

COURSE REPORT – Summary of course evaluation

Background information (To be completed by the course administrator)

Course LADOK code: KK168A	Scope (hp): 15
Course title: Working-Class Literature - Historical and International Perspectives	
Course coordinator: Philip Clover	Number of registered students: 36
Semester in which the course is conducted: HT24	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. 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) <input type="checkbox"/> Only via Canvas <input type="checkbox"/> Canvas and other form <input type="checkbox"/> Only other form (written and/or oral)	Number of students who participated in the summative course evaluation: 6

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

Summary of the students' oral and written feedback: The feedback from students was all generally positive, though it should be noted that only six students answered, and over 20 were registered on the course. Students made many helpful suggestions about how to improve the course, and I tie these in with 'teacher's perspective', below. (I quote only two, but other comments were broadly in line with the first of these.)

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

Summary of the teacher's views: Student comment: <i>"The different topics are very separated from each other. It would be interesting to have more focus on connections and relations, for example showing more concretely how different authors or trends have impacted each other across time and space, by some excerpts in direct comparison for example, [...]. Certainly intertwining these and secondary literature more closely, making them reinforce each other more."</i> I see both of these (the points either side of the square brackets) as key improvement to the course. Student comment: <i>"More [needs to be] done to keep things going, ongoing and encouraged interaction online to foster more flexible and accessible communication, maybe opportunities to 'clear thoughts' or 'test ideas' in mini formats between the 'all-eggs-in-one-basket'"</i>

assignments. Especially, the early discussion forum on Pierse, Tokarczyk and Hubble started defining students' standpoints for each other but fizzled out, I fear without much peer learning having been achieved.

This is a third area that needs to be improved. The 'discussion forums' in Canvas lapsed (my fault) and so an opportunity for meaningful 'peer learning' was wasted. 'Compulsory seminars' (introduced for the first time) were successful as an exam method, in that in many instances students were able to show much more knowledge and understanding than they could demonstrate in a paper. Students must be encouraged to come to more seminars in general, - to learn from each other and to gain confidence in the validity of their own readings of texts.

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?

Short term

1. Look for 'red threads' across the literature, identifying contrasts (especially) and similarities within texts from different eras.
2. Have 'Discussion' topics (Canvas) prepared on a weekly basis for the first two months of the course. Make participation in these discussions compulsory, and award 2.5 hp for these discussions. (This would replace one of the short papers.)
3. Have (optional) seminars specifically about 'how to write an academic essay' and 'how to write an essay about poetry.
4. Meet all students individually or in groups to discuss the papers (short and long) at the planning stage.
5. Increase the emphasis started this year that all papers must be seen as the basis of a presentation to the peer group.

Long term

Continue to identify literature (primary and secondary) that makes interesting compulsory or optional reading for students. In particular, the course needs more examples of well written short papers/ lectures about specific texts (rather than broad overviews) and about specific tropes or themes of working-class literature, to go with the substantial number of 'overviews' of different eras and 'traditions' that are far more readily available.