

## COURSE REPORT

### Background information (To be completed by course administrator)

<b>Course LADOK code:</b> IR140L	<b>Scope (hp):</b> 30
<b>Course title:</b> In-Depth Studies in Global Politics	
<b>Course coordinator:</b> Scott McIver Teaching team composed of: Gunnhildur Magnúsdóttir, Scott McIver, Johan Åberg, Erika Svedberg and Johan Modée.	<b>Number of registered students:</b> 20
<b>Semester in which the course is conducted:</b> Autumn 2023	
<b>Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name.</b> SGINE / International Relations / 180 credits	

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

The administration's views:

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

<b>Formative course evaluation:</b> (Describe the form of course evaluation and when it was completed) During the semester in meetings with IR Programme Coordinator.	<b>Number of students who participated in the course evaluation:</b> Varying number of course representatives
<b>Summative course evaluation:</b> (Describe the form of course evaluation and when it was completed). Course evaluation forms organised and placed online on Canvas by university administration at the end of term.	<b>Number of students who participated in the course evaluation:</b> 9
<b>Feedback to students:</b> (Describe how and when the feedback was given to the current student group). Provided in dialogue between Programme Coordinator, teaching staff and course representatives. Also via Canvas to the entire group when necessary.	

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

**Summary of the students' course evaluations:** (The five university-wide questions should be included. Compilation from digital questionnaires can be appended.)

Just under half of the students responded to the online evaluation in the autumn term 2023.

On the whole the students who responded were positive regarding each of the questions in the evaluation. All of the indicators focused on evaluating the Intended Learning Outcomes and meeting student expectations provided a mean of almost exactly five (out of six), with opportunity 'to take responsibility for own learning' scoring very high at 5.6. This latter is particularly pleasing given that the specific objective of the course is to

prepare students in advance of their – independent – BA thesis writing term.

Comments were fairly limited but on the whole very positive: ‘interesting topics, good teaching’; ‘diversity in examinations and seminars’; ‘nice to work with cases and to work with theories together in a group’; ‘tasks for exams and seminars were clearly stated, so it was very transparent what was expected of students’; ‘overall, I feel like the majority of the course has been a good preparation for the final semester’.

Thus, as previously, the strengths of the course were identified as: the variety of materials used and different activities across the term, the passion of the teachers for their subject and the possibility to select specific IR issue areas in greater depth.

The only principal critical comments this term were that some course literature was very difficult to access online and that the grades for one exam were reported substantially after the standard period.

### **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).

As noted above the course continues to be successful in terms of student evaluation and this is recognised in the day-to-day, week-to-week feedback that teachers on the course receive. Completion rate also remains very high with 85% of students having completed all tasks on the course at the time of writing.

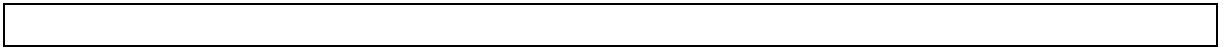
The fundamental purpose of the course continues to be to support students’ ability to autonomously perform ‘in-depth studies’ in preparation for the following semester where they will write their BA thesis. As before students regularly note the benefits of this, both during the term reviewed here and during the final – thesis writing – term. With the course now having run for almost a decade this overarching objective is being successfully met.

### **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 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.)

See points above. The general position of students and lecturers is that, overall, the course is currently working well. As always teaching staff will strive to provide results in as timely a manner as circumstances allow and we will take a look again at the accessibility of course texts.



**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.