

COURSE REPORT – Summary of course evaluation

Background information (To be completed by the course administrator)

Course LADOK code: MR226L	Scope (hp): 7,5
Course title: Global Justice	
Course coordinator: Jon Wittrock	Number of registered students: 49
Semester in which the course is conducted: HT25	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name.	

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

Formative course evaluation, for example dialogue during the course (optional) Yes questions during the first lecture	Approx. number of students who participated in formative course evaluation(s): Ca. 30
Summative course evaluation (obligatory) X ☐ Only via Canvas ☐ Canvas and other form ☐ Only other form (written and/or oral)	Number of students who participated in the summative course evaluation: 13

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

Summary of the students' oral and written feedback: Based on the (limited number of) responses, the feedback was fairly positive as a whole, in numerical terms and in terms of comments by the respondents. Several respondents pointed to engaging lectures, seminars and topics. Some, however, felt parts of the course were too abstract and theoretical, and while some thought the exam was well connected to the topics and literature, others thought the questions were too open and left too much to interpretation. Also some students wanted to be able to choose to a higher degree which topics to address in the exam, although others felt the questions were not specific enough. Some students wanted more lectures about the underlying philosophical theories, and some thought maybe seminars should be graded. Some called for debates in seminars to be set up to encourage more student participation (even in the sense of the physical set up of the class room).

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

Summary of the teacher's views: The course was tried in a new format for the first time, and the allocation of teachers and finalization of the schedule was done with very short notice. In spite of this, it seems to have worked pretty well, although some changes would be advisable (see below).
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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 exam results were good, so it seems that, despite some students worrying about potentially not being able to interpret the questions correctly or addressing them thoroughly enough, the actual results indicate that the exam worked pretty well. Unfortunately the risks of improper usage of AI forced the teachers to be rather specific in formulating the questions, while still allowing for a considerable degree of freedom.
- The suggestion to provide more lecture time to explaining underlying philosophical theories is a good one. E.g. a greater part of the first lecture could be used for this.
- It will probably be possible to tie theories and practical, contemporary examples more closely together in coming terms, which would be a good idea, as suggested by some respondents. As always, however, this is dependent on which teachers are available for the course.

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?

- The course coordinator does not decide which teachers are available for or assigned to this course, so a long term perspective can only be a matter of conjecture. However, if possible, the different parts of the course should be more closely tied together, the philosophical debates should be put in a more clear contemporary power political context, and philosophical theories should be presented a bit more extensively at the outset (possibly in the first lecture).

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