

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: OL673E	Scope (hp): 15,0 hp
Course title: Leadership and Organisation: Critical Perspectives on Leadership and Organisation	
Course coordinator: Rebecka Cowen-Forsell	Number of registered students: 31
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. SASCO25h	

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)	Number of students who participated in the course evaluation: 9
Feedback to students: (Describe how and when the feedback will be given to the current student group)	
The course evaluation will be uploaded on Canvas.	

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 number of students participating in the course evaluation was low which makes it difficult to draw general conclusions. Those who did respond raised both positive and negative points. Positive aspects included a clear structure and practical approach that helped students engage with the subject. Seminars were also appreciated. Negative feedback mainly concerned aspects of group work, particularly uneven levels of engagement and contribution among group members. Forms of examination were also discussed and are partly related to the group work.

Responses to the five university-wide questions is described below (answers between 1- 6)

- To what extent do you think you have achieved the learning objects of the course? Mean 3,9 (standard deviation 1.8)
- 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? Mean 3,4 (standard deviation 1.6)
- 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? Mean 3,7 (standard deviation 1,5)
- To what extent do you think that the course in its entirety has fulfilled your expectations? Mean 3,6 (1.8)

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 relatively high standard deviations in the responses indicate a large variation in experiences of the course among the nine students who completed the course evaluation. This makes it difficult to draw general conclusions. However, while the course was implemented as planned some of the challenges raised in the course evaluation relates to low levels of classroom participation among students, which affects group dynamics in the group work.

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.)

See above.

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.)

We will continue to raise the importance of classroom participation with students.

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.