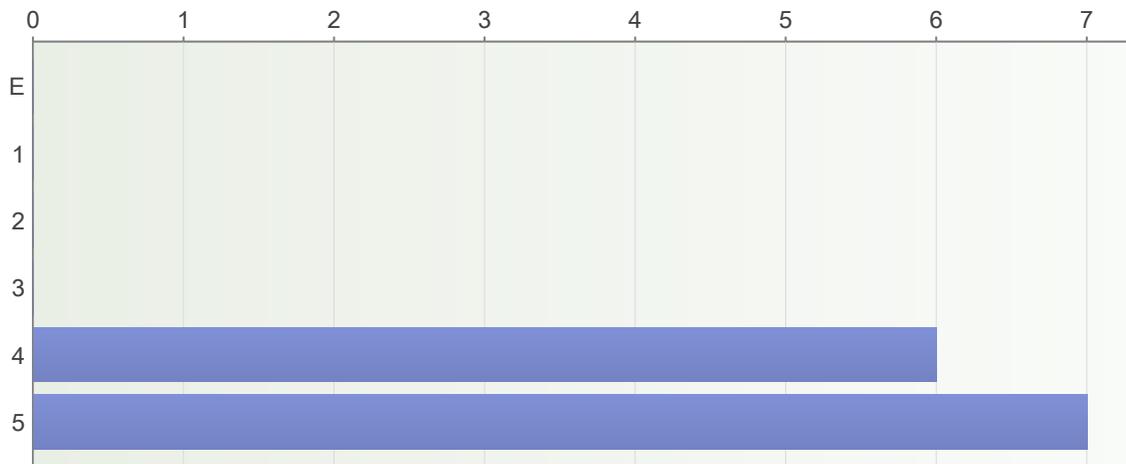


## WAT-E2080 Vesi ja hallinto L (2020-01-07 - 2020-02-20)

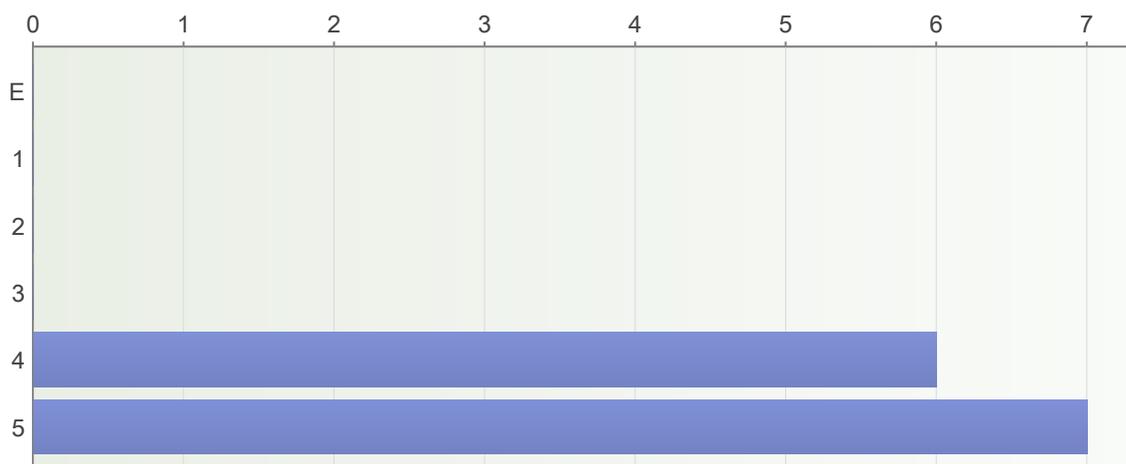
1. My overall assessment of the course E=Not applicable, 1=Fair, 2=Satisfactory, 3=Good, 4=Very good, 5=Excellent

