

COURSE REPORT

Background information (To be completed by course administrator)

Course LADOK code: KK201C-62046	Scope (hp): 7.5
Course title: Communication for development and social change – Engaging communities	
Course coordinator: Linda Austin	Number of registered students: 13
Semester in which the course is conducted: VT2026 (spring)	
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/stand alone in the Communication for Development program	

Administration's perspective (To be completed by course administrator)

The administration's views:

Forms of evaluation and feedback (To be completed by the course coordinator)

Formative course evaluation: (Describe the form of course evaluation and when it was completed)	Number of students who participated in the course evaluation: Formal course evaluation: 10 respondents (37%) distributed in May 2026.
Summative course evaluation: (Describe the form of course evaluation and when it was completed)	Number of students who participated in the course evaluation: Informal course feedback was sought frequently from students and guest presenters. The last course meeting was dedicated to listening to student feedback.
Feedback to students: Feedback was given to individual students and student work groups within assignment grading, following group oral presentations, via Canvas in-box messages, and during informal chats after class.	

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

Summary of the students' course evaluations:

Overall, student views were very positive.

Comments:

"This course was amazing with its deep perspective on many things and the variety of invited researchers and teachers, giving their personal and important insights regarding the general topic of the course."

"Thanks to the teacher it was possible to look into specific topics from a different and deeper perspective, that completely changed my worldview about societal events.

"Overall I feel this course was good at providing real examples of research (guest lectures) and practical skills (module 2) within the field of communication for development."

"The course entails not only of the needed theoretical approaches to the topic, but also very interesting practical examples from all over the world, with very diverse guests. The teaching is also great!"

"When I applied to this course, I was expecting to get some insight on the social communication. In fact the course even exceeded my expectations because all the course's participants showed me a completely different side of the society that I find fascinating and even surprising at some point."

"I came in with an open mind hoping to take away something with me about communication and how important it is in developing communities in various aspect such as, health, environment, political and wellbeing. On both individual and collective level. Yes I have taken something with me."

There was only one constructive comment:

"Perhaps more academic readings and improvement on the visual essay in assignment 1."

Specific survey categories:

Q4: Did student achieve the expected learning outcomes of the course?

- 86% gave the highest rating (6 points).

Comments:

"The course made me very informed on actual research happening within the field and the theories/approaches used. "

"The course taught me some organizational skills as well (referring to the last, the 3rd, assignment). The course has given me a unique and deep understanding of social perspective on a completely new level what I have never thought about before! As well this course has improved my communication skills and expressing my own opinion in a group of people with different opinions and perspectives, as our course group has been very multicultural."

Q5: To what extent the course learning activities have reinforced your learning and your ability to achieve the expected learning outcomes

- Lectures: To a very large/large extent: 85% (6 responses)
- Seminars: To a very large/large extent: 84% (5 responses)
- Course readings: To a very large/large extent: 85% (6 responses)
- Canvas: To a very large/large extent: 86% (6 responses)
- Assignments: To a very large extent: 71% (5 responses), answers selecting #4 ranking (above average): 29% (2 responses)

Q6: The examination forms offered opportunities to show how well you have achieved the expected learning outcomes.

- To a very large/large extent: 86% (6 responses)
- Answers selecting #4 ranking (above average): 14% (1 response)

Comments:

“The examination forms have given me the opportunity to express freely myself from a creative and academic side. The teacher showed me that academic works can be also creative and not just structured in single and united academic order (referring to: 1st assignment where we were offered three different types of submitting the examination questions; the 2nd assignment with creative presentation, analyzing particular cases; the 3rd examination where we got the opportunity to make an offer for organizing our own event “

“I feel that I was tested for different skills within the course and was given a chance to demonstrate the output.”

Q 7: The extent the course offered opportunities to take responsibility for your own learning

- To a very large/large extent: 100% (7 responses)

Comments:

“The course has given the information to proceed with and study, as well learning from other invited researchers, from the teacher herself and my course mates. All the knowledge I got from the lectures I demonstrated in my examination submissions that were appreciated, heard, understood and rated by the fair requirements and clear instructions.”

“I liked assignment 1 and 3 which allowed for research into a topic of your own experience and interests. “

Q8: hours per week spent working on the course

- Less than 10 hours/week: 14% (1 response)
- 11-20 hours/week: 45% (3 responses)
- 21-25 hours/week: 14% (1 response)
- 31-40 hours/week: 28% (2 responses)

Q9: Other comments

“The course has been amazing, the lectures, class discussions, engagement and motivation, seminars, evoked critical thinking, both individual and collective learning. I am glad to have taken this course. “

“Thank you so much for such an opportunity to join and study on this amazing course! Wishing the course to get even more students each semester and to keep it on the same high level as it was presented to me. Thank you for all the help, insight, inspiration and motivation the teacher and course has given me! I find this valuable investment into my learning very useful not just for my future career, but also for my personal life! :) “

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

Summary of the teacher's views/Results:

This was the first time the course has been offered so the course content was rather exploratory. The course was intended to 1) offer an English-language elective course at bachelor's level, possibly for international exchange students, and 2) to serve as an introduction to the field of study with some hope students would be inspired to enrol in the master's level program in the future. I was surprised to find several master's level students enrolled, some of whom came from Lund University. The students were internationally diverse – Spain, Germany, Singapore/Australia, Croatia, Denmark/Uganda, Turkey, Lithuania, US, and Sweden. I had envisioned the course to be highly interactive and

dialogic, and it proved to be so. Class discussions among the students were often lively and sustained.

In the course design I endeavoured to invite a variety of guest speakers to discuss innovative research and professional field practice. The range of topics provided by these guests included maternal health communication in Colombia, farmers' networks in Brazil, online dis/misinformation in election campaigns in Bulgaria, prison studies from Ireland and Norway, participatory filmmaking in Brazil, and community media such as zines in Denmark.

Assessments were designed to be "fun," including the creation of a short podcast, a visual essay, a short written essay, oral group work, and a speculative funding proposal for a project of the student's creation or choice.

On the downside, student attendance was a little problematic given the highly interactive nature of the course. There was a core group of about seven engaged students who attended class regularly while a few others opted to only submit the assignments and not attend class, thus the removing themselves from the activities that led to the greatest learning outcomes.

I must also acknowledge the role that luck played in bringing together diverse and vibrant students and guest presenters who were eager to learn from each other. Overall, the success of this first course offering was pleasantly surprising.

Analysis and action plan (To be completed by the course coordinator)

Analysis:

Areas needing improvement:

- Fine-tune the course readings in Module 1 and align the Module 1 sessions and Assignment 1 accordingly.
- Reconsider the inclusion of the visual essay in Assignment 1. The podcast and mini-essay were well-received but several students voiced displeasure with the visual essay.
- Fine-tune Assignment 2 to expand the list of suitable case studies offered to students.

Action plan:

As the course is offered in the last half of spring semester, my work plan will begin in February to revise the reading lists and assignment details and to organize a new roster of guest presenters.

Publishing and archiving (To be handled by the course administrator)

☐ The course report is published, and the students have been informed.

☐ The course report is archived according to the university's archiving rules,

XX The course report is shared with the programme coordinator (if applicable),

XX The course report is saved according to any additional requests on behalf of the department.