

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: Criminal Careers and Life Course Perspectives		
Course code	Scope (credits)	Semester in which the course is completed
KA912E	7,5	Autumn 2023
Specify the freestanding course or contract education (if the course has been completed within a programme, specify the name of the programme)		
Master's Program in Criminology + freestanding course		
Course coordinator		Number of registered students
Marie Väfors Fritz		44

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	
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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.)
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Summative course evaluation (oral or questionnaire) and when it was completed	
questionnaire 2023-11-02 - 2023-11-10	
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)
24	55

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: A pdf will be posted and announced <input type="checkbox"/> Through a discussion in class, how: <input type="checkbox"/> In other way, how:
Other comments about the feedback: In the comment section students will be able to reply with any comments to the course report

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: If I am the course responsible I always show the feedback of previous students in the introduction. <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>All students who completed the three exams passed. Two of the exams were graded on multiple levels, the Digitamen (sit-in exam) G/VG or F, and the poster presentation A, B, C, D, E, F. The poster pitch only pass or fail. Due to AI, the course's previous take-home exam has been changed to a digital sit-in exam (Digitamen). This was a bit challenging for both the examiner creating the exam for the first time and for the students, but results showed that students had reached the learning outcomes relating to concepts used in both LCP and Criminal Career Research. Discussion with digi-pedagogs suggests perhaps that the sit-in exam can be developed a bit for next year to be able to assess a</p>

higher level of understanding. The poster session varied in topics and different levels of student performance most of the students showed good use of all the learning outcomes.

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.

The students who answered the course evaluation report that they have achieved the course intended learning outcomes 4.6 options extending from 1 (low) to 6 (to a high degree). The learning activities did not seem to be as appreciated by this years' students as previous although they have not changed (3.4). A bit higher were the types of exams (3.9) however also lower than in previous years similar to how students liked the course in general (3.1). They rated the opportunity to take responsibility high (5.0) something I find to be a good thing at this cycle two level. And the students succeeded well in this since the grades were on the higher level. The workload was perceived very uneven with the majority of the students reporting a two or a five. This can also be seen in the freewriting comments, some students expressed frustration with there being too many readings in the course. Something that has not been the focus of previous years. While 8 students spent 31-40 hrs studying (which one could expect in a full-time course like this), 9 students spent less than 20 hrs a week studying.

Students objected to the organization of the groups. Special attention and time were spent to facilitate learning which did not seem to fall out well for all students. Yet, the challenges experienced were discussed and handled. Mixed and contradictory feedback was given in the free text, some of which will be dealt with in the future to improve the course.

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 stated that the first exam came in too late in the course, (3 weeks) this has been changed since previous years because of the students' expression that having a due date 2,5 weeks in was too early. Some students wanted more lectures (one every week was given, but the first was spent on creating study groups to improve the study climate and disperse the students who had studied criminology into different groups. Time was also spent on students getting to know each other's competencies and skills to prepare and facilitate good group work. This was not something that was appreciated by the majority of the students. Because time was invested in this early in the course a brief prerecorded introduction was posted for the student to take part of asynchronous. However, during the third week, another pre-recorded lecture was posted that seemed very appreciated. While some students argued that the course was organized poorly others wrote that it was carefully outlined and prepared and the course instructor accommodating and available. Most students liked the poster seminar and especially the poster pitch and mingle. I hope to keep this element in the course. I will ask a colleague to review the Digitamen, an excellent suggestion by one of the students. To be a bit clearer on some of the elements of the course is something that can be improved next time to limit misunderstandings by the students.

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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Valen + Share

Course administrator

Name	Date
Åsa Nilsson	2023-11-20