

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: Mikael Spång	Number of registered students: 55
Semester in which the course is conducted: VT25	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. SGMRE Programme course term 2 + independent	

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

Formative course evaluation, for example dialogue during the course (optional) Meetings with course representatives	Approx. number of students who participated in formative course evaluation(s):
Summative course evaluation (obligatory) <input checked="" 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: 20

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

<p>Summary of the students' oral and written feedback:</p> <p>1 To what extent do you feel you have achieved the course's intended learning outcomes?</p> <p>1 2 (10%) 2 2 (10%) 3 0 (0%) 4 6 (30%) 5 8 (40%) 6 2 (10%)</p> <p>Comments: one student said this person had learned a lot from the course but two said they had not, one being very critical of the perceived lack of learning.</p> <p>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?</p> <p>1 2 (10%) 2 5 (25%) 3 4 (20%) 4 6 (30%) 5 2 (10%) 6 1 (5%)</p> <p>Comments: Several students were critical of the course structure, one saying it was inefficient. Among specific elements mentioned were the sessions writing the HR paper,</p>

which to one student seemed a bit unnecessary, supervision, which one student found non-productive, as well as elements of the methods course, which one student thought were not well constructed.

Some students highlighted problems of the format of assignments.

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?

1 4 (20%)

2 1 (5%)

3 3 (15%)

4 2 (10%)

5 7 (35%)

6 3 (15%)

Comments: Several students brought up lack of feedback, for example on papers, exams and minor theses and one student brought up lack of clear criteria for the grading of the minor thesis. One student said that oral examinations and sit in exams would be preferable to papers. One student thought that students had to figure out most things on their own.

4. To what extent do you feel the course has met your expectations in general?

1 3 (15%)

2 1 (5%)

3 4 (20%)

4 5 (25%)

5 3 (15%)

6 4 (20%)

Comments: Some students said the course had not met their expectations, one arguing that it was an unengaging curriculum.

5. To what extent has the course given you the opportunity to take responsibility for your own learning?

1 1 (5%)

2 0 (0%)

3 1 (5%)

4 0 (0%)

5 3 (15%)

6 15 (75%)

Comments:

One student said that the course required students to take full responsibility for their own learning and that it failed to provide any meaningful input, guidance, or structured content to support that process. Another student said that teachers were unengaged.

6. What has been especially good about the course?

One student mentioned freedom and two mentioned balanced study time. Another student thought that the course gave possibilities for students to choose their own topics, for instance for the thesis and HR paper, which allowed for delving deeper into topics of interest. One student said that course content had been varied and taught in an engaging way. Another thought that the methods and minor thesis modules were well structured and I felt like I learned a lot. One student mentioned good support from teachers. One thought that while thesis and the opposition seminar involved hard work, it turned out to be fun and useful. Two students did not think anything of the course was good. One

student thought it was an interesting course and one students appreciated the freedom of the course.

7. What can be developed in the course?

Several students thought the structure of the course was unclear and would need development and reconsidering. Several students also thought that feedback could be improved, both on oral presentations and written assignments. More specifically, one student thought the course urgently needs restructuring so to achieve meaningful learning, mentioning as examples that there should be classes on foundational topics like human rights, law, and political theory, something that students started in the first semester but was not followed through in this course. Another example mentioned was sessions involving the analysis of case studies should be included, but with teacher guidance and feedback, rather than expecting students to work entirely alone and not providing them any insight or any knowledge. One student wanted more lectures about contemporary HR issues and one mentioned international law and real-world examples. In addition to the above comment about the lack of guidance, two students thought that some teachers would need to be better in explaining issues and thought several students had troubles understanding the content of lectures and other forms of teaching. One student thought that the methods module had not taught them anything. One student argued that an earlier start of the minor thesis work would be needed. One student thought that everything in the course would need to be developed as this person thought that one had not learnt anything in the course. One student said that all lectures and seminars should be mandatory. In addition, two students also thought that the structure was messy and there would be a need to restructure the course. One student argued that there should be more teaching time and one that there should be more sit in and oral exams. One argued that exams should be anonymous. One student mentioned clearer grading criteria with constructive feedbacks. One student wanted more focus on international law.

8 How many hours / week have you spent on your studies? Number of responses

Less than 20 hours 9 (45%)

Between 20-30 hours 7 (35%)

40 hours or more 4 (20%)

9 Please summarise your overall experience of the learning infrastructure (e.g. Canvas learning platform, Library, GPS administration, university facilities)

Most students thought their experience was overall good and that platforms work well. One thought the library was well-furnished but that the rest had been inefficient. Some students said that Canvas had not worked in the case of some submissions.

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

Summary of the teacher's views:

- Teachers think that some of the elements of the course, such as debates and paper for the first module as well as the links between the methods and minor thesis work, needs to be reconsidered so to achieve better integration and flow.

Action plan (To be completed by the course coordinator)

- Currently, there is work on improving structure and clarify the links between parts of the course.

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