COURSE REPORT – Summary of course evaluation

Background information (To be completed by the course administrator)

Course LADOK code: IM112L	**Scope (hp): 30**
Course title: Caucasus Studies I	
Course coordinator: Katrine Gotfredsen	**Number of registered students:** 55
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) X Only via Canvas ☐ Canvas and other form ☐ Only other form (written and/or oral)	**Number of students who participated in the summative course evaluation:** **5**

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

Summary of the students' oral and written feedback:

Only 5 of the 55 registered students completed the survey, so the results from there are inconclusive at best.

Generally, the students who completed the survey were very satisfied with the course, its content and overall quality and ranked all the different statements with either 5 or 6. It is also our iimpression that students were generally please with the course and its structure and content.

Suggestions for improvement included an update of some parts of the syllabus to account for more recent political developments in the region.

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

Summary of the teacher's views:

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, however, 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).

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?

For the planned future, this was the last time this course was given. We have developed a new course, “Caucasus Studies”, which will take over from this course in the upcoming semesters. Part of the reorganisation of the course will include attending to newer materials and perspectives on the region.

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.

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