Number of respondents: 13



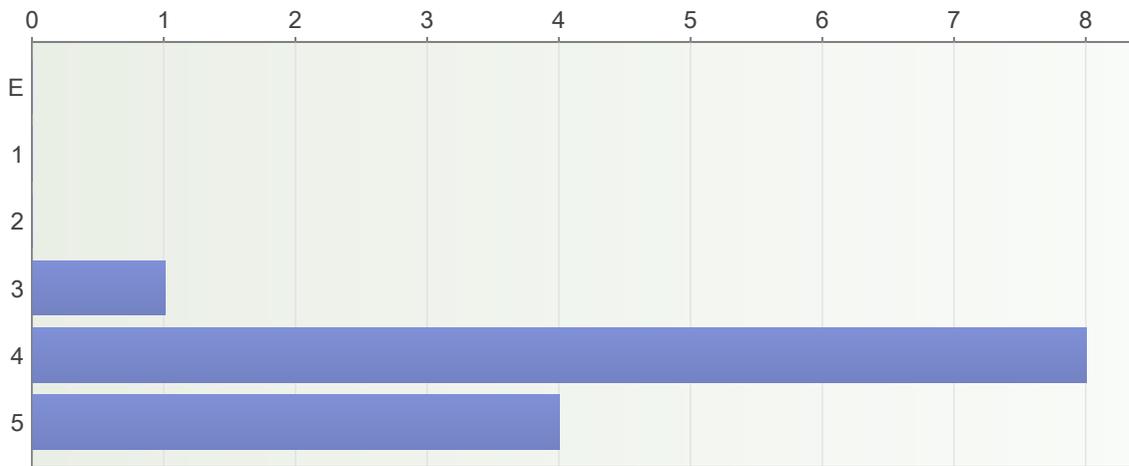
2. The teaching methods (lectures, labs, group work, online study, assignments etc.) supported my learning E=Not applicable, 1=Strongly disagree, 2=Disagree, 3=Neither agree nor disagree, 4=Agree, 5=Strongly agree

Number of respondents: 13



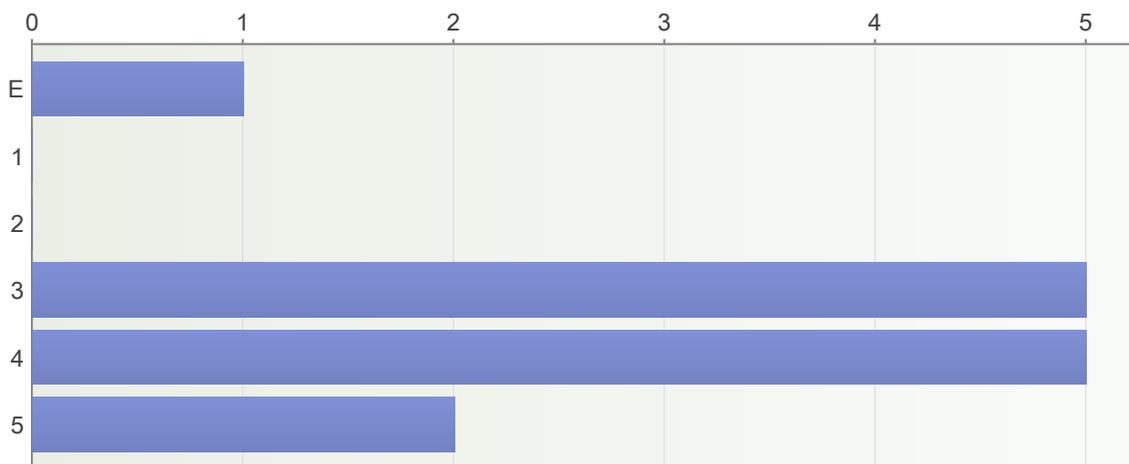
3. I am pleased with my study effort on this course E=Not applicable, 1=Strongly disagree, 2=Disagree, 3=Neither agree nor disagree, 4=Agree, 5=Strongly agree

