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: 3**9
Semester in which the course is conducted: HT26	
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) **Discussion during first lecture**	**Approx. number of students who participated in formative course evaluation(s):**
Summative course evaluation (obligatory) ☐ Only via Canvas (X) ☐ Canvas and other form ☐ Only other form (written and/or oral)	**Number of students who participated in the summative course evaluation:** **10**

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

Summary of the students' oral and written feedback:

- Q1 mean 4,7
- Q2 mean 4,7
- Q3 mean 3,4
- Q4 mean 4,6
- Q5 mean 5,8

- Respondens appreciated the different seminars, including debate and poster presentation, and the various topics included in the course, some of which they never encountered before (e.g. debates on a right to pleasure).
- Some suggested seminars should be mandatory to encourage all to participate.
- Respondents pointed to the exam as the major focus of suggested improvement: several thought it was difficult and stressful and did not appreciate the constraint of a sit-in exam.

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

Summary of the teacher's views:

- Mandatory seminars is something to consider, although it also has drawbacks (seminars are not credited; there would be a need to keep records of seminar participation archived for years; some students appreciate having the opportunity but not the requirement to participate in all seminars).
- The exam was given for the first time in this new form; it is a work in progress and subject to evaluation by teachers. The change from the previous format is due to discussions

about AI written answers. An oral exam might also be feasible, however, given the range of topics covered during the course teachers felt it would probably not be ideal. Considering, however, the exam results, they were very good. So even though some students thought the exam was stressful, many still produced extraordinarily good answers, and no students actually failed the exam. So only considering the *result* side in terms of the quality of students' replies and attendant grades, the exam was a great success and worked probably even better than we could have hoped for.

- *(add/remove points as needed)*

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

The underlaying 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?

- Discuss and evaluate seminars; consider mandatory participation.
- Discuss and evaluate the exam.
- This will be done as soon as the department allocates teachers to 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