

COURSE REPORT – Summary of course evaluation

Background information (To be completed by the course administrator)

Course LADOK code: IM258L	Scope (hp): 15
Course title: IMER II: Europe and International Migration	
Course coordinator: Henrik Emilsson	Number of registered students: 35
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 <i>and</i> programme course within SGIME International Migration and Ethnic Relations	

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

Formative course evaluation, for example dialogue during the course (optional) We had one meeting with course representatives, 2 from each program year.	Approx. number of students who participated in formative course evaluation(s): 2
Summative course evaluation (obligatory) <input type="checkbox"/> Only via Canvas X <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: 13

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

<p>Summary of the students' course evaluations:</p> <ol style="list-style-type: none"> To what extent do you feel you have achieved the course's intended learning outcomes? Mean 4.5 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: 4.3 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: 4.4 To what extent do you feel the course has met your expectations in general? Mean: 4.0 To what extent has the course given you the opportunity to take responsibility for your own learning? Mean: 4.9 <p>Not many student used the opportunity to write free text, and that feedback are mixed. Some students found that the course had too much readings, while other found it too easy, and wanted more challenging exams.</p> <p>The feedback of what has been especially good about the course:</p> <ul style="list-style-type: none"> The guests presentations and talks. The seminars that used debating as a method. The debate connected really well to the lectures.

- Good that we had one guiding book and other literature next to it, instead of all different unrelated articles and sections of books.
- Priscilla's lectures. She is a wonderful teacher and her way of teaching is very informative and interesting to hear, as well as her course literature. Her lectures were the best part of this course. For her exams, Priscilla gives a lot of freedom to show our understanding of the course subjects, which I deeply appreciated.
- The reading materials have been very interesting
- Take Home exams
- The guests
- The challenging and engaging discussions in seminars.
- The teachers and the guest lecturers
- The seminars

The feedback about what can be developed in the course:

- Making lectures more interesting.
- Make classes more coherent with what has already been discussed in previous courses. It would be great if the course could be more interactive and please give more room to the students to critically review what they learned and make up their own mind, create space where critical questions can be asked and different opinions explored instead of asking rhetorical questions that do not challenge our thoughts.
- In a program where most students are adults with jobs and/or children, it was a little low to give out an entire exam to write it two days. Some lectures were repetitive to what we have learned in IMER I. Then, the course literature was limiting, especially when we were only allowed to use course literature for exam questions.
- More seminars and group discussions would have been great.
- There could be a bit more engagement in class rather than just lectures. Some imaginative approaches to how to engage classmates maybe too, as there are a few people in my class who literally never spoke and I think uni should be a place to challenge people out of their comfort zone (to a degree that is good for them).
- Some parts were already covered in the first semester (about migration theories and migration history of Germany, Netherlands and France).

Most students appreciated the learning infrastructure.

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

Summary of the teacher's views:

Overall, the average rating for the different aspects of the course are good.

There are two areas of student feedback that we think should be improved.

First, we agree that we need to take a look at the entire program to ensure that there are not too many overlaps between different courses. It is tricky, since one of the main ideas is that there should be a progression within the program, where the same topic we teach in IMER 1 could and should be studied more in depth in the later part of the program. The many changes of teachers between the years, teachers who adapt the content of the different courses, also makes it difficult to ensure the right amount of progression and to avoid overlaps. I have started a review of the content of the entire program with the ambition to make it more coherent.

Second, the students want more interactive learning, with discussions and seminars. We have an ambition to increase such pedagogical teaching methods. The success of such teaching methods also require an effort from students to prepare and read the course literature before lectures, something that not all students tend to do.

There are also some comments about the examinations, and that the examination questions are too structured and not open enough for creative writing. There is some truth to this comment. One limitation is that we have to ensure that the student reach the learning goals. But the main reason is the possibility to use AI when students write take home exams. This is the reason why the students only can use the course literature, with correct references, when answering take home exams. We need to consider how we should adapt the examinations to the presence of AI.

Action plan (To be completed by the course coordinator)

The following changes are planned in the short and long term:

- The program coordinator will do a review of the content of the IMER Bachelor program during the autumn 2024 to avoid repetition and ensure progression.
- More interactive learning methods will be introduced.
- The program coordinator is, during the autumn, studying the course “Generativ AI i undervisning och examination inom högre utbildning”, which could help adapting teaching and examinations to the increasing precense of AI.