Number of respondents: 13



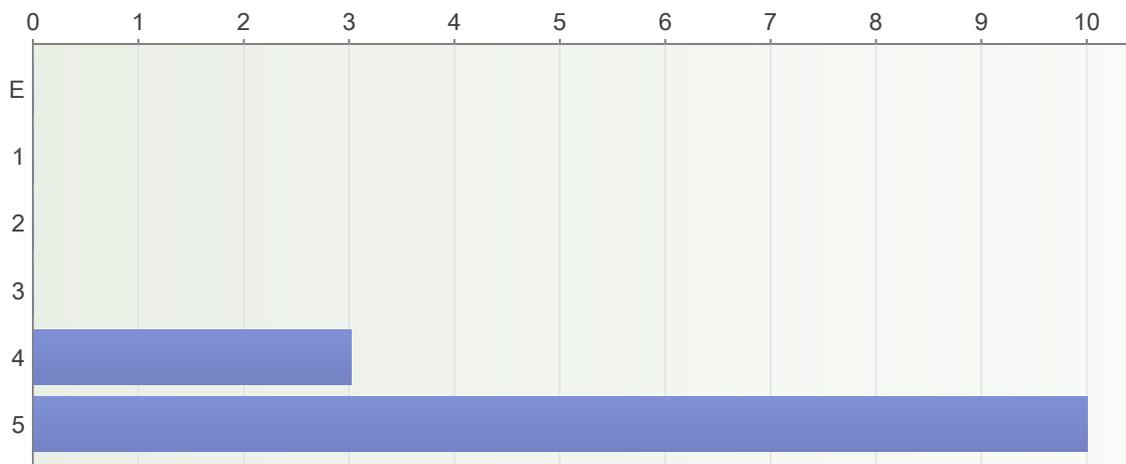
4. According to the guidelines, one credit (ECTS) requires 27 hours of student work. Compared with this, the completion of the course required E=Not applicable, 1=Considerably less time, 2=Slightly less time, 3=The right amount of time, 4=Slightly more time, 5=Considerably more time

Number of respondents: 13



5. I think I will benefit from the things learnt on the course. E=Not applicable, 1=Strongly disagree, 2=Disagree, 3=Neither agree nor disagree, 4=Agree, 5=Strongly agree

Number of respondents: 13



6. What was good about the course? Which factors in particular supported your learning?

Number of respondents: 10

- Reading circles

Providing additional reading material also enhanced learning > the different phrasing of a concept or system might often help to understand it better

Take-Home Messages were a positive surprise (at first, I thought they were just an "unimportant and must-do" task but I realised they are reflective "snippets" into the topics covered over the course and I can always go back to them to see what I learned or what I found particularly important at that time)

- It was nice having a new guest lecturers every class. Some were much more engaging than others but interesting in their own ways. Having learning points as an assignment was an easy way to keep track of major findings and themes without having to do too much work. Readings were very informal and reading circles were as beneficial as the members made them. It helped to discuss major findings and themes. I also enjoyed working on the case study as well even though I wish I could have dove deeper into the topic if time had allowed.
- Guest lecturers were very good and gave a nice view to the subjects.
- The Topic !

That we were sometimes encouraged to stand up!

- continuous learning and studying during the course makes it work for me because I'm not good at studying during the course if there is no clear structure and timetable. On this course the clear routine worked out fine and there was also given good amount of freedom with project work to do it "as consultant".
- Guest lecturers and course topics were VERY interesting and engaging. I really enjoyed each one and the questions/discussions that the other students engaged in during the lectures
- The reading circles were helpful for orientating to the lectures and coming up with relevant questions about the lecture topics. The take home messages helped me to find the most relevant learnings (for me) from the lectures.

- It was exciting to have lecturer's with different backgrounds and knowledge. Marko is also an excellent lecturer.
- I really liked the topics and I thought that the guest lectures were good. The environmental law one was a stand-out. I also really enjoy Marko's inputs in class and liked the presentations and comments that he made. Lauri and Amy were engaged and helpful during the course.
- Comment about the work load: it took me 45,5h work with the case study and 56h with other things in the course. But I usually work quite efficiently, so I feel it was the right amount of work load, even though the hours are bit less.

