Comments: The evaluation process in this course consists of three parts. At the introduction of the course a summary of the previous cohorts’ evaluations and adjustments from those were discussed. 1) The first formative evaluation took place the last day of week two as the students were asked to reflect upon the course so far (individually, anonymously in writing). One formative assessment had been conducted thus far. 2) After the final assessment feedback was given on the formative evaluation together with a reminder to fill out the Gova questionnaire. This discussion gave the students opportunity to resubmit views perhaps misinterpreted by the teacher or be involved in clarifications of the information given to the teacher. It also served as an accumulation of feedback from the students to the teacher in a more summative nature. The students discussed in small groups before orally disclosing evaluative information to the teacher in order to keep the information anonymous. 3) Lastly the Gova evaluation. The present report reflects information given from all three parts of the process.
Only about 40% of the students attending the course answered the questions present in the GOVA evaluation. Caution is therefore appropriate when interpreting the results from it. The Gova evaluations show that the students agree that the learning outcomes have been reached (mean value (M) of 4.01 and mode=4). They state that the learning activities (seminars, written assignment, group work, literature studies and oral presentations being applicable in this course) utilized in the course helps them reach the learning outcomes somewhat (M about 4). Of the learning activities provided in this course the seminars and group work seemed to be the most appreciated forms.

What stands out in the present and second cohort's evaluation are

A) that some students feel the need for reading instructions (or semi reading instructions) at least to the lectures with methodological focus. Some of the students agree that and expect that they themselves, at advanced level, ought to be able to sort, plan and prioritize the course literature. Others however express that they need help with this.

B) That the assignments (study questions and student led seminars) and the varied assessment forms applied in this course (integrated text of the study questions, seminars and the oral assessment) are appreciated. The students put forward two things with these that are in need of some revision. One, and the most urgent to improve is the formulation and the structure of the study questions. They need to be formulated clearer. Second, the students want additional seminars to be able to discuss and 'land' the sometimes hard to digest lectures (mostly referring to lectures with methodological focus.

C) Clearer instructions to the study questions.

D) Invited guest lecturer, although some students think the content is sometimes difficult, are most often very appreciated and praised. However some students thought it would be beneficial to incorporate additional criminal career perspectives into the course.

That some students feel that they are unable to sort and prioritize their readings can and will be dealt with through semi-reading instructions (suggested by the student themselves). This, the course coordinator feels, will meet the needs of both the students who are doing a great job by planning their text readings already, the students that needs to practice a little bit at this and help students that have a hard time planning their readings.

One or two additional seminars will be inserted in the schedule for the next cohort of students in order to handle, summarize, put into context, and discuss more of the lectures. The course coordinator will also at the introduction emphasize the benefits of preparing for lectures by reading (or at least skimming or scanning) relevant literature.

Clearer instructions to the study questions. The course coordinators agree on this and will make proper adjustments for the next cohort. The study questions was added as means to further student learning as a result of last year’s evaluations yet the instructions and the formulation of the questions needs to be revised.

Since the guest lecturers are appreciated an attempt to keep these will be made in spite of the high costs of inviting international researchers to spice and advance the criminal career course. Time will also be spent on bringing forward an additional theory in the introduction lecture in order to meet the needs of those students who have not studied criminology before. It is a recurrent issue to deal with at the advanced level, the diversity of students’ previous experiences, academic skills and differential disciplines. Yet the advantages of a diverse student body and the different contributions that this adds to the course outweigh the disadvantages.