

COURSE REPORT

Background information (To be completed by course administrator)

Course LADOK code: KK640B	Scope (hp): 15,0 hp
Course title: Media and Communication Studies: Key Themes in Media and Communication Studies	
Course coordinator: Romic Bojana	Number of registered students: 67
Semester in which the course is conducted: Autumn semester 2023	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name: HAMKV, HAMKE	

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

The administration's views: We had 50 active students at this course.

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:
Summative course evaluation: (Describe the form of course evaluation and when it was completed) SUNET digital survey completed on 30 January 2023	Number of students who participated in the course evaluation: 20
Feedback to students: (Describe how and when the feedback was given to the current student group) <i>We arranged Q&A sessions on the following dates: 13 September, 27 September, 23 November, 4 December. We also provided feedback in Discussions section on Canvas, and individually via Canvas email.</i>	

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

Summary of the students' course evaluations: (The five university-wide questions should be included:

1. To what extent do you feel you have achieved the course's intended learning outcomes?
2. To what extent do you feel the course's working methods/learning activities have been a support in your learning to achieve the intended learning outcomes?
3. To what extent do you feel the course's examination forms have given you the opportunity to show how well you have achieved the intended learning outcomes?
4. To what extent do you feel the course has met your expectations in general?
5. To what extent has the course given you the opportunity to take responsibility for your own learning?

Compilation from digital questionnaires can be appended.)

Based on students' responses, the overall course grade is 3,8. 69% of respondents evaluated the course as fine to very good.

It seems that many students enjoyed the assignments for this course, though some students found them difficult to grasp. They liked the hybrid nature of the course, teachers' availability, the fact that all lectures were recorded, and the mix of lectures and seminars. I arranged extra Q&A sessions devoted to 1A and 1B assignments, and the students appreciated them (though one person suggested to schedule them as regular lectures instead).

The students felt that assignments 1A and 1B should have a more detailed description on Canvas. The guidance regarding Assignment 2 should have been introduced sooner. Furthermore, the students expressed a wish for more diverse readings that accompany the lectures. For some students, the introduced concepts and lectures were too 'watered down'; for others, they were too challenging. In terms of learning outcomes, the median grade is 4.0. For students who have studied Media and Communication theories before, the first part of the course felt repetitive. For those who got acquainted to MCS for the first time, the course provided useful information. Some students felt that the course could have been better organized.

The median grade regarding working methods and learning activities is 3,8 (seminars:3,2, literature: 3,9, assignments: 4,2). The audience seminar was particularly well received. One student remarked that we should try to schedule the Audience lecture cluster at least a few days after the 1A exam, since these lectures demand preparation.

The examination forms received the mean grade 4.0. The responsibility for own learning received the mean grade 5.1.

In terms of time distribution, it seems that many students used only a small amount of time in the beginning (ca. 10 hours per week), up to 30 hours per week when assignments were due.

The approach taken for the lecture on mediatization was not appreciated. This lecture will have a different format next year.

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 summarised here. Both success factors and problems are identified).

Hybrid teaching comes with many conveniences and some challenges. An obvious convenience is a possibility for distance learning. One of the challenges is declining student attendance. That made it a bit challenging to get to know each student individually, especially if their camera was switched off during class.

I am happy to learn that those students who attended Q&A sessions found them useful, but I would like to see more students in attendance. The sessions presented a great opportunity to have conversations with the students in a low-pressure environment. In addition, I am grateful for the chance to learn more about the social dynamic of this cohort and any issues they experienced with our syllabus and/or the teaching team.

I continue communication with the teachers to standardize feedback process. We have all committed to arranging feedback to Assignment 2 according to the grading criteria.

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.)

To the question "What has been good about the course?" several students responded that they enjoyed the mix of lectures and seminars, peer reviews before the Assignment 2, some seminars, and the fact that all lectures were recorded. We, as teachers, will try to keep the features of this course that were well received.

The issue that kept reoccurring stand in regard to feedback practices. Several students observed that feedback they received for the smaller assignments was unconstructive or unclear. The course of teachers' action was twofold:

- a) Standardise feedback practices with the whole teaching team. In the case of incidents, I communicated the issue individually and confidentially with the affected students who reached out to me.*
- b) The teachers made themselves available for individual consultation with the students who received a negative grade and wanted additional oral feedback.*

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 course in its present form will discontinue, yet the new version of the course will keep focus on the four themes (media representation, production, audiences, and media and society). Importantly, the new version of this course will run in parallel with the Research Methods course and will come with an updated literature.

Nevertheless, we will face some of the same challenges as this year: how to make this course interesting and engaging for students who completed MCS bachelor and those who come from other research fields?

This year, I learned about my course responsibility quite late in the term – this will not be the case in the coming autumn, because we already know that Erin Cory will be the course responsible. I will make sure to arrange a proper transfer of responsibility, with several foci (as per student feedback):

- 1) I will update assignment briefs for 1A and 1B assignments. The briefs will include several examples of a 'good' assignment. I will also update grading criteria. Erin and I will then finalise the briefs together.*
- 2) I will recommend to Erin to add two lectures devoted to explaining 1A/1B assignments and a final assignment, instead of arranging extra Q&A sessions.*
- 3) We should be mindful of the assignment dates and seminars that follow. The introduction for Assignment 1A should take place in the last week of September, and Assignment 2 should be arranged in early November.*
- 4) The new teaching team will get acquainted with the course structure already in April, so we can continue discussion on how to optimise the course until August.*

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.