

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: 52
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 2 + 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 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)

<p>Summary of the students' oral and written feedback:</p> <ol style="list-style-type: none"> To what extent do you feel you have achieved the course's intended learning outcomes? Mean 4.3 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: 4.0 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: 5.0 To what extent has the course given you the opportunity to take responsibility for your own learning? Mean: 5.1 <p>Overall, student feedback on the course was positive. However, the response rate to the evaluation survey was low, and only a few students provided written comments.</p> <p>One student noted the issue of low attendance during the course. Several commented on the exams, describing them as well-constructed but somewhat easy. Due to concerns about academic dishonesty, some students expressed a preference for shorter, multiple-choice assessments that could reduce opportunities for cheating.</p>

Students responded positively to the course readings, particularly appreciating the inclusion of diverse and recently published materials. The teaching staff also received favorable comments.

A recurring suggestion was the need for more time dedicated to discussion. Several students felt that the seminar format did not allow enough opportunity for each individual or group to engage deeply with the presented topics.

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

Summary of the teacher's views:

Overall, I believe the course is functioning well. Compared to last year, we implemented several significant changes that have strengthened both the course itself and the broader IMER bachelor program.

1. **Curriculum Review and Streamlining:**

We conducted a comprehensive review of the entire program to reduce unnecessary overlap between courses. As part of this process, certain content areas—such as migration theory—were removed to avoid repetition and create a clearer progression through the curriculum.

2. **Increased Focus on the EU and Migration Governance:**

Given the growing significance of the European Union, particularly in relation to migration governance, we expanded the course's focus on EU institutions and policymaking in this area.

3. **Clearer Course Structure:**

The course is now divided into two distinct modules. The first focuses on the functioning of global institutions and the EU, and now includes a multiple-choice exam to assess factual knowledge. The second module adopts a critical, bottom-up perspective. This structure has proven effective and will continue to be developed moving forward.

Main Challenge

The primary concern from a teaching perspective is the low student attendance. A significant number of students are working alongside their studies, which likely contributes to this issue.

Action plan (To be completed by the course coordinator)

No specific changes are planned. We have to discuss the low student attendance.