

COURSE REPORT

Background information (To be completed by course administrator)

Course LADOK code: IM631L	Scope (hp): 30,00
Course title: Problems and Questions in Contemporary IMER Research	
Course coordinator: Brigitte Suter	Number of registered students: 14
Semester in which the course is conducted: HT22	
Elective course	

Administration's perspective (To be completed by course administrator)

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

Formative course evaluation: (Describe the form of course evaluation and when it was completed)	Number of students who participated in the course evaluation: 14
Summative course evaluation: (Describe the form of course evaluation and when it was completed)	Number of students who participated in the course evaluation: 14
<p>Feedback to students: (Describe how and when the feedback was given to the current student group)</p> <p>In general, and from a teacher's point of view, this was a very successful course which resulted in a (very) good student evaluation and generally high course grades. Even though the course load was high (as this is the case for a reading course) most students were prepared for the lectures and seminars and this resulted in very good grades in the examinations. For the most part, the students found the teachers to be helpful and competent which also reflects the high engagement and time the teachers have invested in putting together and facilitating this course. From the student's evaluation it seems that some students had different expectations towards the course and towards the teachers which can explain the somewhat diverse rating the students have given to question nr 4. One student described how the course exceeded the expectations. Those that were more negative though did not give a detailed account on what was missing according to them, which makes it difficult to know which aspect the teachers could improve.</p>	

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

<p>Summary of the students' course evaluations: (The five university-wide questions should be included. Compilation from digital questionnaires can be appended.)</p>
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The course evaluation was filled in by 9 out of 14 registered students.

All students found that they have reached the intended learning objectives of the course (2 students on 6, 5 students on 5 and 2 students on 4).

All students also found that the working methods have enabled them to reach the learning goals (1 student on 6, 5 students on 5 and 3 students on 4).

While all students found that the types of examination have given them the possibility to show what they have achieved (1 students on 6, 2 students on 5 and 5 students on 4), the rate is somewhat lower than the previous two questions.

The students' response whether the course has met their expectations is somewhat more diverse (3 student on 6, 2 students on 5, 1 student on 4 and 3 students on 3).

The reply to the question to what extent the course has given the possibility to take responsibility for their own learning is overall very positive (with 4 students on 6 and four students on 5 and one student on 3).

The other comments about the course relate to the teachers which were mostly described in positive terms (as helpful, reachable, engaged). One comment brought up criticism towards some teachers without clearly specifying the problem. There were some comments on the combination of the two modules (some thought it was nice with two theory-heavy modules, and others saw a bigger contrast between the first module (less theoretical) and the second (more theoretical)) and some positive remarks on the variation between discussion, reflection and presentations, and the lecture by our guest lecturer Noel Salazar. One comment addressed the course literature which was deemed too high.

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

Summary of the teacher's views/Results: Overall, the teachers were satisfied with the course and the students' performance. Ideally, the number of students would be a bit higher in order to facilitate more discussion. One aspect that could be improved is to mentally prepare the students better for the amount of literature to read.

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.)

Action plan:

The introduction lecture can stress the particularities of a reading course better in order to manage the expectations of the students better. A reading course requires the students to read a larger amount of literature than a normal course. This can be made more clear.

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.