

# COURSE REPORT – Summary of course evaluation

## Background information (To be completed by the course administrator)

<b>Course LADOK code:</b> GP110L	<b>Scope (hp):</b> 30
<b>Course title:</b> International Peace and Security – Public International Law and International Politics	
<b>Course coordinator:</b> Malin Isaksson	<b>Number of registered students:</b> 57
<b>Semester in which the course is conducted:</b> HT24	
<b>Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name.</b> Independent course	

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

<b>Formative course evaluation, for example dialogue during the course (optional)</b>	<b>Approx. number of students who participated in formative course evaluation(s):</b>
<b>Summative course evaluation (obligatory)</b> <input checked="" type="checkbox"/> Only via Canvas <input type="checkbox"/> Canvas and other form <input type="checkbox"/> Only other form (written and/or oral)	<b>Number of students who participated in the summative course evaluation:</b> 14

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

<b>Summary of the students' oral and written feedback:</b> An overall positive view of the course contents. Difficult and heavy course literature for some. Some had opinions about the last module and difficulty to grasp the expectations from the seminars and/or research for each group session. Some highlights a positive view of the variation of examination forms; the independency of studies; the course's inter-disciplinary focus and interesting topics and themes for seminars. Some have had difficulty with group work and much intensive work during ICL (also heavy exam for that module). More teaching activities wanted by some.
--

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

<b>Summary of the teacher's views:</b> <ul style="list-style-type: none"> <li>About 24 % of the course participants have answered the final survey/evaluation which makes it very difficult to make any solid or evident conclusions.</li> </ul> <p>The independency of studies and group work: this is part of the course content and learning activities. This is also evident in the course plan and explained in the course introduction so if applicants to the course are hesitant to that structure, they should not apply to the course. The learning activities and forms of interactions have shown to contribute to the students' learning abilities. Also students become more ambitious about their own contributions and efforts along the course. The level and standards of studies: The course requires a lot from each student, and it becomes difficult for those that might not want to contribute as much or who is not used to study in-depth. We have ten examinations (ECTS) during this course which gives us a good overview in the end of how the progression of course contents has contributed to the students' academic abilities and knowledge. Also, the variation of examinations contribute to fairness and security of grade decisions for each individual at the course. All seminars are also obligatory as part of the learning process. Hence, the course contents (literally) require fulltime studies, and this is also rewarding at</p>
---

the end of the course. The course's inter-disciplinary focus: a combination of law, politics and history sets the academic discourse on the situations and conflicts dealt with during the course which is relevant from a GPS perspective and in line with Uni's strategic approaches. Also, this multidisciplinary focus is seen as a positive aspect among the students and this has been expressed by several international and/or exchange students.

The lack of or need for more teaching activities: This is always a problem relating to hours for fulltime studies and courses covering social science at the Uni. The teachers at the course try to make the best out of the hours provided from the department/faculty. This also naturally result in obligatory sessions and seminars where students' contributions and discussions become vital and important. The focus for our learning activities are to structure and systematize the teaching so the theoretical and practical abilities and skills are connected through the modules.

Overall, we see that majority of students have developed their academic skills and knowledge during the semester which we see as a huge success. The structure of the course with case methodology and problem-based learning, contributes to the learning process and becomes visible in the different discussions and examinations. Also, the empirical material and real situations that are in focus for the course in the different modules are contributing factors. The students know very early in the course that they must contribute to the positive atmosphere of their group work, and that they need to take responsibility for their own learning. The course is systematized through a student active learning progression which clearly is demonstrated in the last modules and examination. Clear rules, instructions and close dialogue between teachers-students are key attributes for the students' learning outcomes and also beneficial for the maintenance of a good relationship betw students and student-teachers. The students at the course come from a variety of GPS programmes but also from outside of MAU, which indicates that the course serves as a complement to other university studies.

### **Action plan (To be completed by the course coordinator)**

The underlying analysis and the action plan should be based on a summary of the students' individual course evaluations, views from teachers in the course and the knowledge development in the research field. If identified problems are left without action, this should be motivated.

#### **The following changes are planned in the short and long term:**

The course revision that took place in 2020-21 has turned out to be good both in a pedagogical and in a substantial way. Naturally, more hours allocated to the course would be beneficial as it would answer to students' wishes for more teaching activities. Revision of course literature and our pedagogical material for cases and/or trial or exercise scenarios is continuously ongoing and revised on an annual basis to meet contemporary issues of concern for international law and politics. The course responsible teachers (Malin Isaksson and Lena Karlbrink) have also been approached by the management of the department with the request to draft a plan/structure for a full Bachelor programme including the contents of this course in combination with the UN course (organised every spring). We have worked out and submitted such a draft as requested, and believe that this would be feasible, and a very positive and natural development. A BA programme would correspond very well to other programmes at GPS and would match the wishes from students that we meet. We will have to wait and see if there will be any interest in the future to actually adopt such a programme.