

## COURSE REPORT

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

Course LADOK code: IM200L	Scope (hp): 15
Course title: IMER II: The Challenges of Ethnic Diversity	
Course coordinator: Magdalena Ulceluse	Number of registered students: 34
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. IMER II	

### 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)

<b>Formative course evaluation:</b> (Describe the form of course evaluation and when it was completed) <a href="#">Online evaluation form</a>	<b>Number of students who participated in the course evaluation: 18</b>
<b>Summative course evaluation:</b> (Describe the form of course evaluation and when it was completed) <a href="#">Online evaluation form</a>	<b>Number of students who participated in the course evaluation: 18</b>
<b>Feedback to students:</b> (Describe how and when the feedback was given to the current student group) <a href="#">Feedback was provided during the final seminar of the course, after the course assessment in the form of a debate.</a>	

### 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.)  
 Almost 80% of the students who filled in the course evaluation form felt they had achieved the course's intended learning outcomes (Q1), and almost 60% felt that the course's methods and activities helped them in this regard (Q2). A total of 64% of those filling in the evaluation form also felt that the exams were a suitable way to grasp their learning in the course (Q3), and a similar percentage of respondents felt the course has met their expectations to a large to very large extent (Q4). Lastly, over 80% of the student respondents felt that the course allowed them to study independently to a large and very large extent.

### **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 course ran without any glitch, lectures were taught as planned, and generally, the students were engaging with the topic in both lectures and seminars. The course had a very good attendance, and it was clear that most students had done most of the required readings, as they were asking questions about them. Their commitment to learning also came across in the grades from the take home exam, where 50% of the 28 students who submitted their first exam received a grade A (29%) or B (21%).

### **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.)

Overall, we received good feedback from the students concerning the content of the course, and they especially appreciated the engaging manner of the lecturers.

We also received good feedback on the forms of assessing knowledge during the course, with students liking the mix of group work for the class debate, and fairly open take home exam. Nevertheless, there was a feeling, expressed by a couple of students in the feedback form, that there were two few lectures and seminars a week, which at times made it difficult for them to keep engaged with the material of the course. This is an aspect that we are reconsidering for the next iteration of the course, albeit we have not decided yet on the best course of action.

**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.)

As stated above, we are reconsidering the organization of the course, in terms of the weekly reading and class attendance workload for students. We are considering adding additional reading materials, as well as adding more seminars OR grouping more lectures/seminars in the same week. The evaluation form suggests that students appreciated the content of the course, but some had difficulties with what they perceived to be a slow pace of study. Therefore, this is the area we are focusing on.

**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.