

## COURSE REPORT – Summary of course evaluation

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

<b>Course LADOK code:</b> IR150L	<b>Scope (hp):</b> 30
<b>Course title:</b> Conflicts and Development in Global Politics	
<b>Course coordinator:</b> Scott McIver	<b>Number of registered students:</b> 91
<b>Semester in which the course is conducted:</b> VT24	
<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> Programme course within SGINE International Relations	

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

<b>Formative course evaluation, for example dialogue during the course (optional)</b>	<b>Approx. number of students who participated in formative course evaluation(s):</b> Student representatives and others in direct mail contact and all students through class dialogue with their representatives.
<b>Summative course evaluation (obligatory)</b> <input checked="" type="checkbox"/> Only via Canvas <input type="checkbox"/> Canvas and other form <input type="checkbox"/> Only other form (written and/or oral)	<b>Number of students who participated in the summative course evaluation:</b> 36

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

<p><b>Summary of the students' oral and written feedback:</b></p> <p>The quantitative results were strong with a mean score of around 4.5 (out of 6) for each of the ILO and 'expectations' related questions. However, the students provided almost no qualitative feedback or comments in connection to the specific questions in the evaluation. The response to 'what extent has the course given you the opportunity to take responsibility for your own learning?' was very high at 5.4. This is pleasing as this is the clearly stated purpose of the third module and also of part of the student assessment in module 2.</p> <p>Much more information was provided by respondents in answering the general closing questions of the evaluation. Here the tone was generally positive with teachers' engagement; the diversity of topics; and the freedom to influence one's own detailed work in presentations in modules 2 and 3 a recurring theme. The principle criticism was focused on the timing of receiving results and feedback after examinations. This was perceived as taking too long at times. This seems to have been a result of the extremely large student group in spring 2024 (around 50% larger than normal) so hopefully is a temporary problem.</p>
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### Teacher's perspective (To be completed by the course coordinator)

<p><b>Summary of the teacher's views:</b></p> <p>All three modules across the course have worked well and although there are one-off individual suggestions or proposals for change in the students' comments the collective</p>
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position seems strongly supportive of how the course and the modules within it are currently organized, taught and examined.

### **Action plan (To be completed by the course coordinator)**

The underlying analysis and the action plan should be based on a summary of the students' individual course evaluations, views from teachers in the course and the knowledge development in the research field. If identified problems are left without action, this should be motivated.

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

WHAT should be done, WHO should do it and WHEN should it be done?

See points above. The general position of students and lecturers is that, overall, the course is currently working well. As always the engaged lecturers consider revisions and adjustments to literature; the contemporary substance of lectures and seminars; and the format of evaluation tasks during the course. This is done in a continuous way.

Remember to orally feedback the results of the course evaluation to

- the students who have completed the course evaluation
- the students of the next course round, i.e. the next time the course is given