

## 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: OL645E	Scope (hp): 7,5
Course title: Social Entrepreneurship, Social Innovation and Sustainability	
Course coordinator: Fredrik Björk	Number of registered students: 60
Semester in which the course is conducted: VT24	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. SALSU23h+SALSU23h1	

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

The administration's views:
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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) Through the student council	<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) Survey at the end of the course	<b>Number of students who participated in the course evaluation: 18</b>
<b>Feedback to students:</b> (Describe how and when the feedback will be given to the current student group) Uploaded on the course page on Canvas	

### 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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To what extent do you think you have achieved the (above listed) learning objectives of the course?	Number of responses
1. To a very small extent	0 (0.0%)
2.	0 (0.0%)
3.	1 (5.6%)
4.	5 (27.8%)
5.	4 (22.2%)
6. to a very large extent	8 (44.4%)
Total	18 (100.0%)

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?	Number of responses
1. To a very small extent	1 (5.6%)
2.	0 (0.0%)
3.	1 (5.6%)
4.	3 (16.7%)
5.	6 (33.3%)
6. to a very large extent	7 (38.9%)
Total	18 (100.0%)

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?	Number of responses
1. To a very small extent	1 (5.6%)
2.	1 (5.6%)
3.	2 (11.1%)
4.	3 (16.7%)
5.	8 (44.4%)
6. to a very large extent	3 (16.7%)
Total	18 (100.0%)

Overall positive comments. A recurring comment is that students are not too happy with having another course in parallell. Guest lecturers, especially social entrepreneurs, are much appreciated. One student commented that the topics felt "random", and another wanted more on gender.

### 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).

Overall the course worked as intended with very good student results. The workload is quite high, and with a course running in parallell it is evident that it is sometimes difficult for the students to prepare and prioritize, as there are also several examinations (case studies, essay etc.)

### 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.)

Overall the course works well when it comes to content, however the structure can be streamlined with fewer examinations. For a course in a field that is practice-driven, and developing strongly, there is always a need to make sure that topics and supporting literature are up to date.

**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.)

- Change examinations so there is in total no more than two for the course
- Change the structure so that the course will be full time, with no other course running in parallel
- Update course topics and literature

### **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.