

COURSE REPORT

Background information (To be completed by course administrator)

Course LADOK code: KK620C	Scope (hp): 15
Course title: Media, Globalization and Development	
Course coordinators: Anders Høg Hansen and Linda Austin	Number of registered students: 105
Semester in which the course is conducted: HT23	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. HACFD	

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) An online feedback session was held 11 Jan., 2024	Number of students who participated in the course evaluation: 25
Summative course evaluation: (Describe the form of course evaluation and when it was completed) SUNET Digital Survey	Number of students who participated in the course evaluation: 27 (26.5% response rate)
Feedback to students: (Describe how/when the feedback was given to the current student group). Various feedback opportunities exist, such as during five-minute Q&A sessions before or after class, during special online Q&A sessions, via Canvas-based discussion boards and in-box messages, verbally following group presentations, and in writing as assignment feedback.	

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

Summary of the students' course evaluations: (The five university-wide questions should be included. Compilation from digital questionnaires can be appended.)

Overall, student reviews of the course were positive with 81% giving the course a rating of 'very good' (44%) or 'good' (37%).

Students said they valued 1) the structure and quality of the course, the lectures, and the learning materials, 2) the commitment and quality of the teachers, 3) the flexibility

of the online learning format, and 4) the “innovative” assessment formats such as podcasts.

More critically, students identified the need for 1) more guidelines to manage the extensive reading list, 2) more guidance early in the semester for students returning to academic studies and for those struggling with time management, and 3) more opportunities for student-led interaction.

Compilation from digital survey

Q2 What has been good about the course?

- *The course is amazing. It is well-structured with lots of relevant readings. The course maintains the right balance between theory and practice.*
- *I like the course literature as well as the lectures and the way you try to make students interact even though we are in different parts of the world.*
- *The course is good and gives a good overview of issues of development and globalisation at advanced level. I felt myself challenged and inspired. Teaching staff is very committed and engaged. Assignments are innovative (podcast, etc) and well thought through.*
- *The structure of the course was very well made, readings were just enough (not too much, not too few), teachers were great at conducting the classes.*

Q3 What can be improved in the course until the next course offer?

- *The reading list is too big.... As it stands you feel like you are drowning in information.*
- *Perhaps more opportunities for discussion/debate/interaction. This may help us in sharing experiences and knowledge amongst each other.*
- *I don't think this course needed any group work. The peer review sessions required a lot of time and it honestly didn't give much. A one-in-one 5-minute session with a teacher would have been more than enough.*
- *Thinking of ways to further engage students in discussing the course materials - more activity on the forums or discussion groups would be great.*

Q4 To what extent do you think the course has met your expectations in general?

- 74% of survey respondents said the course met their expectations to a large extent (37%) or to a very large extent (37%).

Comments:

- *More or less what I expected. The island theme was very interesting. I also enjoyed doing the sound recording.*
- *Expectations exceeded. Really enjoying the course.*
- *The course has met all my expectations. Rather it went beyond those expectations mainly due to the efforts put in by the faculty members.*
- *The course has met expectations I did not think I had (such as with postcolonialism and islandness), while some were wholly uncovered - due to the lack of set priorities and prerequisite knowledge. As we come into the course from all walks of life, I felt more basics what we need to know for the course itself would have been needed.*

Q7 To what extent has the course given you the opportunity to take responsibility for your own learning?

- 78% of survey respondents said the course gave them the opportunity to take responsibility of their study journey to a large extent (19%) or to a very large extent (59%).

