

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		
Criminology: Contemporary Criminology		
Course code	Scope (credits)	Semester in which the course is completed
KA831E	7,5	Autumn 2022
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) + freestanding course		
Course coordinator		Number of registered students
Kim Möller		29

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	
N/A	
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.)
14	48

Summative course evaluation (oral or questionnaire) and when it was completed	
Questionnaire 2022-09-29 - 2022-10-07	
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)
14	48%

Feedback to students who have completed the course: describe how and when the feedback has been given
<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: <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: brief summary and comments on planned improvements following student recommendations <input type="checkbox"/> In other way, how:

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

<p>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>
<p>Student's perception of achieving learning outcomes scored 4.6 on average with no "1" or "2" and only a single "3". The learning activities, lectures and seminars, were also evaluated very psitively with a mean of 4.9 out of six. Students also thought that the examination form was good with a mean score of 4.9. Expectations were met with a mean score of 4.7 and students were very appreciative of how they had the opportunity to take responsibility for their own learning as seen in the mean score of 5.4.</p> <p>The course literature was similarly evaluated very favorably with a mean score of 5.1, probably influenced by the high extent to which the course was based on research, where the score was 5.3 on average.</p>

The workload was seen as appropriate, scoring 5.1, with most students studying 2.6 on the scale from less than 10 hours to more than 40. Student perception of their influence on the course was satisfactory at 4.3. Nine out of the 14 respondents rated the course as having "great" international aspects.

The qualitative comments support this overall positive evaluation:

"Amazing professor. Knowledgeable about the topic and great presenter. Held our attention throughout the classes and made us all feel comfortable and wanting to attend each class."

Another student wrote the following: "Very fun and interesting course, i really enjoyed Kim's way of teaching. Looking forward to our next course w him. The literature and seminars was interesting."

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.

This was the first time the course ran in its current form. Students evaluations were much more positive this year. I will apply some minor adjustments to the literature next year, but otherwise keep the course in its current form.

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.

Specific suggestions from students relate to the examination essay "I suggest for the future that the teacher keeps in mind that the summer break was very long, and 8 pages of essay seems thus a bit daunting." Also the clarity of the exam question may be improved: "the individual essay examination task could be clearer."

Publishing and archiving (arranged by course administrator)

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

Course administrator

Name	Date
Åsa Nilsson	

