

## COURSE REPORT – Summary of course evaluation

### Background information (To be completed by the course administrator)

<b>Course LADOK code:</b> KK653A	<b>Scope (hp):</b> 30,0
<b>Course title:</b> Media and Communication Studies: Master (two-year) thesis	
<b>Course coordinator:</b> Erin Cory	<b>Number of registered students:</b> 25
<b>Semester in which the course is conducted:</b> VT25	
<b>Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name.</b> HAMKV23	

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

<b>Formative course evaluation, for example dialogue during the course (optional)</b>  Formative feedback was also collected continuously through supervision meetings, seminars, writing salons, and ongoing dialogue with students.	<b>Approx. number of students who participated in formative course evaluation(s):</b> 20
<b>Summative course evaluation (obligatory)</b> <input checked="" type="checkbox"/> Only via Canvas <input type="checkbox"/> Canvas and other form <input type="checkbox"/> Only other form (written and/or oral)	<b>Number of students who participated in the summative course evaluation:</b> 7

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

<b>Summary of the students' oral and written feedback:</b> <ul style="list-style-type: none"> <li>Students evaluated the course very positively, with a mean overall satisfaction of 5.1/6</li> <li>Many described the course as rewarding and academically enriching, with especially strong praise for the quality of supervision and the dedication of the teaching staff. Individual supervisors were highlighted as having made a "big difference" in students' learning experience</li> <li>The course met student expectations to a very high extent (mean 5.1/6)</li> <li>Achievement of the expected learning outcomes was also rated very highly (mean 5.1/6)</li> <li>The examination forms were considered highly effective for demonstrating learning outcomes (mean 5.1/6)</li> <li>Students also reported a very high degree of responsibility for their own learning (mean 5.7/6)</li> </ul> <p>Students suggested the following improvements:</p> <ul style="list-style-type: none"> <li>More supervisor availability and clearer scheduling of supervision time</li> </ul>
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- Improved access to recorded materials, especially pre-seminar sessions, with clearer instructions on where to find them
- Clearer communication and reminders regarding deadlines toward the end of the course
- Stronger support for the internship component, particularly for international students navigating the Swedish job market
- Earlier distribution of the thesis style guide to avoid last-minute formatting uncertainty

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

#### **Summary of the teacher's views:**

- The teaching team considers the course to be academically successful and strongly aligned with the programme's learning objectives. High student satisfaction, particularly with supervision quality and examination design, confirms the effectiveness of the current structure. At the same time, student feedback identifies concrete organisational improvements that can further strengthen the student experience, especially regarding communication, access to materials, supervision planning and internship support.
- All this said, the things that students ask for (the guide and internship support for example) are a bit curious. The students are given the course guide very early in their careers with us – even in their first year. So the style of the thesis, etc, should not be a surprise. The internship, moreover, is not a part of this particular course. All the deadlines, moreover, are in their Canvas calendar before the thesis writing term (spring) ever begins. So while of course I understand that they are juggling a lot, these are basic tools to which they have very easy access.
- This was the first time we ran the 30-credit thesis course, and all in all, I'd say it was a big success!

### **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:**

The course's academic structure, particularly regarding supervision and examination, will be maintained, as these elements are functioning well. While the evaluation indicates a desire for clearer communication and organisational support, the relevant information (including the thesis guide, deadlines and examination requirements) is already provided early in the programme and continuously available to students via Canvas.

In response to the feedback, communication during the thesis term will nevertheless be reinforced through additional reminders and clearer signposting of existing resources. Supervision scheduling will also be clarified early in the course period to support student planning. Finally, clearer communication will be provided regarding how the thesis course relates to programme-level components, including explicit clarification of which elements fall outside the formal scope of the course.

All of this can be done by the course coordinator with the help of the thesis supervisor team, immediately.

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