

# KURSRAPPORT

## Bakgrundsinformation (Fylls i av studieadministratör)

Kursens LADOK-kod: GP220L	Omfattning (hp): 15
Kursens namn: Peoples, Cultures, and Identities in the Caucasus Region: Diversity and Similarity	
Kursansvarig lärare: Katrine Gotfredsen	
Termin som kursen har genomförts: HT23	Antal registrerade studenter: 26
Ange om kursen är fristående kurs, programkurs eller uppdragsutbildning. Om kursen har genomförts inom ett program ange programnamnet.	

## Studieadministrationens perspektiv (Fylls i av studieadministratör)

Studieadministrationens synpunkter:
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## Kursvärderingsformer och återkoppling (Fylls i av kursansvarig lärare)

<b>Formativ kursvärdering:</b> (Beskriv form för kursvärderingen och när den genomförts)  Since we do not see students regularly in class, ongoing course evaluation can be a challenge. We do have an open discussion forum in Canvas open for student views and ideas, but few students reply to calls for input during the semester. However, it is our impression that students contact us if they are dissatisfied or experience difficulties. Most of the questions were of a technical (mainly Canvas) and administrative character.	<b>Antal som deltagit i kursvärderingen:</b>  N/A
<b>Summativ kursvärdering:</b> (Beskriv form för kursvärderingen och när den genomförts)  A link to the evaluation Survey (with questions agreed by KPN) was posted in Canvas	<b>Antal som deltagit i kursvärderingen:</b>  5

**Återkoppling till studenter:** (Beskriv hur och när återkoppling genomförts till aktuell studentgrupp)

The course report is published in Canvas

## **Studentperspektiv (Fylls i av kursansvarig lärare)**

**Sammanfattning av studenternas kursvärderingar:** (De fem obligatoriska frågorna ska belysas. Sammanställning från enkätverktyg kan bifogas om så önskas.)

A summary of responses to survey questions are given below. It is, however, important to note that only approximate 30% of students who have been active in the course completed the survey, and, hence, the results are somewhat inconclusive.

- 1. To what extent do you feel you have achieved the course's intended learning outcomes?**

Mean: 4,8 (6-point scale from a very small extent (1) to a very large extent (6))

- 2. To what extent do you feel the course's working methods/learning activities have been a support in your learning to achieve the intended learning outcomes?**

Mean: 4,6 (6-point scale from a very small extent (1) to a very large extent (6))

- 3. To what extent do you feel the course's examination forms have given you the opportunity to show how well you have achieved the intended learning outcomes?**

Mean: 5,2 (6-point scale from a very small extent (1) to a very large extent (6))

- 4. To what extent do you feel the course as a whole has met your expectations in general?**

Mean: 5,2 (6-point scale from a very small extent (1) to a very large extent (6))

- 5. To what extent has the course given you the opportunity to take responsibility for your own learning?**

Mean: 6 (6-point scale from a very small extent (1) to a very large extent (6))

- 6. What has been especially good about the course?**

Diversity of topics, interesting and detailed material, manageable readings and good instructions complexity of the material and perspectives, independent analysis

- 7. What can be developed in the course? Please give some concrete suggestions/ideas**

Teaching and learning activities could be more interactive and e.g. include pre-

recorded lectures and/or live-meetings.

**8. How much time (hours) per week have you spent on the course?**

80 % have spent less than 20 hours and 20 % between 20 and 30 hours. It is important to note here, that the course was offered as part-time study.

**9. Please summarise your overall experience of the learning infrastructure (e.g. Canvas learning platform, Library, GPS administration, university facilities)**

The general impression is that the infrastructure works well. The comments on the administration, Canvas and the library are positive.

### **Lärarperspektiv (Fylls i av kursansvarig lärare)**

**Sammanfattning av lärarnas synpunkter/Resultat:** (Här sammanfattas kommentarerna till kursens genomförande och resultat utifrån en bedömning av studenternas faktiska läranderesultat i förhållande till kursens lärandemål. Såväl framgångsfaktorer som problem identifieras.)

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 detailed individual feedback on assignments and exam papers.

With very few exceptions, students who have taken assignments and exams have passed in their first (and a few cases second) try. Since the course is online and flexible, many students studied only parttime and many took the exams in a slower pace than the schedule envisions (i.e. submitting only for first- or second re-exam opportunities). Of the 26 students registered, 17 submitted two or more assignments. At the time of writing we expect 12-14 students to complete the course in its entirety.

### **Analys och åtgärdsplan (Fylls i av kursansvarig lärare)**

**Analys:** (Kursansvarig ansvarar för att analysen bygger på en sammanfattning av studenternas individuella kursvärderingar, synpunkter från berörda lärare och studieadministratörer, kunskapsutvecklingen inom forskningsfältet samt att analysen görs i samverkan med lärarlaget.)

In sum, we find the students' course evaluations to be very positive and corresponding well to the impression among the teachers on the course.

This was the first time the course was given and while some details in terms organisation, readings and formulation of assignments will be adjusted next time the course is given, it is our impression that the design, organisation, and content was very well received by the students.

In terms of suggestions for improvement, one point stand out: There is the call on behalf of some of the students for more 'live'/Video input from teachers and more interaction with fellow students. This is a issue we have encountered in other online courses as well, and we have been working in the teaching team on meeting this request. However, since the course is also fully flexible and we cannot demand students to be available online at the same time, this necessarily makes it a challenge to find a good format (that does not require a way too time consuming one-to-one dialogue between teachers and students). It is worth noticing, however, that other students also appreciate the flexibility and independent responsibility involved in the present format.

**Åtgärdsplan:** (Här anges vilka förändringar som planeras på kort och lång sikt, samt tidplan för när åtgärderna planeras att genomföras och uppgift om vem som ansvarar för att genomförandet sker. Om identifierade problem lämnas utan åtgärd ska detta motiveras. Uppföljning av föreslagna åtgärder enligt tidigare kursrapport/er redovisas här.)

We must work with the interactive aspects of learning activities and explore ways of motivating student participation, interaction and dialogue.

Some details around the organisation and scheduling should be adjusted for the next time the course is given. We should also consider the pros and cons of offering the course as a full-time study for a half semester (i.e. in terms of numbers of applicants, the student population and level of completion).

### **Publicering och arkivering (Ombesörjs av studieadministratör)**

- ☐ Kursrapporten är publicerad och studenterna har meddelats om publiceringen,
- ☐ Kursrapporten är arkiverad enligt universitetets arkiveringsregler,
- ☐ Kursrapporten har delgivits programansvarig (om det är en programkurs),
- ☐ Kursrapporten har sparats enligt institutionens ev. ytterligare önskemål.