Comments:

- *I feel like this course gives you plenty of room to develop your own learning and you are quite free to take different approaches to the assignments and course content. It is not too prescriptive.*
- *To much extent the course expects us to take charge of our learning. However, I feel that group discussion sessions and weekly small quizzes can be introduced so that the students can be more structured and organized. At least in the first semester, this could be done as many are coming back to academia after a few years of working, and would require some discipline. Having some external motivation such as preparing for a weekly short quiz or a tutorial can help with that.*
- *To be honest, I struggled a bit during the first semester. I am coming back to academia after some time and am struggling a bit with reading lists and timely submissions. I guess this semester was a great lesson in teaching me the value of time management, planning, and organization. Despite my struggles, I was able to learn a lot of concepts and their real-world implications. The classes and seminars were really useful in making clear some of the ideas by relevant authors.*

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

Summary of the teacher's views/Results: (The comments on the course's implementation and the results based on an assessment of the students' actual learning outcomes in relation to the intended learning outcomes, are summarized here. Both success factors and problems are identified).

In the post-pandemic years, the course numbers reflect a gradual decline in student enrolment and student progression, as seen below.

<i>Year</i>	<i>Intake</i>	<i>Pass-through</i>	<i>% pass rate</i>
2021	102	57	56%
2022	93	47	52%
2023	105	47	45%

In 2023, the initial course intake was 105 students from which 53 submitted Assignment 1.1 (Home Exam), 53 submitted Assignment 1.2.1 (essay outline), 48 submitted Assignment 1.2.2 (Essay 1), 42 submitted Assignment 2.1 (process paper/Essay 2 outline), and 47 submitted Assignment 2.2 (Essay 2).

Course implementation rolled smoothly with no noteworthy technical or logistical problems. The course was taught by four core teachers complemented by guest speakers.

Overall, 81% of the students rated the course as very good (44%) or good (37%) on the course evaluation survey.

In 2023, the course experienced two modest adjustments: the enhancement of Assignment 1.1 to include alternative assessment formats and the introduction of new course sub-themes to better guide learning activities.

In general, the assessments remained a mix of individual and group work. Assignment 1.1 (Home Exam) was evolved to allow students to create a short podcast/audio file and a visual essay in lieu of a longer written essay. Student survey data noted a positive reception of these changes.

The semester also used two sub-themes to guide learning activities: "carbon" colonialism (Module 1) and islands within the Anthropocene (Module 2). Student survey data noted a positive reception of these changes.

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

Analysis: (The course coordinator is responsible for ensuring that the analysis is based on a summary of the students' individual course evaluations, views from relevant teachers and course administrators, knowledge development in the field of research and that this analysis is done in collaboration with the teaching team.)

As noted, the course rolled out very smoothly this semester. This is a mature course and has been refined through numerous iterations.

The course teaching team remains highly responsive to student feedback and is committed to creating a safe, inclusive, and student-centered learning community. For example, we shifted the weekly announcements to a different weekday as requested, consider student-requested learning-support materials (such as films and books), and try to accommodate student preferences in group work and essay topics. As a rule, we answer student in-box messages within 24 hours (workdays). As a result, the class atmosphere tends to be positive, respectful, and engaged. Student often comment and interact with each other and these activities contribute substantially to the quality of the course.

Action plan: (The changes planned to be made in the short and long term are stated here, as well as the timetable for when the actions are planned be carried out and who is responsible for the implementation. If identified problems are left without action, this should be justified. The follow- up of proposed measures according to the previous course report(s) is presented here.)

The teaching team decided to retain the 2023 course enhancements, specifically the podcast and visual essay in Assignment 1 and the two sub-themes (carbon colonialism and islands) for Modules 1 and 2. The reading lists will be updated as needed.

We do note the gradual decline in student intake and pass-through numbers. Ideally, we would like to see around 60 students pass through MGD. In Fall 2024, we will more pro-actively reach out to students we perceive as under-engaging. We will continue to create time for Q&A sessions before or after class. Possibly another full session will be added early in the semester that focuses on relevant postgraduate study skills (in addition to traditional visits by the Library and Writing Center staff).

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

- The course report is published, and the students have been informed about the publication,
- The course report is archived according to the university's archiving rules,
- The course report is shared with the programme coordinator (if applicable),
- The course report is saved according to any additional requests on behalf of the department.