## 7. What needed improvement on the course? Which factors complicated your learning?

Number of respondents: 4

- Even though we all know that teamwork is an important and vital skill for future, it would have been nice to do some individual tasks during the course

- I would like to have more Examples of real water Politics.

I think there could be newer / better reading material about Hydropower.

- One again presentation/seminar day was pretty boring and presentations were not as good as they should be. But that is something that whole water department should introduce more to studies.
- I really enjoyed the content of the lectures, I thought Amy presented each slide a little quickly - I was really engaged on the topics and would have wished to go a little slower and spend more time on each slide. I still enjoyed her lectures but I think slowing down would improve them even more.

## 8. One of the key learning methods in the course were PREPARATORY READING CIRCLES i.e. reading the given material independently and then discussing this together with your group. How did this work for you: was it useful and did it enhance your learning (also during the lecture)?

Why/why not?

Number of respondents: 12

- Preparatory reading circles were really good and enhanced my learning about the topics: more perspectives and opinions also improved reasoning skills and listening to others
- Readings were very informal and reading circles were as beneficial as the members made them. It helped to discuss major findings and themes.
- When I had had time to focus and read the article well, the circles were useful. The guiding questions weren't always as useful.
- to be honest i hated it bur i think it prepared me for every lecture
- I liked that we read scientific articles every week though I do have to say that the articles were usually very heavy and would've taken a large amount of time to actually read. Because there was so much reading and additional reading I had to just skim them through due to lack of time. Though I suppose it was good practice for the future since I won't have time in the future to read articles through entirely either. I didn't feel that the reading circle supported my learning that much but I realised during the last contact session that the reason for that was just my group. In the new reading circle group everyone had much more novel ideas and were more vocal which supported my learning more.
- Some of the articles were kinda too complicated language even though I understood the point of the paper clearly. I has to be clear on which level of focus the reading materials should be read as some of them were really long. Otherwise the whole reading circe thing worked out at least for me and our group.

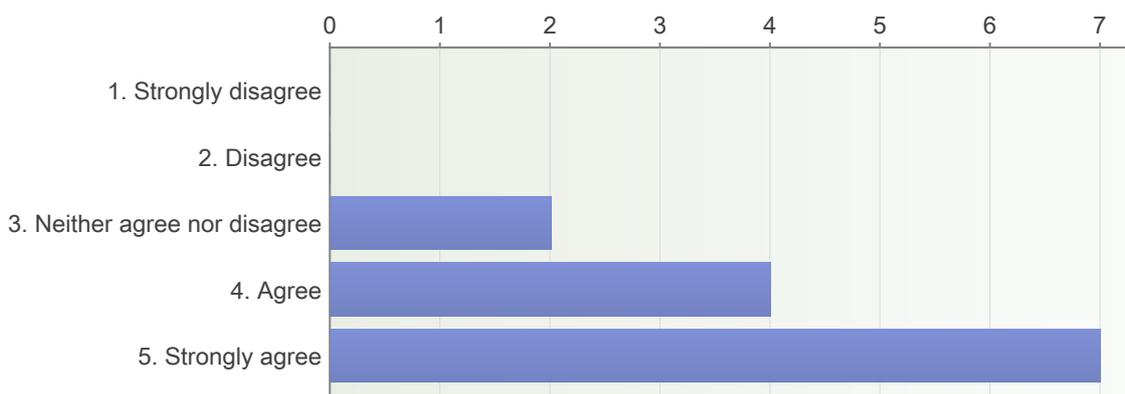
Also reading circles gave that little preparation for lectures which was the best thing with those.

