

KURSRAPPORT - Samlad dokumentation av kursutvärdering

Bakgrundsinformation (Fylls i av studieadministratör)

Kursens LADOK-kod: ST620L	Omfattning (hp): 30
Kursens namn: Political Science: The Politics of Pluralism	
Kursansvarig lärare: Valon Junuzi	
Termin som kursen har genomförts: VT26	Antal registrerade studenter: 24
Ange om kursen är fristående kurs, programkurs eller uppdragsutbildning. Om kursen har genomförts inom ett program ange programnamnet. SASGP Programme course term 2	

Kursvärderingsformer och återkoppling (Fylls i av kursansvarig lärare)

Formativ kursvärdering, t ex dialog under kursens gång (frivilligt)	Ungefärligt antal studenter som deltagit i formativ kursvärdering: -
Summativ kursvärdering (obligatoriskt) ☐ ☒ Endast via Canvas ☐ ☐ Canvas samt egen utvärdering ☐ ☐ Endast egen utvärdering (skriftlig och/eller muntlig)	Antal studenter som deltagit i den summativa kursvärderingen: 7

Studentperspektiv (Fylls i av kursansvarig lärare)

Sammanfattning av studenternas muntliga och skriftliga synpunkter: • Response was 7 of 24 registered students (29 percent). Among respondents overall satisfaction was high, with all five rating items between 5.0 and 5.6 on the 1–6 scale; the highest marks went to responsibility for own learning (5.6) and to working methods and general expectations (5.4 each). • Teaching drew the strongest praise. Students highlighted the lectures' format and engaging style, and the ability to make political theory readings accessible in the classroom. Several placed the course among the best in the programme. • The seminar and presentation format supported learning. Students reported that seminars helped them prepare for the paper and grasp the core concepts, and that lectures conveyed the central arguments of the readings well enough that falling behind on reading did not feel costly. • Development suggestions: share seminar presentation topics across groups in advance to avoid overlap; improve access to learning materials; and allow more time, for example one additional week in the module.

- The choice to release lecture slides only at the end of the course met mixed initial reactions but was ultimately seen as encouraging engagement and classroom attendance.
- Learning infrastructure was rated positively, with a minor note on a timetable edit. Reported workload was moderate, with the majority of students spending 20–30 hours per week and others (a minority) 40 hours or more.

Lärarperspektiv (Fylls i av kursansvarig lärare)

Sammanfattning av lärarnas synpunkter:

- The course ran as intended and the cohort was engaging and interactive. The consistently high ratings match my own impressions of the seminars and lectures, where participation was strong and discussion of theories was substantive.
- The seminar-led design worked well. Building sessions around close reading of a small set of core texts, with student presentations, sustained engagement and supported paper preparation
- The response rate was low. Seven of 24 students completed the summative evaluation, so the written results are indicative rather than fully representative, although they align with the classroom dialogue.
- Methodological approaches to policy-relevant questions were treated more briefly than the theoretical core, and there is room to strengthen this without displacing the central themes.
- The timing of slide release is worth revisiting. The end-of-course approach had a rationale and some students came to value it, but the mixed initial reaction suggests explaining that rationale clearly at the outset.

Utvecklings-/åtgärdsplan (Fylls i av kursansvarig lärare)

Analysen bakom utveckling-/åtgärdsförslagen ska bygga på en sammanfattning av studenternas individuella kursvärderingar, synpunkter från kursens lärare och kunskapsutvecklingen inom forskningsfältet. Om identifierade problem lämnas utan åtgärd ska detta motiveras.

Följande förändringar planeras på kort och lång sikt:

VAD ska göras, VEM ska göra det och NÄR bör det vara genomfört?

- Circulate seminar presentation topics across groups before the seminar cycle so that presentations do not overlap. Responsible: course coordinator.
- Post readings and learning materials earlier and more clearly on Canvas to improve access.
- Strengthen coverage of methodological approaches to policy-relevant questions through one dedicated session.
- State the rationale for the timing of lecture-slide release at the start of the course and review whether to adjust it. Responsible: course coordinator. By: course start, VT27.

Tänk på att också muntligen återkoppla resultatet av kursutvärderingen till

- studenterna som har genomfört kursvärderingen

- studenterna på nästkommande kurstillfälle, dvs nästa gång kursen ges