

COURSE REPORT

Background information (To be completed by course administrator)

Course LADOK code: FK201L	Scope (hp): 15
Course title: Civil Society Actors in Local, National and International Contexts	
Course coordinator: Maja Povrzanovic Frykman	Number of registered students: 21
Semester in which the course is conducted: HT22	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. SGFRE	

Administration's perspective (To be completed by course administrator)

The administration's views:

Forms of evaluation and feedback (To be completed by the course coordinator)

Formative course evaluation: (Describe the form of course evaluation and when it was completed) /	Number of students who participated in the course evaluation: /
Summative course evaluation: (Describe the form of course evaluation and when it was completed) Survey in Canvas	Number of students who participated in the course evaluation: 8
Feedback to students: (Describe how and when the feedback was given to the current student group) The feedback was provided in relation to the delivery of graded take-home exams.	

Student's perspective (To be completed by the course coordinator)

Summary of the students' course evaluations: (The five university-wide questions should be included. Compilation from digital questionnaires can be appended.)

Q1: The great majority of the responding students (87.5%) felt that they achieved the intended learning outcomes to a large and very large extent. The suggestion for improvement concerned the need for more time for covering the topics raised in the seminars as well as that in Module 2, '...critical understanding of the concept of civil society' could be further developed in relation to contemporary perceptions of it.

Q2: The All respondents were satisfied to a large or very large extent with the working methods used in the course. Seminars in Module 2 were specifically praised.

Q3: Half of the respondents felt that the course's examination forms have given them very good or excellent opportunity to show how well they have achieved the intended learning outcome, while half were less satisfied, while still not stringly critical. A better balance between the requirements for seminars (too much work for a pass /non pass credit) and teakhome exam (too little words) in

Module 2 were asked for. It has also been pointed out that the exam in Module 2 is focusing on different things than the workshops, which should be made clear to the students in advance, as some feel they did not have enough time to prepare for the exam.

Q4: The course has generally met the students' expectations; most respondents see that it has done so to a large extent.

Q5: The great majority of respondents found that the course gave them the opportunity to take responsibility for their own learning to a very large extent.

Teacher's perspective (To be completed by the course coordinator)

Summary of the teacher's views/Results: (The comments on the course's implementation and the results based on an assessment of the students' actual learning outcomes in relation to the intended learning outcomes, are summarised here. Both success factors and problems are identified).

This evaluation is in line with our observation over the years, that the majority of PACS students are generally very interested in and satisfied with this course. The grades are generally very good and the teachers feel that the transfer of their knowledge is overall successful.

Analysis and action plan (To be completed by the course coordinator)

Analysis: (The course coordinator is responsible for ensuring that the analysis is based on a summary of the students' individual course evaluations, views from relevant teachers and course administrators, knowledge development in the field of research and that this analysis is done in collaboration with the teaching team.)

The teachers are highly involved in this course and they consider it having an important function in the programme as it specifically promotes civil society actors' perspectives. One student's comment reflects the opinion shared also by the teachers: "Very interesting course! I feel like there is so much more to learn!"

Besides the time the individual students invest in learning, the variation in exam grades depends on the students' ability to write in English. The students whose English is weaker will be directed to support services provided by the University. The suggestions for reconsidering the amount of work needed for graded and pass/non-pass credits will be discussed among the teachers involved.

Action plan: (The changes planned to be made in the short and long term are stated here, as well as the timetable for when the actions are planned to be carried out and who is responsible for the implementation. If identified problems are left without action, this should be justified. The follow-up of proposed measures according to the previous course report(s) is presented here.)

The course responsible will meet the other teachers in the course in connection to a regular PACS teacher's meeting to discuss the students' suggestions concerning Module 2, before the Module 2 is given next time.

Publishing and archiving (To be handled by the course administrator)

- ☐ The course report is published, and the students have been informed about the publication,
- ☐ The course report is archived according to the university's archiving rules,
- ☐ The course report is shared with the programme coordinator (if applicable),
- ☐ The course report is saved according to any additional requests on behalf of the department.