in the course the overall impression is that the form of learning in GEO337 consisting of written sessions, written assignments with written feedback and resubmission, online debate and role play and film seminars is working well.

This form of teaching involves some challenges, which also some students point out. One of them is that the lectures are written instead of ordinary classroom lectures. One of the reasons for having written lectures (or sessions, as we call them) is that this makes it possible for students in other countries (mainly we have had students in Nepal) to access the lectures. It is our experience that the students also learn a lot from re-reading the sessions several times, for example re-visiting the sessions after having read the literature recommended for a particular session or when writing an assignment related to a session. We will therefore not introduce regular lectures in this course, both because it would exclude participation by students abroad and also because this form of teaching represents a variation from all the other classroom lecture based courses available.

The online assignments, the debate and the role play, could be more interactive, as one student mentions. The students do their online entries in the course of a week. We would love to make these assignments more simultaneously interactive but technically that is not possible to do in Kark or My space, and if we were to do these assignments in the classroom, students abroad would be excluded. For some students it is also an advantage that they can do their entries into the debate or role play at a time and day convenient to them.

Some students mention that they like the two film seminars very much. In these seminars we also have lively 'face-to-face' discussions after the film (the film seminars are not obligatory and students abroad are only provided with a link so that they can watch the film online). We will certainly continue showing films and look for new films that can be added to/replace the films we show. Next year we could have three film seminars (as we have had in some of the previous years).

When it comes to the written assignments one student mentioned that the comments were sometimes difficult to understand. Clarity in the comments is something we always try to achieve (as we also strive for in the formulation of assignment tasks) and we tell the students in the classroom introductory seminar that they must contact the teacher if they do not understand a comment, which some of them also do. We can continue recommending this to the students.

With regards to the student who feels uncomfortable with the fact that the comments are open for all students in the course to see, it is something that is understandable. We do however think that it is a good learning process for the students to be able to see the various comments and to see what kind of advice the teachers provide. Besides, the final version of the assignment is visible to the teachers only. There is of course the fear that student colleagues might get 'too much input' into their own

essay writing from reading the essays that got the most positive comments by the teachers. This is something that can be discussed, and we can consider making also the first version of the assignments visible for the teachers only. A learning element would in that case be lost.

The curriculum will undergo a major revision for the 2016-version of the course, meaning that the classic and best articles will be maintained and recent relevant articles will be included. The book 'Making Political Ecology' by Roderick Neumann (2005) will be maintained even if it is ten years old since it gives an excellent and very accessible introduction to the evolvement of the field of political ecology. The newer research is presented in the articles.