

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 hp
Course title: Social Entrepreneurship, Social Innovation and Sustainability	
Course coordinator: Fredrik Björk	Number of registered students: 41
Semester in which the course is conducted: Spring Term 2026	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. SALSU25h	

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:
Summative course evaluation: (Describe the form of course evaluation and when it was completed) SUNET	Number of students who participated in the course evaluation: 8/41
Feedback to students: (Describe how and when the feedback will be given to the current student group)	

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

Overall results Results show a clear spread in student responses. Opportunity to take responsibility for one's own learning stands out as the strongest aspect, while the perceived support of working methods for learning is the weakest and most varied. What has worked well The individual essay is appreciated for its broad scope, allowing students to approach the topic from different perspectives. The topic of social innovation is seen as highly engaging and relevant. The project work is highlighted as an enjoyable assignment.
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Suggestions for improvement Several comments point to an imbalance between the essay and the project: the project is graded pass/fail yet received more coaching sessions than the essay, which feels unfair since the essay determines the final grade. Students would like more lectures before having to choose essay and project topics, as well as better timing around starting the essay right after the Christmas break. Several want more guest lectures with a practical, business-oriented focus rather than a purely academic one. Project coaching sessions are seen as repetitive, since ideas were not documented between sessions. Some call for a more practical understanding of concepts rather than a theoretical approach, and greater emphasis on sustainability aspects in lectures. It is also noted that the course does not fully leverage the cultural and professional diversity of the student cohort to broaden the sustainability perspective.

Conclusion The course is seen as content-rich but somewhat unfocused, with a need for clearer structure around the essay and project components, as well as a more balanced distribution of coaching resources.

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 course is under development. A new syllabus will be active from spring 2027.

Student achievement was generally of high quality. Students engaged actively with the material and showed genuine interest in the subject. Both the essays and the project work reflected solid effort and thoughtful engagement with the concepts covered.

At the same time, teachers note a significant reduction in available resources for the course. This has limited the number of sessions, lectures, and coaching opportunities that could be offered. Fewer resources have made it harder to give students the depth of support they need, particularly around the essay and project components.

Overall, teachers see strong potential in the course and in the students' engagement, but stress that continued development depends on securing adequate resources going forward.

The decrease in resources also meant that we had to cut down on external lecturers.

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.)

A key underlying issue has been an outdated syllabus. This has contributed to several of the imbalances students highlight, such as the unclear alignment between the essay and the project.

This issue has now been addressed. A revised syllabus is in place and will take effect from next spring. It directly responds to several of the concerns raised in this evaluation,

Going forward, the updated syllabus is expected to resolve much of the structural imbalance students experienced, providing a stronger foundation for the course.

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.)

New syllabus is in place, and even a new revision for spring 2028 has been submitted to "kursnämnd" that will "clean up" among learning goals and course description.

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.