

COURSE REPORT – Summary of course evaluation

Background information (To be completed by the course administrator)

Course LADOK code: IM229L	Scope (hp): 30
Course title: IMER Research Areas	
Course coordinator: Sayaka Osanami Törngren	Number of registered students: 31
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. SGIME Programme course term 4 + 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) <input checked="" type="checkbox"/> Only via Canvas <input type="checkbox"/> Canvas and other form <input type="checkbox"/> Only other form (written and/or oral)	Number of students who participated in the summative course evaluation: 7

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

Summary of the students' oral and written feedback: <ul style="list-style-type: none"> Students appreciated the teachers' strong engagement, interactive teaching style Creative assignments like reflection papers and social media posts for the second module helped deepen learning and encouraged consistent study. The structure, including the portfolio and limited literature, was generally well-received. The course content—especially topics on race, privilege, and social justice—was seen as important and thought-provoking. Some students wished for more variety in readings and broader global perspectives. There were also suggestions to revise repetitive content in the first module

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

Summary of the teacher's views: <ul style="list-style-type: none"> Most of the student comments focused on the second module, and although the response rate to the evaluation was low, we appreciate the positive feedback received. The students were highly engaged in both module 1 and 2, and the interactive lecture format worked very well in fostering participation and deeper learning. For the second module, this approach was also demanding from a teaching perspective, particularly in terms of keeping up with feedback and grading. We were too generous with the deadlines for reflection papers, which added to the workload and made it challenging to maintain a consistent pace.
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Action plan (To be completed by the course coordinator)

The underlying 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 aim to maintain the interactive teaching style while improving structure and clarity. Course coordinator will oversee the preparation for next year.
- All teachers involved in the 1st and 2nd module continuously update and broaden the course literature to ensure diverse and current perspectives.
- In the second module, the articles students work with are planned to be updated annually to reflect the latest research in the field. Additionally, a reevaluation of the submission guidelines for reflection papers in the second module is already scheduled for next year to improve workload management and clarity.

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