

COURSE REPORT – Summary of course evaluation

Background information (To be completed by the course administrator)

Course LADOK code: GP230L	Scope (hp): 15
Course title: Global Politics of Artificial Intelligence – Transnationalism, Agency, and Governance	
Course coordinator: Michael Strange	Number of registered students: 73
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)

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) xOnly 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)

<p>Summary of the students' oral and written feedback:</p> <ul style="list-style-type: none"> • Students report that the course meets its stated objectives, with 47% selecting the highest response 'to a very large extent'. • Students report that course activities supported their learning, with 53% selecting the highest response 'to a very large extent'. • Students felt that the examination method enabled them to reflect their learning, with 40% selecting the highest response 'to a very large extent'. • Students were satisfied that the course met their expectations, with 47% selecting the highest response 'to a very large extent'. • Students felt that the course allowed them responsibility over their own learning, with 80% selecting the highest response 'to a very large extent'. • Sample of student comments: <ul style="list-style-type: none"> ○ 'Course leader and lecturers were great and course material they provided us were very educative'. ○ 'I greatly appreciated the lecturers' methodology and their encouragement of thinking and reasoning outside the box.' ○ 'It was the first time I came across this sort of method. We have learnt a lot through the discussions and sharing our experiences and knowledge gained by reading what we have come across other than course material and listening to presentations of other students. It was a great experience. I loved every minute of it'. ○ 'More than the examinations I really wanted to gain knowledge in this latest technological advancement and the benefits and risks of it. I believe I achieved lot more than I intended to gain'.
--

- 'Well coordinated'.
- 'It actually exceeded my expectations'.
- 'If given the opportunity to have second part of the course, I would quickly jump at it'.
- 'It has increased my inquisitiveness and hopefully I can continue learning more'.
- 'The best thing about the course is the general critical and postcolonial approach to the world of AI. The deconstruction of the hype, the biases, the inherently political nature of what is proclaimed to be objective and neutral. I also really enjoyed the exposure of the political economy behind the extractive nature of AI and the power relations involved in developing AI'.
- 'I am pleasantly surprised how well made the whole course was, very well made!'
- 'Interesting subjects, active and engaged teachers'
- 'Opportunity to read and watch later - because of work, family etc.'
- 'The course leader and the lecturers were so great and way of teaching method is highly appreciated. So the learning outcome was immense'.
- 'Big kudos to all the lecturers, especially Michael who took great time to address all questions, and emails from the students. You have done a great job, most especially to those of us that belong to the working class, and were still given the chance to participate through a flexible lecture timing. The team should keep it up'.

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

Summary of the teacher's views:

- To teach a highly dynamic and interdisciplinary field we designed what was for us a new way to teach, with extensive trust placed on the students to engage asynchronously with the multiple materials provided. This included adding new literature throughout the course that reflected the rapidly growing knowledge on the global politics of AI. This proved much more successful than we had hoped, given such an approach is also risky when we don't meet the students IRL. Yet, the students' response gave us confidence the design was correct. They brought an incredible energy that inspired the teaching team to perform at its best.
- Students have asked for us to provide more non-Western views on AI, which is a very valid and relevant point given the postcolonial approach provided. In part there is a limit to this due to what materials exist but, thankfully, we do see more non-Western literature on AI emerging that could be incorporated.

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?

- We will continue reviewing the literature, including looking for more non-Western literature that can strengthen the course. This plan is already built into the course design.