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: 38**
Semester in which the course is conducted: VT25	
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 learning	

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): 10 (approx.)
Summative course evaluation (obligatory) ☐ Only via Canvas x☐ Canvas and other form ☐ Only other form (written and/or oral)	**Number of students who participated in the summative course evaluation: 10**

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

Summary of the students' oral and written feedback:

- All respondents to the survey reported positively that the course had achieved the intended learning outcomes, with the majority selecting the two top scores out of six. Examples of student comments: 'It was very useful course'; 'This being an evolving topic, the teaching team did a great job!'
- The vast majority of respondents saw the course's working methods/learning activities as as a support towards achieving the learning outcomes. However, it should be noted that some asked that the discussion forums be extended beyond the 48 hours available during Spring 2025. The survey also indicated, for the first time compared to previous semesters, a perception amongst some that the material was excessively demanding. Examples of student comments: 'It was intense I must say. I like the amount of interesting papers being shared but it took me a while to go through them with understanding'; 'I enjoyed the mix of lecturers and the blend of focus areas'.
- Nearly all respondents reported positively that the examination formats had supported them in achieving the intended learning outcomes. However, one respondent requested a greater focus on written exams over presentations. Examples of student comments: 'I like the structure of the exams. The mix of critical analysis, discussion and paper-writing challenges lots of different skills sets from a research and learning perspective'; 'There should be more written exams, less videos and presentations'.
- Respondents reported positively that the course had met their expectations. Examples of student comments: 'The content of the course is very interesting and I liked that the course was flexible enough to cover current events and leave room for current topics'; 'I was positively surprised about the course and MAU. I have learned a lot'.

- Students reported highly that the course gave them the opportunity to take responsibility for their own learning. Examples of student comments: 'Absolutely it gives that opportunity'.
- Examples of responses where asked what they found to be 'especially good' about the course: 'The lecturers are approachable and deeply knowledgable as well as being open to discuss and guide my learning. The scope and connection of the topic areas was up to date and applicable in the field I am looking to develop in'; 'The material and how relevant it was and not outdated. Being able to look at AI from different perspective thanks to it. Instant contact with the teachers. Abundance of external material to further study each subject'; 'It was very interesting, since it was something I have never studied before'; ' Interesting content, flexible focus and efficient lectures with a clear point'.
- When asked for what they would like changed, students suggested extending the time for the discussion forum but also more opportunities for group work. There were also some concerns about the Canvas system for uploading assignments, due to technical issues that were quickly solved but caused some initial frustration for students and teachers.

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

Summary of the teacher's views:
- The course has now run three times. It is clear from both the survey as well as direct discussions with students that the course continues to be highly successful. However, we also agree with students that it works best when able to run at half-speed as it did when we first developed the course. That allowed extra time for the discussion forums and reading preparation.
- Though a rare comment, we will consider the request for more written exams over presentations. That said, we also find that most students appreciate having a mix of both written exams and presentations and have no immediate plans to remove the presentation exams in favour of only written exams.
- The issues with Canvas are noted but, also, we have no involvement in procurement. We also note that the majority of students are positive towards the digital infrastructure. Overall, the current systems compare well internationally and help support ensuring the course is able to run at distance successfully.

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:
WHAT should be done, WHO should do it and WHEN should it be done?
- We have asked management to consider allowing the course to run at half-speed next time it is offered. That would mean it ran in the Autumn/Fall, followed by its sibling course (GP235L – Artificial Intelligence – Ethics, regulation, and everyday politics) in the Spring. We hope our request is met but understand this is a budget consideration.

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