

COURSE REPORT – Summary of course evaluation
Background information (To be completed by the course administrator)

Course LADOK code: KK620C	Scope (hp): 15,0 hp
Course title: Media, Globalization and Development	
Course coordinator: Linda Austin	Number of registered students: 87 (Canvas tally of 96 less nine inactive students and three pending enrollments).
Semester in which the course is conducted: HT25	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. HACFD25	

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): Fifteen-minute Q&A sessions were held weekly before class in addition to the course discussion board on Canvas and Canvas messaging during the course. More structured opportunities for student feedback on the course were held on 18 Dec. 2025 and 8 Jan. 2026.
Summative course evaluation (obligatory) <input type="checkbox"/> Only via Canvas <input checked="" 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: Via official course evaluation 19 (26 percent based on enrolment of 87 students) and variable numbers during the weekly live feedback sessions and course discussion boards.

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

Summary of the students' oral and written feedback: Fifty-eight percent of responding students rated the course as 'very good' or 'good.' This is a decrease from similar ratings in HT2024 (78 percent) and HT2023 (81 percent) but on par with HT2022 (57 percent). Key areas of student comments: <ul style="list-style-type: none"> • Assignment formats that allowed multimedia tools were "fun" and encouraged creativity although some students still preferred traditional written essay.

- Students enjoyed the variety and depth of “exciting” topics and concepts covered.
- Students enjoyed their lecturers’ depth and breadth of knowledge and teaching engagement.
- Students want more “structured opportunities” for discussions and interactions beyond task-focused discussions around assignments.
- Students say they see the value in group work as a way to meet and interact with classmates but issues still arise with timezones, differing “ambition” expectations among group members, etc.

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

The overall decline in student “happiness” ratings was a surprise to the teaching team as the course had not substantially changed since the previous year. A majority of students still approves of the course (survey categories 4-6) and no (zero) student graded the course in the lower range (survey categories 1-2). One fifth of the students graded the course at Category 3, which can be read that students had some substantial reservations.

<i>Survey summary</i>	<i>HT2025</i>	<i>HT2024</i>
Overall rating of ‘very good’ or ‘good’	58%	78%
Met expectations	52%	65%
Felt responsible for own learning outcomes	85%	87%
Met expectations: lectures	31%	68%
Met expectations: literature	56%	91%
Met expectations: seminars	12%	52%
Met expectations: Canvas	34%	59%

Summary of the teacher’s views:

- This is the second year that students have opted to use WhatsApp as their primary dialogue platform, not the Canvas discussion board. The teachers had decided not to join the Whatsapp group. Unless students brought issues into the Canvas discussion board, the teachers were largely unaware of specific areas of student concerns.
- The weekly before-class question-answer sessions were offered but generated mixed results. Often, the students had no comments or questions.
- These are new students in our two-year program and potentially the first time they have experienced hybrid education. We need to better clarify in the Canvas course guide the different modes of expected participation, such as live participation, discussant roles, peer reviewing, and group-organized tasks.
- We should explain better what is expected in the course’s two essay assignments and sharpen the marking criteria further.
- There are relatively few compulsory readings, but some students think the reading/workload is too much for half-time studies. We may keep the home exam (Assignment 1) workload because the four readings assigned to it contribute well to the full course and the program overall. However, we should be more selective on the other academic and thematic readings presented in Modules 1 and 2 and more clearly stress that these are optional/supplemental readings.
- Some students said that the written Canvas course guide guideline and oral instructions given by teachers during class are not always identical. Teachers should make a habit of always quoting Canvas rather than paraphrasing.

- The breadth and depth of the Module 2 essay needs to be reconsidered and better explained to students.
- The use of seminars in Module 2 needs to be reconsidered.

Action plan (To be completed by the course coordinator)

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?

- Revise the Canvas course guide and assignment briefs (Linda, Anders) to be completed before the start of HT26.
- Review and possibly reduce the Module 1 reading lists (Linda and Anders with Tobias, Leo and Joshka as needed) to be completed before the start of HT26.
- Review the Module 2 essay to clarify assignment instructions and review/reduce the reading list (Linda, Anders) to be completed no later than 1 Oct. 2026.
- Reconsider the existence of the Module 2 seminar (Linda and Anders with input from Tobias and Leo) to be completed no later than 1 Oct. 2026.
- Discuss with teachers the incorporation of dedicated break-out rooms during regular class sessions (all).

Remember to orally feedback the results of the course evaluation to

- the students who have completed the course evaluation
- the students of the next course round, i.e. the next time the course is given