

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)

<b>Course name</b>		
Criminology: Criminological Theory		
<b>Course code</b>	<b>Scope (credits)</b>	<b>Semester in which the course is completed</b>
KA823E	15	Spring 2022
<b>Specify the freestanding course or contract education (if the course has been completed within a programme, specify the name of the programme)</b>		
Criminology, Master's Programme (Two-Year)		
<b>Course coordinator</b>		<b>Number of registered students</b>
Sadia Shahid Khan		27

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

<b>Formative course evaluation/Momentary study climate assessment</b> form for course evaluation (oral or questionnaire) and when it has been carried out	
N/A	
<b>Number of students who have completed the formative course evaluation/momentary study climate assessment</b>	<b>Percentage response rate</b> (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.)

<b>Summative course evaluation (oral or questionnaire) and when it was completed</b>	
Questionnaire 2022-06-02 - 2022-06-10	
<b>Number of students who have completed the summative course evaluation</b> (please indicate both the number of registered and the number of active students on the course)	<b>Response rate as a percentage</b> (please indicate, without decimals, response rate both based on the number of registered students and the number of active students on the course)
12	44

<b>Feedback to students who have completed the course: describe how and when the feedback has been given</b>
<input 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: The course report is uploaded on the canvas page <input type="checkbox"/> Through a discussion in class, how: <input type="checkbox"/> In other way, how:  Other comments about the feedback:

<b>Feedback to new students on the upcoming course: describe how feedback will be implemented</b>
<input type="checkbox"/> Presented at the start of the course, how: <input type="checkbox"/> In other way, how:

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

<p><b>Results:</b> 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>
<p>Means are presented below, scales ranges from 1-6:          Achieved learning outcomes (4.9)          Working/learning activities supported learning (4.7)          Examination was an opportunity to show how well you have achieved the learning outcomes (4.4)          The course met expectations (4.8)          Taking responsibility for learning (5.8)          Course materials made it easier to achieve learning outcomes (5.0)          Research based (5.3)          Resonable workload (4.4)          Student influence (4.4)</p>

4 of the responding students spent 31-40 hours/week on the course, 2 spent more than 40 hours a week and 3 spent 21-30 hours.

International aspects had a mean of 2.3 on a scale from 1-3

A few aspects have improved in rating since the previous year, specifically workload and course material making it easier to achieve the learning outcomes.

In open answers, students generally described the course to be interesting, where they learned a lot new. They appreciated the structure of the course. One student writes: "It's generally been a GREAT course..... Brought a great helicopter view of criminological theory. Great teachers, great seminars. Worth every minute. Speaking from 13 years of experience of studying at universities." Others pointed out that this course should come earlier during their study time so they get introduced with various perspectives earlier during their masters program: "I believe that this class should be one of the first classes to be attended in the school year. I learned much more about criminology in this class than any other. And for a year now I was confused with what are we doing and what is going on in the classes. Overall, best class ever!"

Students had concerns about the course literature as well. One of the articles were found biased and thereby problematic when it comes to the issue that it addresses. Another student write about the literature being old: "some of the literature was fairly old. Specially when it comes to older theories, it's important to understand how are they now still relevant".

**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.

Adding recorded lectures was definitely a plus. It was a continuity from VT21 and made it easy for the students to grasp the background of various perspectives.

Literature had been divided as compulsory and additional literature as suggested in the evaluation from the previous year and this definitely made it easier for the students to read all the compulsory literature and made them participate better during the seminars.

Another change from the previous year was to introduce poster presentations in form of mini criminological conference instead of weekly power point presentations. This was done after having a conversation with the students, where almost all the students chose poster presentations. Students appreciated this form and described it as a new and refreshing experience. This should be continued in the coming years. Better planning in inviting bachelor students and faculty members shall add to the productivity of the event.

Peer review seminars had been moved a week later as suggested in the previous course evaluation, but unfortunately only 4 students attended the seminar as it was not mandatory. Suggestions for improvements are given in the next section.

**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.

In addition to the suggestions above in the analysis section, literature should be looked upon. Some of the old literature needs to be there, though we as teachers should better motivate and clarify the need for such literature to the students. Overlapping additional literature can be removed.

When it comes to the peer review seminars, teachers should emphasize and motivate students from the beginning of the course to participate in these seminars as it helps to improve the quality of work that students produce. Making these peer-review seminars mandatory could also be a solution, if needed.

**Publishing and archiving (arranged by course administrator)**

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

Valen + Share

**Course administrator**

Name	Date
Åsa Nilsson	