

KURSRAPPORT

Bakgrundsinformation (Fylls i av studieadministratör)

Kursens LADOK-kod: IM112L	Omfattning (hp): 30
Kursens namn: Caucasus Studies I	
Kursansvarig lärare: Katrine Gotfredsen	
Termin som kursen har genomförts: HT23	Antal registrerade studenter: 41
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:

Kursvärderingsformer och återkoppling (Fylls i av kursansvarig lärare)

Formativ kursvärdering: (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.	Antal som deltagit i kursvärderingen: N/A
Summativ kursvärdering: (Beskriv form för kursvärderingen och när den genomförts) A link to the evaluation Survey (with questions agreed by KPN) was posted in Canvas	Antal som deltagit i kursvärderingen: 15

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 34% of the registered students completed the survey, and, hence, the results are somewhat inconclusive.

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

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

- **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: 4,9 (6-point scale from a very small extent (1) to a very large extent (6))

- **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: 4,9 (6-point scale from a very small extent (1) to a very large extent (6))

- **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))

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

Mean: 5,9 (6-point scale from a very small extent (1) to a very large extent (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.

- **What can be developed in the course? Please give some concrete**

suggestions/ideas

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

- Teaching format/approach: Teaching and learning activities could be more interactive. Perhaps include pre-recorded lectures and/or live-meetings
- Teaching material and perspectives: In some cases the course literature and layout could be more up-to-date. Include discussions/analyses of recent/ongoing events from the Region.
- **How much time (hours) per week have you spent on the course?**

33 % have spent less than 20 hours and 67 % between 20 and 30 hours.

- **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, 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. Since the course is online and flexible, many students study only parttime and many take the exams in a slower pace than the schedule envisions (i.e. submitting only for first- or second re-exam opportunities).

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 lärolaget.)

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 continuously 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.

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 continuously explore ways of motivating student participation, interaction and dialogue. This is an ongoing request from students, but we still have not found a sustainable means of doing this successfully.

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 new course and our other courses in Caucasus Studies. We have developed a new course, "Caucasus Studies", which will take over from this course in the upcoming semesters.

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.