

COURSE REPORT – Summary of course evaluation

The course report is a summary of the course evaluation. The course evaluation takes into account the students' course evaluations, the study administration's views, the teachers' views, and the course outcome, ie the students' actual results, course completion, and conditions for course implementation such as teaching and supervision time, premises and support functions. The course report also contains an analysis and development/action plan for the course.

The course report forms the basis for feedback to students and follow-up in quality dialogues both in the education-centered and in the university-wide quality work.

Background information (To be completed by course administrator)

Course LADOK code: MV241E	Scope (hp): 7,5
Course title: Organisationers miljö- och strategiarbete	
Course coordinator: Joseph "Joe" Strahl	Number of registered students: Ca 35
Semester in which the course is conducted: H22 -V23	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. SGMVP21h	

Administration's perspective (To be completed by course administrator)

The administration's views:

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

Formative course evaluation: Because the course is only 5 weeks long and tightly scheduled there was no formal so-called formative course evaluation, there was not room to "form" based on a discussion.	Number of students who participated in the course evaluation:
Summative course evaluation: SUNET SURVEY	Number of students who participated in the course evaluation: 9 (less than 25%)
Feedback to students: (Describe how and when the feedback will be given to the current student group) I had a separate qualitative discussion with the students at the end of the course and provided feedback directly instead of using a questionnaire.	

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

Summary of the students' course evaluations: (The five university-wide questions should be included. Compilation from digital questionnaires can be appended.)

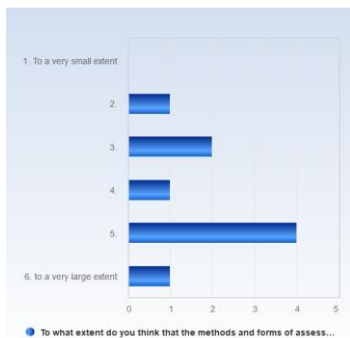
3 To what extent do you think you have achieved the (above listed) learning objectives of the course?



4 To what extent do you think that the working methods / learning activities on the course have reinforced your learning and your ability to achieve the learning objectives?



5 To what extent do you think that the methods and forms of assessment (tests etc.) give you the possibility to demonstrate that you have achieved the learning objectives?



6 To what extent do you think that the course in its entirety has fulfilled your expectations?



7 To what extent do you think that the course has given you possibilities to take responsibility for your own learning?



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

Summary of the teacher's views/Results: (The comments on the course's implementation and the results based on an assessment of the students' actual learning outcomes in relation to the intended learning outcomes, are summarised here. Both success factors and problems are identified).

1. Moving the written exam and concentrating lectures to the first part of the course was a conscious decision based on feedback from students last year in the course: they did not want to have the exam and the project assignments submitted the last week at the same time. Despite attempting to fulfill what students said last year with this change, a number of students this year did not like this solution. It is unclear what the optimal solution is because of this change from year to year in the student population.
2. Perhaps some more vocal students perceive the number of goals in the course and the activities to help students achieve the goals as being too much.
3. Since just under 25% of the entire population of students responded to these questions it is unclear to what extent that this is sufficiently representative to be the basis of making major changes to the course.
4. Some students expressed their frustration about submitting answers to a questionnaire as the way the university wants the course evaluations to be carried out. They would prefer a dialog but I explained in class that that discussion has to be taken at a higher level.

Analysis and action plan (To be completed by the course coordinator)

Analysis: (The course coordinator is responsible for ensuring that the analysis is based on a summary of the students' individual course evaluations, views from relevant teachers and course

administrators, knowledge development in the field of research and that this analysis is done in collaboration with the teaching team.)

Because of the low response rate it is difficult to carry out an analysis with insufficient data.

Action plan: (The changes planned to be made in the short and long term are stated here, as well as the timetable for when the actions are planned be carried out and who is responsible for the implementation. If identified problems are left without action, this should be justified. The follow-up of proposed measures according to the previous course report(s) is presented here.)

Some of the articles etc in the course literature are getting a bit old so this needs to be improved for next year. The teaching responsible for the course will have a discussion with the teaching team about how the three examination forms could be “timed” but of course running the risk that we arrange this like the previous year, which those students did not like.

Publishing and archiving (To be handled by the course administrator)

- The course report is published, and the students have been informed about the publication,
- The course report is archived according to the university’s archiving rules,
- The course report is shared with the programme coordinator (if applicable),
- The course report is saved according to any additional requests on behalf of the department.