

## COURSE REPORT – Summary of course evaluation

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

Course LADOK code: MR225L	Scope (hp): 7.5
Course title: The Right to Life and Modern Conceptions of Life	
Course coordinator: Mikael Spång	Number of registered students: 41
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. SGMRE semester 5 programme course and independent course	

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

Formative course evaluation, for example dialogue during the course (optional) Ongoing discussion	Approx. number of students who participated in formative course evaluation(s):
Summative course evaluation (obligatory) X 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: 11

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

<p><b>Summary of the students' oral and written feedback:</b></p> <p><b>To what extent do you feel you have achieved the course's intended learning outcomes?</b></p> <p>1 1 (9%) 2 3 (27%) 3 1 (9%) 4 1 (9%) 5 2 (18%) 6 3 (27%) Total 11 (100%) Comment: It's really hard to understand</p> <p><b>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?</b></p> <p>1 1 (9%) 2 4 (36%) 3 1 (9%) 4 2 (18%) 5 1 (9%) 6 2 (18%) Total 11 (100%)</p> <p>Comments:</p>
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Some learning materials would have been nice, kist following what is said without having a powerpoint or writing on the board is hard and you loose motivation when you realise that it's not worth taking notes since you can anyways only wrote down half of what is said

Listening to lectures isn't the way I learn best

The lectures spent too much time reading the text out loud, it would have been more productive to just spend the lecture discussing it, since it was assigned beforehand. The seminars felt more helpful in this way, as they involved more discussion.

Great having us discuss topics! Makes one widden ones sight

The layout of the course, specifically the lecture were not helpful to a large extent.

**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 0 (0%)

2 1 (9%)

3 2 (18%)

4 3 (27%)

5 2 (18%)

6 3 (27%)

Total 11 (100%)

Comments:

Do not only believe that esseys are the best way to examine.

But the work load is excessive

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

1 1 (9%)

2 6 (55%)

3 0 (0%)

4 1 (9%)

5 2 (18%)

6 1 (9%)

Total 11 (100%)

Comments:

I don't see the connection to Human Right or the connection to the right to life. It would be smart to rename the course to

something along the lines of "Modern Conception of Life - A philosophical exploration"

Interesting literature but not a very engaging course

I had expected lectures on different topics regarding the right to life (e.g. abortion, the death penalty, assisted suicide) as opposed to reading and discussing the course literature.

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

1 0 (0%)

2 0 (0%)

3 0 (0%)

4 3 (27%)

5 4 (36%)

6 4 (36%)

Total 11 (100%)

Comment:

Basically just own learning

**What has been especially good about the course?**

The literature was very interesting.

Wonderful and kind lecturers. And I loved the discussions during the seminars.

The obligatory seminars. Learning so much!

The seminars, the ability to present the material during presentations and interesting discussions

The readings assigned were good picks for exploring the topic at hand, and the seminar discussions were useful.

Professors extremely accomodating and understanding

**What can be developed in the course? Please give some concrete suggestions/ideas**

The lecturers reading the texts in class feels unnecessary, I think it'd be more productive to have the students read at home and have the lecturers discuss relevant and interesting parts of the texts in class. This would give more time to discuss it more broadly and discuss different topics. The reading made class quite boring and made it feel unimportant, hence why many people skipped the lectures.

The workload is way too much. Expecting students to read 4 books that are as difficult as Foucault is, and to understand them in depth, is unreasonable and extremely stressful. The format of the lectures is also really hard. lessen the overall workload and help students engage more in class, maybe more class discussions.

Maybe have other type of exams, not just "write an essey".

Material!!

The comments provided in the lectures were good, but since the text was read out loud, we did not have time to go through all the reading. It would be more helpful to forgo the reading out loud part, and just focus the lectures on what the professors can say about the books.

Lectures can be planned differently, readings should be done at home and discussed in the lectures rather than using the entirety of a lecture to read together.

The seminars could have been more structured, e.g. by dividing the class into smaller groups. I also think that being read to out loud was difficult to follow for some students. Maybe it would have been better to skip some paragraphs/ pages that the students already read at home and focus more on analyzing/ understanding/ applying the contents.

The course consisted of three hour lectures that were dedicated to readings from the assigned literature. Students could have read the course literature from home, and discussed what they have read during the lectures. Listening to teachers reading from the course books for three hours during every lecture becomes tedious. To avoid students becoming bored and choosing not to attend lectures, the course should be organized in a way that does not include reading from the course books during class. More variation, with presentations and discussions, would be more beneficial to maintain students' interest in the material, and increase attendance rates. The course literature should be assigned to read at home and discussed in the classroom

**How many hours / week have you spent on your studies?**

Less than 20 hours

3 (30%)

Between 20-30 hours

5 (50%)

40 hours or more

2 (20%)

Total

10 (100%)

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

Great. Would like more flexibility with meeting with GPS.

Everything worked well.

The Canvas platform is sometimes difficult to navigate. The user interface could use improvements.

Good, no remarks

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

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

Students who have submitted exams have completed the course, fulfilling the learning outcomes. Students seminar presentations brought out key elements to the course. Rather large spread in views among students regarding the course. Usually, the reading and commenting part of the course is appreciated but this year not to the same extent as previously. We will see if that requires changes in the future. It needs to be kept in mind that the format of teaching, while differing from most other courses, is an acknowledged form of teaching within university studies and it has been one of the objectives of the course to familiarize students with what is sometimes called close reading.

### **Action plan (To be completed by the course coordinator)**

See above.

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