COURSE REPORT

Background information (To be completed by course administrator)

Course LADOK code: IR110L	**Scope (hp): 30,00**
Course title: International Relations I	
Course coordinator: Johan Modée	**Number of registered students: 119**
Semester in which the course is conducted: HT22	
International Relations Bachelor's Programme	

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

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): subsequent cource council with student representatives.	**Number of students who participated in the course evaluation:** all students via representatives.
Summative course evaluation: (Describe the form of course evaluation and when it was completed): online, end of semester.	**Number of students who participated in the course evaluation: 43 (36%)**
Feedback to students: (Describe how and when the feedback was given to the current student group): feedback is via course council.	

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

Summary of the students' course evaluations: 1. To what extent do you feel you have achieved the course's intended learning outcomes? The mean is 4,5, and median 5.0, above average. It indicates that most students are satisfied with this aspect of the course. Comments are generally positive. 2. 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? The mean is 4,4, and median 5.0, above average. It indicates that most students are satisfied with this aspect of the course. Comments are generally positive. 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?
Same figures as above. It indicates that most students are satisfied with this aspect of the course. Comments
are generally positive.

4. To what extent do you feel the course has met
your expectations in general?
Same figures as above. It indicates that most students are satisfied with this aspect of the course. Comments
are generally positive, notably the following: *Actually I was very surprised by how well the modules has been planned out, big plus with
all the module guides which really helped to guide me as a student even when it felt like I was lost in the lectures sometimes. Comparing IR at Malmö Uni to
my previous education at Lund Uni…it really shows that the lecturers have put in a lot of effort to make the program interesting and meaningful.*

5. To what extent has the course given you the
opportunity to take responsibility for your own
learning?
The mean is 5,1, and median 6.0, above average and top. It indicates that most students are satisfied with this
aspect of the course. Comments are generally positive.

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 organisation of module 3 could be revised, so that it isn't split up in two parts.

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.)

There are mixed feelings on the digital multiple-choice exam set in the start of the semester
with some students stating they like having an exam testing their memory of the course
literature whilst others object to what they see as an assignment disconnected from processes
of understanding. The value of digital exams is being discussed regularly at both the semester
and programme level within IR. We understand that the university has decided to move more
exams over to being computer-based for the sake of efficiency and a fear that traditional essays
are open to plagiarism. At the same time, we also see that students greatly appreciate the value
of take-home essay exams.

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.)

We will continue the discussion at all levels as regards the value of digital multiple-choice exams

as well as the mixed merits of computer-based sit-down exams.

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.