

The work with course evaluations and course reports constitutes a part of the faculty's quality assurance work in education at first-cycle and second-cycle education. The course report is a comprehensive documentation of the course evaluation and is an important instrument for the development of courses and programmes as well as for guaranteeing the students' influence on these. The course report takes into account the students' course evaluations, the teachers' views on the course's implementation and the results based on an assessment of the students' achieved learning outcomes in relation to the intended learning outcomes of the course. Key figures, an analysis and a development plan for the course are also included in the course report.

It is of the utmost importance that students are given the opportunity to participate throughout the course evaluation process and that they make use of the opportunity to give constructive criticism. In this way, the results can serve as a relevant and specific foundation for improvement.

The structure for course evaluation is described in the "Course evaluation process for first- cycle and second-cycle education at Malmö University" (in Swedish *Kursvärderingsprocessen för utbildning på grundnivå och avancerad nivå vid Malmö universitet*), Ref. no. LED 1.3-2018/123) and in the "Routines for course evaluations and course reports at the Faculty of Health and Society" (in Swedish *Rutiner för kursvärderingar och kursrapporter vid Fakulteten för hälsa och samhälle*), Ref. no. LED 1.3-2016/187.

The course report compiled after each completed (full) course forms the basis for feedback to students and is followed up at quality dialogues at faculty- and university-wide level.

Background information (to be completed by the course administrator)

Course name		
Criminality and Ill-health		
Course code	Scope (credits)	Semester in which the course is completed
KA821E	7,5	Autumn 2024
Specify the freestanding course or contract education (if the course has been completed within a programme, specify the name of the programme)		
Criminology, Master's Programme (Two-Year) as well as Freestanding course		
Course coordinator		Number of registered students
Marie Väfors Fritz		33

Students' perspective (to be completed, if possible, by the course administrator or in some cases by the course coordinator)

Formative course evaluation/Momentary study climate assessment form for course evaluation (oral or questionnaire) and when it has been carried out	
We have an ongoing in-class-discussion about the course, its content, organization, and requirements.	
Number of students who have completed the formative course evaluation/momentary study climate assessment	Percentage response rate (the response rate should be indicated as a percentage when the formative course evaluation has been carried out via questionnaire, for example when conducting a momentary study climate assessment.)
Those actively participating in the course	

Summative course evaluation (oral or questionnaire) and when it was completed	
questionnaire 2024-11-17 - 2024-11-15	
Number of students who have completed the summative course evaluation (please indicate both the number of registered and the number of active students on the course)	Response rate as a percentage (please indicate, without decimals, response rate both based on the number of registered students and the number of active students on the course)
17	52

Feedback to students who have completed the course: describe how and when the feedback has been given
<input checked="" type="checkbox"/> By email (will be send automatically, with or without the course coordinator's comments, by the survey system 7 days after the survey is closed) <input type="checkbox"/> By email (otherwise than above), how: <input checked="" type="checkbox"/> In Canvas, how: It will be announced that the report is done and that it is and where it is published on Canvas <input type="checkbox"/> Through a discussion in class, how: <input type="checkbox"/> In other way, how: Other comments about the feedback:

Feedback to new students on the upcoming course: describe how feedback will be implemented
<input checked="" type="checkbox"/> Presented at the start of the course, how: The content, analysis, and possible improvements/changes based on discussion with students and the course report will be presented during the introduction if the current teacher teaches the course again. <input type="checkbox"/> In other way, how:

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

Results: Comments on the course implementation and the results based on an assessment of the students' achieved learning outcomes in relation to the course intended learning outcomes are summarised here (incl. information regarding the result of the examination). Both success factors and problems are identified
<p>The course implementation followed smoothly and as planned with one exception. The final exam, the science outreach papers, and the peer review seminar had to be held on Zoom instead of on Campus due to unforeseen circumstances. As usual in this course, the students reached the learning outcomes, and great discussions were held in class, in the seminars, and during lectures. Students really show their oral academic skills in this course.</p> <p>Regarding students' ratings on the course evaluation (1 to a very little extent - 6 to a very high extent):</p>

Achieved the course's intended learning outcomes (LOs), the examination allowed showing how you achieved the LOs, the course met your expectations, opportunity to take responsibility for your learning, was the course research-based, reasonable workload, student influence, study support from your peers and your teacher, clear information, safe conversational environment were all rated with 5 or above.

Learning activities supported your learning (4.9), did the work materials make it easier to achieve the LOs (4.6), and there was an even spread among the students of how many hours they spent studying.

Analysis: Analysis based on a summary of the students' individual course evaluations – both formative (if any), and summative evaluations. Produced in collaboration with the teachers involved in the course, alternatively by taking their views into account.

Regarding the time spent studying, this course is built around the reading material, and for it to be discussed in-depth. Therefore, their reading burden is somewhat smaller compared to other courses. The idea behind this is for the students to prepare for in-depth discussions and to land on the meaning of the texts and apply them. This seems to have been appreciated again this year. Also, the discussion format of journal clubs, and small interactive groups with a focus on everyone actively participating. It aids the discussion and student engagement. Having the students lead a journal club in groups resulted in effective group work where they collaborated on the whole text and not just divide the work up as one student said. The critical review forms were used by some and there is an ongoing question if these should be obligatory to fill out or not. Something to consider for next time.

The outreach was a different kind of communication often harder than what one initially believes.

We try to have an external guest lecturer every year which was really appreciated in addition to the other guests included in the course. This adds a dimension of applicability to the texts we study.

Students seem satisfied with the structure, content, learning activities, and examination forms which inspires me to continue similarly with some things to consider:

Course development and action plan: Course coordinator's suggestions for changes, comments and actions. Describe the relevant and possible changes to be implemented in the short and long term and when they are planned to be put into action. Specify who is responsible for the implementation: the course coordinator or another teacher. If a problem was identified, explain why nonetheless no consequent changes are warranted. Follow-up of measures proposed based on previous course report(s) should also be presented here.

One student raised that it is hard to be motivated to attend lectures when they are not mandatory. Next time the value of attending lectures (benefits to the pedagogical plan for the course layout - and learning for life) can be discussed in the introduction lecture. The student suggested that the following seminar topic could be connected to the lecture, a benefit missed if not attending the lecture. Another great idea by one student was that if ever a final meeting on Zoom is happening to share the screen with the texts so that everyone can take part of the text, not just the discussion that is taking place.

Publishing and archiving (arranged by course administrator)

Archiving and publication of the course report: where and when archiving and publication were completed

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Course administrator

Name	Date
Åsa Nilsson	2024-11-26