

## COURSE REPORT – Summary of course evaluation

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

Course LADOK code: GP180L	Scope (hp): 30
Course title: Caucasus Studies	
Course coordinator: Katrine Gotfredsen	Number of registered students: 44
Semester in which the course is conducted: HT24	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. Independent course (distance)	

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

Formative course evaluation, for example dialogue during the course (optional)	Approx. number of students who participated in formative course evaluation(s):
<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>  <b>15</b>

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

<p><b>Summary of the students' oral and written feedback:</b></p> <p>Approximately 34 percent of the students completed the survey, so the results are inconclusive at best.</p> <p>Generally, the majority (87%) of students who completed the survey were very satisfied with the course, its content and overall quality and ranked all the different statements with either 5 or 6. It is also our impression that students were generally pleased with the course and its structure and content.</p> <p>Suggestions for improvement included an update of some parts of the syllabus and literature to account for more recent political developments in the region. From some students there was also a request for more interactive learning activities.</p>
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### Teacher's perspective (To be completed by the course coordinator)

<p><b>Summary of the teacher's views:</b></p> <p>The group of students taking the course is diverse. For some students passing the assignments and exams appear relatively easy, while others have significant challenges and fall behind. Since there is no in-class dialogue, teachers give individual feedback on assignments and exam papers, but this doesn't always fully match the advantages of oral feedback and discussion.</p>
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With very few exceptions, however, students who have taken assignments and exams have passed in their first (and a few cases second) try. With few exceptions, students who have passed the full course, have received very good results. Since the course is online and flexible, many students study only parttime and many take the exams in a slower pace than the schedule envisions (i.e. submitting only for first- or second re-exam opportunities).

### **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:**

WHAT should be done, WHO should do it and WHEN should it be done?

This was the first time this course was given in its new form (following IM112L) and we are generally pleased with the results. However, there is also agreement in the teachers group that some elements of the course could do with a more thorough review and update – both in terms of topics covered and assigned literature – in order attend to newer materials and perspectives on the region. We will begin discussions on this in VT25 and do the agreed upon revisions in connection with giving the course in HT25.

Remember to orally feedback the results of the course evaluation to

- the students who have completed the course evaluation
- the students of the next course round, i.e. the next time the course is given