- It felt difficult to summarize our discussions and relating our case study in the length of the reading briefs. This may have been on purpose to get our key points but I felt that we had some very good discussions that covered multiple topics and I didn't want to leave anything out from the brief

- The reading circles were useful because they gave me background about the lecture topic and the guiding questions helped me to find the key information from the material. They helped me come up with relevant questions for the lecturer.
- I really like this method. However, sometimes I was struggling to have enough time to read everything. There was lots of extra material, which I rarely had time to really dig deeper into.
- Loved the reading circles - hadn't ever done it before and thought it was great. My group was engaged and really started to analyse the reading material for things to use in our case study as the course went on. Maybe there was a little much to read... It might benefit from slightly narrowing the reading material, but at the same time those that have more time could benefit so I don't think that it needs to change.
- Reading circles worked very well for me (and my group). The discussion helped to memorize the material and gave new insight through others' views. Also reading articles independently is something I like, at least to some extent.
- Yes, this kind of method, that you first have the material to yourself and then can discuss it with others or then can listen to the lecture related to that, is very good for me! Much better than coming to the lecture with no pre-knowledge.

### 9. PREPARATORY READING CIRCLES supported my learning:

Number of respondents: 13



### 10. Another key learning method were CASE STUDIES that aimed to deepen your knowledge on a given governance context, and to teach you practical methods to analyse governance. How did you find the Case Studies and related governance elements? Any suggestions for improvements?

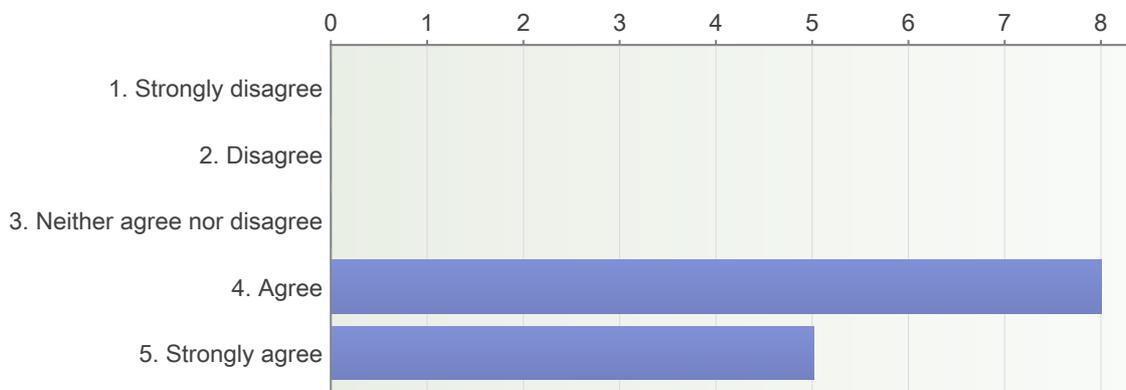
Number of respondents: 12

- Case studies were really good and provided hands-on experience with the methods and governance frame
- Check-up submission for the case study over the course would have been useful instead of the 2 submissions at the end of the course
- The case study thought me how to better analyze governance issues on multiple scales and perspectives. And also thought there will be some tools that are more useful than others but it is worth it to try many to see which is most helpful
- It was a good way to get to know one governance context.
- I think the Waterframework and the mekong river were really interesting but the others were in my opinion a little bit boring. The methods were in my opinion a bit abstract, but I understand why we used them.

