Sammanfattning av studenternas kursvärderingar/SUMMARY
On the two courses about 63% answered the GOVA evaluations. The evaluations show that the students agree that the learning outcomes have been reached (mean value (M) of 4.6 in KA712E and M=3.86 in HS664E, module 2). They state that the learning activities (only seminars, written assignment, group work, literature studies and oral presentations being applicable in this course) utilized in the course helps them reach these (M>4). They also report that clarity, instructions and expectations ought to be improved.
Analys/Analysis

What stand out in the first cohort’s evaluation are low ratings on the learning activities: seminars and written assignments, literature studies and oral presentations by those students enrolled in the course KA712E. In the comments section of the evaluation and in dialog with the students this seems to be attributed to unawareness to what is expected of the students, not to the learning activity per se. The students have in their previous course been subjected to a very detailed reading list and did thus not seem prepared to managing their studies (planning, selecting, and prioritizing their readings) equally well in the present course were no such detailed information was provided. Suggestions were made by some students (most students enjoyed the guest lecturers - the very foundation this course builds on), to add summing-up or debriefing discussions after the lectures. It was also evident from the comments and dialog with the students that the course coordinators need to work on the structure of the course. The course coordinators agree on this and will make proper adjustments for the next cohort. It is also evident, just reading the comments that how the students perceive the course and its learning activities were very mixed. Some students state that the seminars were “…absolutely useless…” while others praise them and state that they were “…very good! A lot of interesting discussions…”. When it comes to the examination of the course the big picture again is that again the students wants clearer instructions.

Åtgärdsplan/Action plan

The present course coordinators agree that the course expectations and some of the instructions can be more explicitly communicated to the students. Blinded by the fantastic list of guest lecturers that this course offers unfortunately the structure and completeness of the course suffered a bit. The suggestions made by some students to include summing-up meetings will be implemented in some form so that the the lecturers main message will be tied to the learning outcomes of the course. This was the first time this course was offered and adjustments to better the course will be prioritized. One way to deal with this is that at the course introduction the course coordinator needs to be clearer when explaining to the students what is expected of them. Another way to enhance clarity and structure is to revise the study guide in order to meet the needs of the students. The course coordinators do not however intend to provide a study list/reading list that explains to the students what needs to be read for each lecture but rather inform the students that it is in order for them to learn how to prioritize, select and prepare for their class meetings on their own. Web-sites will be referred to if the students’ needs help to learn how to do so. But the course is at an advanced level and the student is expected to know how to do this. When looking at how many hours the students spend on the course one can see that there are many hours a week that can be put in for both planning and reading more.