

# COURSE REPORT

## Background information (To be completed by course administrator)

Course LADOK code: IM112L	Scope (hp): 30,00
Course title: Caucasus Studies I	
Course coordinator: Katrine Gotredsen	Number of registered students: 39
Semester in which the course is conducted: HT22	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name	

## Administration's perspective (To be completed by course administrator)

The administration's views:

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

<p><b>Formative course evaluation:</b> (Describe the form of course evaluation and when it was completed)</p> <p>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.</p>	<p><b>Number of students who participated in the course evaluation:</b></p> <p>N/A</p>
<p><b>Summative course evaluation:</b> (Describe the form of course evaluation and when it was completed)</p> <p>A link to the evaluation Survey (with questions agreed by KPN) was posted in Canvas</p>	<p><b>Number of students who participated in the course evaluation:</b></p> <p>9</p>
<p><b>Feedback to students:</b> (Describe how and when the feedback was given to the current student group). The course report is published in Canvas</p>	

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

**Summary of the students' course evaluations:** (The five university-wide questions should be included. Compilation from digital questionnaires can be appended.)

A summary of responses to survey questions are given below. It is, however, important to note that only 23% of the registered students completed the survey, and, hence, the results are inconclusive.

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

Mean: 5,3 (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: 5 (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: 5,3 (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: 5,8 (6-point scale from a very small extent (1) to a very large extent (6))

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

Comments in this section can be grouped around the themes of:

- Teaching format/approach: Flexibility, online, independent learning, layout of lectures, organisation of modules, lectures and readings.
- Teaching material and perspectives: Interesting and detailed material, neutral perspectives on a highly politicised region, complexity of the material and perspectives.

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

- In some cases the course literature and layout could be more up-to-date.
- Teaching could be more interactive – in particular in language modules.
- Perhaps there could be one monthly (online) meeting with discussion/interaction supervised by a teacher.

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

44 % have spent less than 20 hours and 44% between 20 and 30 hours. One person reported to have spent more than 40 hours.

**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.

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

**Summary of the teacher's views/Results:** (The comments on the course's implementation and the results based on an assessment of the students' actual learning outcomes in relation to the intended learning outcomes, are summarised here. Both success factors and problems are identified).

The group of students taking the course is diverse, and the 'academic literacy' among them varies much. 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. With few exceptions, students who have passed the full course, the full course result was C or above.

### **Analysis and action plan (To be completed by the course coordinator)**

**Analysis:** (The course coordinator is responsible for ensuring that the analysis is based on a summary of the students' individual course evaluations, views from relevant teachers and course administrators, knowledge development in the field of research and that this analysis is done in collaboration with the teaching team.)

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

Still, a few points stand out.

First, 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 returning issue 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.

This relates to the second point. It is clear from the evaluation survey that a minority of the students have spent the time equivalent to a full-time study on the course. This means that we can, and should, require more work from them. Hence, it seems necessary to find formats for engaging students in more activity – without requiring too much extra time and resources from the teachers of the course. This is an ongoing challenge, which is not easily solved.

Finally, with regards to the wish for an update of the course literature, this is something that we will take into consideration. The teachers do keep up with new trends and literature within the topics taught in the course, but we may do even better in including some of this in the course literature. At the same time, we also believe that some texts are essential to the course modules, and, even if not new, should be part of the obligatory readings.

**Action plan:** (The changes planned to be made in the short and long term are stated here, as well as the timetable for when the actions are planned be carried out and who is responsible for the implementation. If identified problems are left without action, this should be justified. The follow- up of proposed measures according to the previous course report(s) is presented here.)

We must continuously explore ways of motivating student participation and dialogue and we are working developing this.

We have embarked on a process of developing the full course packet in Caucasus studies over the upcoming semesters. When doing so, it seems important to note that even if the number of applicants and students in the courses have been declining somewhat, there is a very high level of satisfaction with the quality of the course from those completing them.

The Russian invasion of Ukraine has demonstrated the relevance of studies of the wider region and we could most likely use this background to attract new students and spark an interest in Caucasus studies as one aspects of this. In that sense it is important that we make sure to develop as well as market and advertise the course and our other courses in Caucasus Studies.

**Publishing and archiving (To be handled by the course administrator)**

- The course report is published, and the students have been informed about the publication,
- The course report is archived according to the university's archiving rules,
- The course report is shared with the programme coordinator (if applicable),
- The course report is saved according to any additional requests on behalf of the department.