- The case study was a good project and I liked that I followed throughout the course. It was good that a governance frame was given and structure to follow because that made starting easier. However, I think more explanation could've been given on the collective problem and the process modified so that it is not the first thing to start with. I also think it would've been good to push students to start the report earlier because now it felt that the purpose was to start it quite late on. Lauri and Amy helping out with questions every Thursday was very useful.
- I'm now really familiar with all the governance and politics related to the hydro power so the case study worked out. I also learned something about others cases on presentation day which was also eye-opening.
- The case study was extremely interesting. It felt very easy to get a bit of an information-overload because we wanted to understand the case study situation but there always seemed to be more info we could look at or were missing and it felt difficult to narrow our scope without feeling like it wasn't accounting for other influences
- I found the case studies useful and it was helpful that the lectures were linked to the cases. I would have liked to learn more about mapping institutions and their interactions on the lectures, now there was more focus on actors.
- I found our case study very interesting and it was a practical way to apply the water governance methods that we learned during the course.
- Case studies were good - I struggled with the 80-20 breakdown as I found the 20% section the most interesting and would have liked to spend a bit more time on that but that's my personal preference.
- The whole process of the case study felt a bit messy and difficult to grasp, but in the end I feel now I learned a lot. It was just slightly painful and time-consuming.
- I feel that I learned a lot.

## 11. CASE STUDY supported my learning:

Number of respondents: 13



12. The course included a diverse set of LECTURES, with Tuesday's Contact Sessions focusing on different governance context and Thursday's Case Study Sessions then more on governance-related methods. How did this work? Any comments regarding the lectures themselves: which lectures were useful, which less so?

Number of respondents: 9

- The lecture on law was super engaging and is one of the lectures that stuck out to me.
- All of the lectures were good and useful, and I wished they lectures could have had the whole three hours. Sometimes I felt like the lectures had to skip slides and didn't have time to cover everything they had planned.
- -
- The guest lecturers were the highlight of the course, especially the guest lecture on environmental law! The lecturer for environmental was a very good presenter and he did a good job at just explaining the overview in an interesting way. Other guest lecturers were also very interesting cause they brought case studies much closer to reality. The first lecture on governance analysis methods was especially important and useful for the case study.
- I liked all the lectures, it's always nice to have interesting visiting lecture. Some of those were really rare opportunities to ask about concerning issues. Keep those visiting lectures interesting and up to date.
- I enjoyed all of the lectures and could find links to our case study from each. It was useful to discuss these contexts and then relate them back to our subject
- I think all the Tuesday lectures were useful because they were clearly linked to the case studies, and the Thursday lectures were useful for all groups.
- Loved the varying contexts and points of view from the lectures. Marko's lectures were great, he is very engaging and easy to listen to. The Env. law lecture was a stand out from the course - again because of the energy that the presenter brought.
- Majority of the lectures were great. It was nice to have so many guest lecturers. Some of them, for example Niko Soininen, was very inspiring and the lecture gave new perspectives. The EIA lecture wasn't so interesting to me, but on the other hand I had studied the subject already on another course.

13. Half of the course assessment i.e. grade comes from Self & Peer Assessment and another half by teachers, focusing on Case Study (2/3) and Reading Circle Briefs (1/3). How do you find the course assessment worked? Are the different elements in balance? Any ideas for improvements?

Number of respondents: 11

- I think the balance is quite ok between the elements. However, the assessment basically reflects on group work and its outcomes.
- It seems to be working fine.
- I think the course assessment focuses too much on the case study, since this course was water and governance and not group working skills.
- maybe it would be good to give members anonym feedback so that they can improve deficits arising in the course of processing
- I liked this course assessment! Group work often has the frustration of work division not being even so peer grading gives everyone a chance to reflect on how much everyone actually did. It would've been nice to receive grades and feedback on the reading circle briefs every week so that we could improve them.
- I dont see anything wrong with that.
- I think the course assessment worked well like this.
- I think there is too much weight on the peer evaluation, because it will heavily rely on how your peers assess your performance.
- Seems pretty fair to me, Hopefully I don't suffer in the peer assessment because I was away for two weeks during the SGT field trip which I couldn't avoid!

- Even if the self and peer assessment are important, I would lower their portion to for example 1/3 of the grade. I feel us students are not always experts in giving grades and by the end of the course some people might be tired and just give the grades without thorough thinking.
- I feel this is good way to make difference of how the members worked in the group. I would have liked to have and give the whole "I wish, I like" -feedback individually, because then you can better explain where you base your grade.