

GEO324 Quantitative Analysis

1. Informasjon om emnet	
Emne	https://www.uib.no/en/course/GEO324
Undervisningssemester	Vår 2020
Emneansvarleg	Jesse Schrage
Vurderingsform	3 days home exam
Undervisningsform	Lectures and seminars
Obligatoriske arbeidskrav	No compulsory attendance spring 2020 as part of the measures to limit the risk of corona infection.

2. Statistikk															
Eksamensmeldt	16														
Bestått	14														
Ikke møtt	2														
Stryk	0														
Gjennomsnittskarakter	C														
Karakterfordeling															
Ordning	Antall studenter A B C D E F Andre														
H Hjemmeeksamen	16 2 2 6 4 0 0 0														
	% 14 14 43 29 0 0 0														
	% 14 14 43 29 0 0 0														
Emne: GEO324 0															
<p style="text-align: center;">Karakterfordeling</p> <table border="1"> <caption>Data for Karakterfordeling</caption> <thead> <tr> <th>Karakter</th> <th>Antall</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>2</td> </tr> <tr> <td>B</td> <td>2</td> </tr> <tr> <td>C</td> <td>6</td> </tr> <tr> <td>D</td> <td>4</td> </tr> <tr> <td>E</td> <td>0</td> </tr> <tr> <td>F</td> <td>0</td> </tr> </tbody> </table>		Karakter	Antall	A	2	B	2	C	6	D	4	E	0	F	0
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B	2														
C	6														
D	4														
E	0														
F	0														

Geo 324 - End-of-course Report and Student Feedback

What did you focus on in the teaching program? Give a brief description of the teaching program in the course, with emphasis on what was new this time.

This is the second year for me to run this course. It is articulated around the divergent discourses of the Green economy, their respective assumptions, actors, processes and conditions, but also their shortcomings. As such, the structure of the course was divided in two parts, where the first part offered an overview of the Green Economy as a vision (green growth, social inclusion, environmental sustainability...), a discourse (basic entities, assumptions, use of concepts and language...) and finally a set of policy recommendations (low carbon transportation, labelling and standards, industrial ecology, ...). The second part contextualize this discourse in light of the ecological, economic and social limits that a nascent literature has identified, and diversifies the range of discourses that is understood under the Green Economy (from BAU to Degrowth). The course extends over 6 weeks, included 10 sessions with the students, and through lectures, literature seminars, a workshop, an academic debate and, as examination, a 3-day home-exam.

Some of the shortcoming identified from last year were addressed this time. This year the course had a stronger emphasis on the discourses of the green economy – this meant that both literature seminar I&II required more work and preparation. This translated into seminars of greater quality and, despite online teaching, of greater involvement on behalf of the students.

What is your assessment of how well the teaching program worked? Give a brief description of any evaluations that have been made, and give an assessment of the experience of this year's teaching program.

An assessment through google forms was carried out at the end of the course. As it stands, 2/3rd of the students have completed the feedback form.

Similarly than last year, the course received some positive feedback from the students, which highlighted the interactive, participatory and engaging nature of the sessions as a strong element of the course. I personally felt that there was a sound balance of lectures and more interactive (WS, seminars, debate,...) sessions. Some students highlighted the need for 2 or 3 more literature seminars to delve deeper into the content of the course. Furthermore, some of the feedback mentions that the literature seminars were a great way to contextualize the knowledge that was brought by lecturers and which allowed the students, through discussions with peers, to better learn and understand the concepts that we covered in the course. This complements other comments which highlight the role of the debates in the student's learning process – as an opportunity to engage with the content in a specific context and topic. Finally, lectures such as the one provided by Tarje Wanvik, who presented on the role of contestations in urban planning in Bergen, received good feedback from students as it allowed to anchor and illustrate topics and concepts explored in the course.

Similarly than last year, the most important element from the course that the students seem to bring with them is some of the criticism or limits of the green economy discourse that we covered in the course. Here some feedback mentions that some of them have developed more critical stances in how to appraise and engage with such concepts.

What adjustments to the curriculum do you recommend for the next time the course is offered? Give a brief assessment of which parts of the teaching program should be continued and what, if any, should be changed.

There are several elements to be mentioned in this regard.

First, shifting the lectures onto an online format required considerable work and adjustments. The philosophy of the course being based on active student participation, the schedule of the course required some minor changes, and the online lectures required a lot more preparation and detailed information. Overall, judging by the student feedback, the quality of the course has not suffered that much, and this situation also highlighted some of the course's strong points: Part II on a "reassessment of the Green Economy" received good feedback and should continue to be a strong part of the course. Part I of the course might however require some attention: other lecturers could contribute to developing the course content (introduction to Green eco, role of businesses and entrepreneurs, business clusters, ...). Next year might also benefit from an updated literature list, especially for session 1&2 (see schedule). Finally, the home exam was also a success in that it allowed the students to delve deeper into the content of the course and articulate their own voice – this is an element worth keeping.

Second, some comments highlighted the overlap in content between this course and another. While this might be due to one session in particular, it calls for greater communication between course coordinators, and continued efforts to clarify subject focus area.

Thirdly, based on my personal experience of the course and some student feedback, I strongly feel that the course would benefit from being allocated more teaching days. The feedback stressed the need for more time to cover the course content, more literature seminars and more time to discuss elements of the course. This course is worth 10 credits (1/3rd of a semester) and extends over only 6 weeks. 2 of these weeks provide the opportunity to have full day sessions, but this might not be enough to allow the students the time to explore topics and content relating to the course. This is something that I felt the first year around, but especially this year as increased efforts were made to engage and communicate with students. This would need to be discussed at the department level.

Data

Part I – the course as a whole

What is your general impression of the course? 4,44

To which degree do you think that your knowledge and experiences have been made visible and been able to contribute to the course? 3,8

Has the course provided you with the knowledge and skills that you think will be useful for the rest of the programme? 4,5

Where there any topics that were over represented in the course?

Comments removed from this report.

What is the most important thing that you take with you from the course?

Comments removed from this report.

Part II - How can the course be improved?

Comments removed from this report.

Geo 324 – Geographies of the Green Economy

The Best thing about the course.

Comments removed from this report.

The Worst thing about the course.

Comments removed from this report.

Other Comments

Comments removed from this report.

Course Schedule

Geo324 Geographies of the Green Economy, 10 credits

	Tuesday 3rd March	Tuesday 10th March	Tuesday 17th March	Tuesday 24th March	Tuesday 31st March	Tuesday 14th April
8						
9						
10			Actors of the Green Economy Elin Drangen & Peter Heimstad Room SV 645	Reassessing the Green Economy in light of Deep and Rapid transformations Jesse Schrage Room SV 645	Contestation in the Green economy Tarje Wanvik Room SV 744	Debating the Green Economy Mandatory Students & Course Coordinator
11						
12			Understanding the green economy Mandatory Students & Course Coordinator Room SV 645	Relating to the Green Economy - Student Session Students & Course Coordinator Room SV 645		
13					Introduction to Academic Debating Jesse Schrage Room SV 645	
14	Course Introduction - Welcome to the Green Economy Jesse Schrage Green economy: State of the art and academic debates	Processes of the Green Economy: On Regional Innovation systems Jens Kristian Fosse Room SV 744				
15	Grete Rusten Room SV 744					

	Lectures
	Seminar
	Examination

Written Examination : May 22nd