

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 the course administrator)

Course LADOK code: OL641E	Scope (hp): 7,5
Course title: Organisering och ledning av hållbara organisationer	
Course coordinator: Hope Witmer	Number of registered students: 66
Semester in which the course is conducted: HT-23	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. SALSU	

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

The administration's views:

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

Formative course evaluation: (Describe the form of course evaluation and when it was completed)	Number of students who participated in the course evaluation: 31
Summative course evaluation: (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.	Number of students who participated in the course evaluation:
Feedback to students: (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 gave input on the report and reported a summary to the SALSU students.	

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.) The variety of teaching methods such as workshops, reflective sessions, cases, field trips along with the integration of lecturers research were aspects of the course that were especially appreciated. The main area of improvement was the amount of content that was covered. For the students who had a general
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knowledge of the foundational theories this was less of a concern. The majority of students indicated (many in the mid-range) that they achieved the learning objectives of the course. 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. Some were in favor of a written examination 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. A pilot test was done that combined the written examination an oral examination component. The feedback was that in general it was an effective way to evaluate knowledge of course content but that combining these two aspects was somewhat disruptive logistically.

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). The results of the course assessments (examinations) reflected a strong understanding of the course content and achievement of the learning outcomes. The varying levels of critique from *I loved the interactive components to disliking the interaction and wanting more traditional lectures*. Seem to be more reflective of differing levels of anxiety as they were preparing for the examinations and adjusting to an international program and a preference for different teaching and learning styles. There were also areas of improvement that were highlighted such as continuing to incorporate relevant examples and practical examples of theory in practice. Based on the evaluation we will also explore new strategies for how to cover the scope of material as a foundation for leadership and organizational theory that considers both depth and breadth of material to avoid the students feeling overwhelmed by the quantity of the content that considers different learning styles.

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.) The coordinator will highlight for the teaching team the importance of incorporating relevant sustainability examples to illustrate theory application. The balance between group work and lecture will be evaluated by the teaching team in light of the learning objectives and the schedule adjusted accordingly. The teaching team will discuss the value to the learning and structure of the oral examination to evaluate if it should be incorporated in the future.

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.) The coordinator will highlight for the teaching team the importance of incorporating relevant sustainability examples to highlight theory application (Action: the course coordinator communicated this information to the teaching team in the process of reviewing this assessment. They are aware and plan to incorporate more examples in the fall). The balance between group work and lecture will be evaluated by the teaching team in light of the learning objectives and the schedule adjusted. Action: The course coordinator will initiate a meeting to discuss this with the teaching team. The meeting will occur spring 24 during the process of preparing for the Fall 24 schedule). Action: During this meeting (Spring 24) the teaching team will also discuss the value to

the learning and structure of the oral examination to evaluate if it should be incorporated in the future.

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

The course report is published and archived according to the university's instructions.
The students are informed about the publication.
The course report is shared with the programme coordinator (if applicable) and saved according to any additional requests on behalf of the department.