

## COURSE REPORT – Summary of course evaluation

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

Course LADOK code: MR210L	Scope (hp): 30
Course title: Human Rights II	
Course coordinator: Jon Wittrock	Number of registered students: 60
Semester in which the course is conducted: VT24	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. Independent and programme course within SGMRE Human Rights	

### 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): 1 (There were initially two student representatives but one dropped off)
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: 19

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

<p><b>Summary of the students' oral and written feedback:</b></p> <ul style="list-style-type: none"> <li>As is often the case, the number of respondents was quite low, and it is difficult to draw conclusions with confidence.</li> <li>Mandatory questions (mean value for answers) <ul style="list-style-type: none"> <li>1 (4.9)</li> <li>2 (4.5)</li> <li>3 (4.9)</li> <li>4 (4.2)</li> <li>5 (5.4)</li> </ul> </li> <li>Positive aspects mentioned by respondents: <ul style="list-style-type: none"> <li>A very good continuation of HR I</li> <li>The first module and its debates</li> <li>Minor thesis supervision and the freedom to choose minor thesis subjects</li> <li>Method module presentations</li> <li>The method module in general</li> <li>Canvas, the library, quick responses from the administration</li> </ul> </li> <li>Negative aspects mentioned by respondents: <ul style="list-style-type: none"> <li>Too few method lectures, and uncertainties about methodology</li> <li>Too little feedback on some method seminars; perhaps a need for more assignments on the method module</li> </ul> </li> </ul>
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Too little of the legal perspective  
Too much group work  
Too large groups for group work  
Possibly the wrong order of modules: maybe the methods module should come first  
Sometimes confusing or deficient information  
Some think the course should be more challenging and demanding

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

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

- The course should have more of the legal perspective, which would probably require that the department hire an additional legal scholar.
- There should be more coordination and better communication across the course, and especially pertaining the methods and thesis modules, and both between teachers and between teachers and students.
- Thesis groups should be made smaller if possible.
- Thus, similar to HR III, there is a need to strengthen the legal aspects of the programme
- It is difficult to coordinate the supervision and thesis writing process in general, since the programme lacks the hours of permanent staff to fully take on these tasks; thus, temporary supervisors are employed, often with very short notice.
- There is a need for more discussion between all teachers involved in supervision and grading to further coordinate this process and the criteria involved.

### **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:**

WHAT should be done, WHO should do it and WHEN should it be done?

Exactly the same as for HR III, i.e.

- 1) For the department: hire an additional legal scholar. I have advocated for this for years. We need to strengthen this aspect of the programme. If there is no possibility of a permanent position, gain access to someone on a semi-permanent basis, so we can at least consistently offer legal methods teaching and supervision. The head of department has been notified, and is working to address this issue.
- 2) Hire an additional permanent teacher to be involved in supervision and grading (could be the same position as referenced in point 1, above) of theses, and make sure to coordinate this process further. A meeting of all teachers involved in the programme to discuss the issue of coordination has already been announced, in agreement with the incoming programme coordinator.
- By way of conclusion, there are structural problems involved with a lack of teaching hours and regular access to certain competencies within the programme. There is also an apparent need for more coordination in supervision and grading. All of these issues have

been communicated, and a process to address them has been initiated, in dialogue with the head of the department, and the incoming programme coordinator.

*(add/remove points as needed)*

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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