

COURSE REPORT – Summary of course evaluation

Background information (To be completed by the course administrator)

Course LADOK code: IR150L	Scope (hp): 30
Course title: Conflicts and Development in Global Politics	
Course coordinator: Scott McIver	Number of registered students: 61
Semester in which the course is conducted: VT26	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. SGINE Programme course term 2 + independent	

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) ☐ Only via Canvas x ☒ Canvas and other form ☐ Only other form (written and/or oral)	Number of students who participated in the summative course evaluation: 11

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

Summary of the students' oral and written feedback: • All respondents gave a positive response when asked if they had achieved the course's intended learning outcomes. • The learning activities are seen by the vast majority (82%) of students as having helped them achieve the intended learning outcomes. • The only comment given by a student here commended the focus on open discussion, stating: 'In the second module specifically, we had "Friday reflection" which I believe was a good way to discuss and further our learning in a less strenuous way and more fun and engaging'. • The vast majority (82%) also felt the examinations had worked to help them achieve the intended learning outcomes. A student specifically mentioned the benefits of having had varied examination formats: 'We had a variation of exam types. Oral exam, presentation, written exam which is believed to have helped and also been appreciate to not make things repetitive. I presume the oral exam specifically was good at showing how much someone had learned since you could only talk about what you actually knew. No searching up information just your own knowledge'. • The vast majority (82%) felt the course had met their expectations. A student wrote: 'The course met the expectations. "Friday Reflections" from module 2 was a nice edition that I didn't expect. The "project" in module 3 was something good to have before we start with the minor thesis and later on the bachelor's thesis. The oral exam from module 1 I actually enjoyed with it being something outside of the ordinary'. • Students saw the course as supporting their independent learning, one writing: 'With every lecture being optional you have the opportunity to yourself decide how to learn. This opportunity to take responsibility of your own learning was especially ramped up for module 3. The group work depended on the group actually getting together and working

all without the teachers pushing you on. Similar with the individual assignment, even though you could mail the teachers about stuff. Nearly all of the time was spent working through your own initiative’.

- *(add/remove points as needed)*

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

Summary of the teacher’s views:

- IR150L is a successful semester. Students vary greatly as to which examination formats they like, with no two students reacting the same way. We see that in the feedback with both criticism and praise of the same formats. That indicates the course design works as it incorporates different learning approaches whilst also introducing students to formats they might find challenging and uncomfortable but which they will benefit from learning to master.
- We are very lucky with excellent students in IR and this is reflected in their engagement with the teaching.

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?

- Given the positive feedback and a general impression amongst the lecturers involved that the semester is well designed we see no need to make more than the usual changes where lectures are updated to reflect changing empirical developments.
- We need to ensure that the semester continues to be sufficiently well resourced with IR faculty for its quality to be maintained.

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