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: 54**
Semester in which the course is conducted: HT25	
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):**
Summative course evaluation (obligatory) ☒ Only via Canvas ☐ Canvas and other form ☐ Only other form (written and/or oral)	**Number of students who participated in the summative course evaluation: 9**

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

Summary of the students' oral and written feedback:

Only approximately 17 percent of the students completed the survey, so the results are inconclusive at best.

Generally, the majority students who completed the survey were very satisfied with the course, its content and overall quality and the median ranking in section 1-5 were between 4.7 and 5.6 on a scale from 1-6.

According to the comments in section 6, students particularly appreciated the organization and format of the course (flexible, online and independent learning; organization of modules, lectures and readings) as well as the complexity and detail of the course material and content of lectures.

Suggestions for development in section 7 included more focus on linguistic aspects; more freedom in terms of reading and sources; as well as leaving out quizzes as assignment- and examination forms (see teacher's perspective below).

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

Summary of the teacher's views:

Combining the survey with the individual feedback and communication we have had with students, it is our impression that students were generally pleased with the course and its structure and content.

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.

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 the grade C or above.

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).

The main challenge we as teachers have had to deal with in the course is how to tailor learning activities and assessment formats to the rise in use of generative AI among students. Given that the course is given asynchronously and all learning and interaction happen digitally through Canvas, the lack of "live interaction" and oral elements make the course very vulnerable to the use of generative AI.

Assessment strategies to overcome this have included multiple choice quizzes with time limit (to ensure some level of general knowledge), video filmed oral presentation and a demand that students actively use and reference the course material. The downside to this, as we see it, are the kinds of critical comments on quizzes and fixed demands on readings and sources given above.

Action plan (To be completed by the course coordinator)

The underlaying 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:

In sum, we find the students' course evaluations to be very positive and corresponding well to the impression among the teachers on the course and we don't identify any major changes to be undertaken as of now.

However, we will continue to work with constructing and developing learning activities and assessment formats to make the course design more robust against over-reliance on generative AI, while facilitating independent thinking and engagement.

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