

COURSE REPORT – Summary of course evaluation

Background information (To be completed by the course administrator)

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| Course LADOK code: GP210L | Scope (hp): 30 |
| Course title: Climate Change and Global Politics | |
| Course coordinator: Scott McIver. Teaching team composed of Scott McIver, Johan Modée, Gunnhildur Magnusdottir, Steven Marr, Isobel Squire, Johan Ekstedt . | Number of registered students: 82 |
| Semester in which the course is conducted: VT24 | |
| 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 | |

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

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| Formative course evaluation, for example dialogue during the course (optional) | Approx. number of students who participated in formative course evaluation(s): circa 40, in line with the number of active students on the course. |
| Summative course evaluation (obligatory) <input checked="" type="checkbox"/> Only via Canvas <input type="checkbox"/> Canvas and other form <input type="checkbox"/> Only other form (written and/or oral) | Number of students who participated in the summative course evaluation: 15 |

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

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| <p>Summary of the students' oral and written feedback: Of those students who completed the summarive course evaluation the feedback was very positive. All of the indicators in the Canvas evaluation scored on a mean around 5 (out of six).</p> <p>Students noted the challenges of engaging an online class, but were strongly positive about how this had been down across the modules. One wrote that: 'the learning experience from the course was very good with a great variation in the teaching methods and engagement, from lectures, discussions and written exams to presentations and guest lectures' and another that 'Compared to my previous studies I have done, I appreciate that these two modules have had a lot of assignments instead of just reading'. A third emphasised the 'nice balance between lectures, seminars, verbal presentations and written exams' and a fourth their enjoyment of 'meeting different students with different experiences and having great discussions' and the 'mix of own responsibility and obligatory assignments'.</p> <p>Students were also positive about the easy accessibility of the reading materials (which are all available online).</p> <p>Points focused on improvement noted some difficulties with the use of Canvas and that the timing of presentation activities should be communicated as early as possible.</p> |
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Teacher's perspective (To be completed by the course coordinator)

Summary of the teacher's views:

This is the first time the course was given in an online format (and only the second time it has been given at all) and it is pleasing that the course evaluations have been so positive. There is strong support from students for the pedagogical structure of allowing students to guide the substance of many of their core activities. Some useful discussions were had with the students about the literature and the distinct activities and tasks that form the workload of the course. These have been taken on board and will be considered in future revisions and improvements to the course.

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?

See points above. The general position of students and lecturers is that, overall, the course is currently working well. The shift in spring 2024 to an online course structure presented some challenges but these have been met successfully. As always the engaged LECTURERS shall consider REVISIONS to literature; the contemporary substance of lectures and seminars; and the format of evaluation tasks during the course. This is done in an ONGOING and CONTINUOUS way as the course runs from term to term.

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