

COURSE REPORT – Summary of course evaluation

Background information (To be completed by the course administrator)

Course LADOK code: KK640B	Scope (hp): 15
Course title: Media and Communication Studies: Key Themes in Media and Communication Studies	
Course coordinator: Erin Cory	Number of registered students: 64
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. HAMKE+HAMKV24h	

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

Formative course evaluation, for example dialogue during the course (optional) Dialogue occurred throughout the course via seminars, reading circles, and informal check-ins. The reading circles and "lunch time" sessions provided students space to raise ongoing concerns or share reflections.	Approx. number of students who participated in formative course evaluation(s): around 10
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: 16

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

<p>Summary of the students' oral and written feedback:</p> <ul style="list-style-type: none"> • Students appreciated the diverse range of topics, foundational literature, and academic skills development (e.g., referencing, source evaluation). • Many found the assignments useful for preparing their thesis and appreciated the clear structure. • Teaching staff, especially Erin and Bojana, received very positive feedback for their engaging lectures, approachability, and the supportive classroom environment. • Reading circles, feedback mechanisms, and peer interaction were frequently mentioned as key positive aspects. • Students valued the sense of community, stating they "wouldn't be here now without their classmates' support." Multiple students mentioned that the annotated bibliography assignments felt repetitive and suggested reducing to one bibliography. <p>-The course workload, especially toward the end, felt overwhelming. Suggestions included redistributing assignment deadlines, especially in relation to the Methods course.</p>
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- Some felt more lectures earlier in the course would help better prepare for assignments.
- Group dynamics were raised—some students wished for the option to choose their own teammates.
- The portfolio format was seen as unnecessary by some; they would have preferred submitting assignments individually.

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

Summary of the teacher's views:

The course ran smoothly overall, with students showing strong engagement, especially in seminars and discussions. The feedback reflects that most students felt they learned a great deal and could apply it in future coursework and thesis work. However, the assignment scheduling and workload balance need adjustment, particularly in relation to the Methods course. The dual bibliography format **and** portfolio structure should be reconsidered for clarity and pedagogical purpose.

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:

Short-term adjustments (next course offering):

1. **Assignment schedule revision:**
 - Redistribute assignment deadlines more evenly, especially between the annotated bibliography, literature review, and final portfolio.
 - Responsible: Course coordinator (erin cory) – *Before HT25 syllabus is finalized.*
2. **Bibliography assignment:**
 - Reduce from two to one bibliography task to prevent redundancy.
 - Responsible: Course coordinator – *Before HT25 course materials are uploaded.*
3. **Portfolio format:**
 - Reconsider the requirement for a compiled portfolio; explore submitting assignments individually unless there's a clear integrative purpose.
 - Responsible: Course coordinator – *Review by course planning in early HT25.*
4. **Student pairing/grouping support:**
 - Where possible, allow students more autonomy in forming groups or provide rationale-based groupings (e.g., pairing diverse academic backgrounds).
 - Responsible: Course coordinator – *Implemented during first group task in HT25.*
5. **Lecture timing and content:**
 - Add at least one more early lecture focused on assignment preparation.
 - Responsible: Course coordinator – *During initial planning of HT25.*

Long-term considerations:

- Integrate more practical and creative tasks in future iterations to complement theoretical depth and promote accessibility.
- Continue developing cross-course alignment with Research Methods for reduced workload overlap and thematic coherence.

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