

## 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)

<b>Course LADOK code:</b> OL641E	<b>Scope (hp):</b> 7.5
<b>Course title:</b> Organisering och ledning av hållbara organisationer Organising and Leading Sustainable Organisations	
<b>Course coordinator:</b> Hope Withmer	<b>Number of registered students:</b> 55
<b>Semester in which the course is conducted:</b> H22	
<b>Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name.</b> SALSU	

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

<b>The administration's views:</b>
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### Forms of evaluation and feedback (To be completed by the course coordinator)

<b>Formative course evaluation:</b> (Describe the form of course evaluation and when it was completed)	<b>Number of students who participated in the course evaluation:</b>
<b>Summative course evaluation:</b> (Describe the form of course evaluation and when it was completed) A Survey was conducted via sunet and distributed to all students via canvas. Student feedback was also reviewed with the student board representatives and incorporated into the final assessment.	<b>Number of students who participated in the course evaluation:29</b>
<b>Feedback to students:</b> (Describe how and when the feedback will be given to the current student group) The results were reviewed and discussed with the course coordinator/program director, course lecturers and the student board. The student board reported a summary to the SALSU students.	

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

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

What follows is a summary of the student feedback divided into the five questions on the questionnaire.

**Are there any aspects of the course that you have particularly appreciated?**

The students indicated appreciation for the variety of teaching methods such as workshops, reflective sessions, cases, field trips along with valuing the exercises that incorporated the student's prior experiences and international perspectives.

**Are there any aspects of the course you think can be improved?**

The amount of reading required for the course. Some of the students expressed wanted less theory and more opportunities for hands-on practice.

**To what extent do you think you have achieved the learning objectives of the**

**course?** The majority of students indicated (many in the mid-range) that they achieved the learning objectives of the course.

**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?**

The majority of the students indicated (many to a large or very large extent) that the learning activities in the course reinforced their leaning and ability to achieve the learning objectives. They especially emphasized the value of peer teaching, sustainability visits and workshops.

**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?**

The majority of the students indicated (many to a large or very large extent) that the methods and forms of assessment (tests etc.) give them the possibility to demonstrating that they have achieved the learning objectives. The primary assessment was a written examination some were in favor of this process as it allowed them to focus on the content as they prepared for the examination while others preferred group assessments that included written and verbal demonstration of the knowledge they had acquired. Possibly suggesting that the mixed forms of assessment is the best strategy.

## **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).

As indicated by the students the variety of teaching methods such as workshops, reflective sessions, cases, lectures and field trips facilitated connecting theory to practice and accommodated different learning styles by engaging with the material in different venues. Due to the international profile of the students, the structured group assignments provided the opportunity for the students to reflect on their learning from an international and multidisciplinary perspectives. According to the students, as well as observation by the faculty, this enhanced their learning by broadening their perspectives and challenging them to think more critically in relation to their own perspectives on leadership, organization and sustainability.

For the students who did not have a background in leadership and organization the scope of material was more challenging to organize, critically reflect on and apply to addressing complex sustainable challenges. As the program progresses the value of the scope of this theoretical foundation becomes clearer however, initially it can be perceived as a lot of new content to learn. The students are highly motivated and engaged to bring about sustainable change with varying levels of ability (as reflected in the examinations) of articulating the connection between foundational theoretical perspectives of leadership and organization in relation to sustainability.

## **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.) There are three main areas that seemed to emerge. 1) The multi venues for teaching and learning that supplement lectures (e.g. workshops, site visits, peer teaching etc.) was identified as a strength and will be continued 2) The amount of reading and scope of material that is needed to provide a foundation in leadership, organization and sustainability 3) The importance of continuing to highlight the connection of research and theory to sustainability practice.

**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.)  
1) Lecturers will continue to be encouraged to expand and develop innovative teaching techniques that connect theory to practice. 2) The content of the material will be reviewed by the course coordinator and each lecturer will explore developing decision trees (or other strategies) that can assist the students in organizing the scope of material to assist them in making connections between the three core areas. 3) Additional examples will be presented by researchers on how theory relates to practice in relation to leadership, organization and sustainability.

### **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.