



Emnerapport V2018:

## GEO337 Critical Perspectives on Environment and Development

### 1. Informasjon om emnet

Emne	<a href="https://www.uib.no/en/course/GEO337">https://www.uib.no/en/course/GEO337</a>
Undervisningssemester	Vår 2018
Emneansvarlig	Siddharth Sareen
Vurderingsform	Portfolio with 3 essays and one online home exam. One joint grade will be given.
Undervisningsform	This is a Web-based course. <ul style="list-style-type: none"><li>• 7-8 online written lectures (Sessions)</li><li>• 3-4 online assignments with supervision</li><li>• Online debate</li><li>• Online role play</li><li>• Film seminars for students in Bergen</li></ul>
Obligatoriske arbeidskrav	Participation in online debates and online role play.

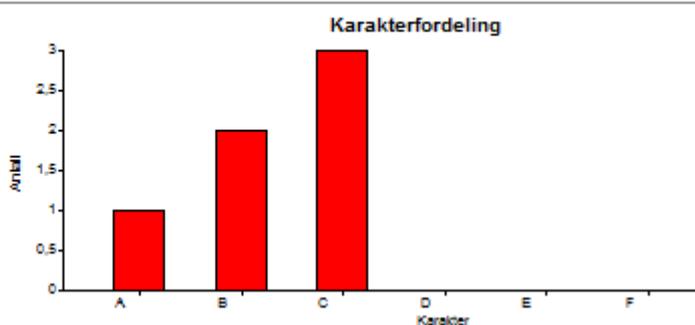
### 2. Statistikk

Eksamensmeldt	8
Bestått	6
Manglende obligatorisk krav	2
Gjennomsnittskarakter	B

Karakterfordeling

#### Gjennomføringsfakta - emne

Emne: GEO337 0



### 3. Egneevaluering

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

I thoroughly enjoyed teaching this course. There was limited scope for redesigning this edition as per the instructions I received, so I focussed on curriculum updates, restructuring the thematic modules, and making adjustments to module content. The last component included integrating new readings into some modules in uploaded modules texts (in the form of written lectures), replacing sections that concerned discarded readings, and adding new content including an entirely new module seven.

The class comprised a heavy exchange student component and the student backgrounds differed considerably. So I substituted online role play and debate with a group assignment where I paired up students to create a healthy balance. I chose not to force online participation by not assigning it weightage in assessment and did not see much online student interaction. Instead, I emphasised classroom engagement, and this helped identify acute student needs, according to which I adapted the course delivery. Some students displayed consistent engagement throughout, whereas others who were slacking initially showed a noticeable improvement in performance, in my opinion based on the adaptive changes in my teaching approach and the assigned tasks.

The film seminar component worked well in conjunction with an assignment on the same theme to get students engaged initially. The organisation of readings into themes by module also helped students handle the considerable reading load, although my impression is that not all spent sufficient time on all the readings, which is hard to address in a blended learning course. The final examination therefore included aspects that required explicit engagement with some key readings, and students also had to demonstrate deeper understanding of self-selected literature as part of an assignment.

If in charge of the next edition in Spring 2019, I would like to carry out more significant changes to the curriculum, including a more mixed media presentation of the online lectures. I will balance the focus on a more global plane, including an emphasis on climate and energy aspects that have gained prominence in conjunction with concerns of equity pertaining to development and the environment. I would however retain the useful framing of 'critical perspectives' as this provided a useful input that the course participants clearly required to equip them with a well-rounded geography education.

### 4. Studentevaluering:

There was only one respondent on the evaluation. Student replies are removed from the report published online.

### 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*

I did not receive copies of any former course evaluations, and as this was my first time being course responsible for it, am not positioned to comment here. However, I did draw on existing course materials, updating some of them, and some classic readings and corresponding lecture notes remain relevant. Others would benefit from further updates, more changes in the course curriculum if permitted, and I would complement this with a re-write of part of the delivery methodology. Key changes that I would undertake include more use of video materials, engagement with current debates, assumption (and demand) of a higher basic level of knowledge from incoming course participants, and evaluation exercises more tightly synchronised with assigned course readings.