

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)

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| Course LADOK code: OL673E | Scope (hp): 15 |
| Course title: Leadership and Organisation: Critical Perspectives on Leadership and Organisation | |
| Course coordinator: Rebecka Cowen Forssell | Number of registered students: 37 |
| 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. SASCO23h+SASCO23h1 | |

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

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| The administration's views: |
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Forms of evaluation and feedback (To be completed by the course coordinator)

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| 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) | Number of students who participated in the course evaluation: 14 |
| 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)

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| <p>Summary of the students' course evaluations: (The five university-wide questions should be included. Compilation from digital questionnaires can be appended.)</p> <p>In general, students seemed satisfied with the course. The course was described as educative and knowledge enriching and that it covered interesting and topical perspectives. Regarding examination of the course some student stress positive experiences, whereas other described concerns. This was particularly about the oral examination which most of the students performed for the first time. Clearer communication about the oral examination was expressed so that the students better could prepare for this new situation. Some students also asked for more instructions about the group paper.</p> |
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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).

Learning outcomes reached (4,4); Work/learning activities to support your learning (4,1); Forms of examination (3,9); the course as a whole has met my expectations (4,2); Has the course given you possibilities to take responsibility for your own learning (4,6).

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.)

Clearer communication and preparedness for the oral examination. See below for action plan.

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.)

As some students raised concerned about the oral examination, preparing students for this situation will be considered for the next time. Seminars driven by peer teaching is one example of activities that can help student to practice how to verbally define and describe central concepts at the course as well as critically reflect upon them. More detailed information about the oral examination, as well as group assignment will also be considered.

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.