# Course evaluation template

After the course has ended, the course leader must fill in this template. The program director and education management will use your reflections to make adaptations to the program and/or the next time the course is given. The reflections will also be posted on the program web for students to read.

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| **Course code****4FH098** | **Course title**Introduction to planning and program development | **Credits**5 hp |
| **Semester****VT23** | **Period**2024-01-25 – 2024-02-16 |

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| **Course leader**Anna Toropova | **Examiner** Lydia Kwak and Anna Toropova |
| **Other participating teachers**Lydia Kwak, Liselotte Schäfer Elinder, Josefin Edwall, Rita Bakesiima, Lisa Holmlund, Emmanuel Aboagye, Kristi Sydney Annerstedt | **Other participating teachers****Group work:** Ida Karlsson, Anna Toropova, Andreas Rödlund |

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| **Number of registered students**16 | **The number who have not completed the course1**  | **Number passed after regular session2** 16 |
| **Methods for student influence other than course survey3**During the course introduction the students were asked about their pre-knowledge of the subject and their preferences regarding course administration, for example group work organization. The students were also asked to give feedback on the course progress on a weekly basis, in group and individually if needed, and often right after the lecture/group assignment. Discussions were also held during the last day of the course. The oral feedback and the formal course evaluation gave valuable insights into the course content. Response frequency in the formal evaluation survey was 50%. Regular feedback on the program in general and particular courses is provided and discussed during the regular Program council meetings.  |

## 1 *At the time of completed grading and mandatory assignments/revisions.*2 After first summative examination.

3 State: how the students were given the opportunity to participate in the preparation and decisions at course level, how the students were given the opportunity to provide feedback on the course and how this forms the basis of the analysis and proposals below, response frequency (for example, concluding survey 70 % response frequency, post-it notes – improvement suggestions after the second course week 90 % response frequency, course council 85 % attendance).

## Conclusions from the previous course evaluation

## Conclusions from survey 2023 by Anna Toropova:

The course went very well overall with most students achieving the intended learning outcomes after the first summative examination. The key feedback provided by the students was more clarity with the course assignments and examination requirements.

## Description of conducted changes since previous course occasion

The main change in the course was the introduction of a mid-term assessment to monitor student progress with the course learning outcomes and intervene in case there are any students experiencing difficulties.

The requirements and the content of the course assignments and an examination were made clearer to students. A wide variety of topics and target populations was kept from the previous course as well as lecturer diversity representing different contexts.

## Summary of the students’ response to the course valuation

* Response frequency was 50%.
* The majority of the students rated most of the course aspects rather high, including achieving intended learning outcomes, developing valuable skills/expertise, promoting scientific way of reasoning, teachers’ openness to the students’ ideas and opinions, equal learning opportunities for all students, the improved ability to communicate orally and in writing clear instructions about web-based systems, including with regards to web-based teaching, demands of the course and an overall good atmosphere in the class.
* A few students wished to have more the time for reflection, including reflection about ethical issues.
* One student wished for a more rigorous course content.
* Overall, the students appreciated mostly classroom-based teaching and learning, with two Zoom lectures allowing international lecturers to be involved.

## The course leader’s reflections on the implementation and results of the course

*Reflections on the course’s strengths, weaknesses, opportunities, limitations within, for example, the following areas:*

* *How have the students’ previous knowledge, experiences and prerequisites been used as a basis during the course?*

During the first course day, with both the examiner and the course leader present, the students were asked to share their previous knowledge, experiences and course expectations. During the lectures and particularly group seminars the students had an opportunity to share their experiences from their work life, methodological skills etc.

One of the most common expectations throughout course occasions is addressing the theory-practice gap.

* *In what way the work methods used during the course contribute to the students’ attaining the learning outcomes? (Reflect on the selected learning activities and the students’ type of engagement and presence in class)*
* The course is set up with a combination of lectures and group work which is continuously appreciated by most students. The group work provided the students with the opportunity to explore the content of the lecture in more detail and apply the knowledge they have gained through lectures. The group work also provided an opportunity for students’ interactions with each other and with the teacher.
* Student attendance was high both during the compulsory and non-compulsory course sessions.
* Student engagement was quite high during lectures, with active reflections on the lecture’s content and engagement with the lecturer. During group work sessions, all the students participated in preparing and presenting the actual assignments, but also in the following classroom discussions, sharing their knowledge and experiences with their peers.
* The debate form of the group assignment is continuously appreciated by the students giving them an opportunity to practice argumentation skills and oral communication. It also facilitates critical thinking and student interaction.
* The students wished for more time allocated for reflecting on the course content and related ethical issues.
* *How has the course worked with -constructive alignment - from learning outcomes to examination form and examination content?*

All lectures are continuously reviewed in relation to their alignment with the learning outcomes, the content of each lecture and how they are connected with learning outcomes are detailed on Canvas for the students. Alignment was also enhanced by sharing instructions to all teachers about the learning outcomes and the course literature, and by discussions among teachers during regular program council meetings. Home-examination was linked to the content of both lectures and group work and all learning objectives.

* *How do examinations and assessment criteria ensure that students achieve the learning outcomes of the course? (Reflect on the choice of examination form and formative assessments.)*

Group assignments involve peer-review process, and the assignment is discussed in class during the final half-hour of the session. Brief written feedback is given on the assignment to each group by the responsible instructor.

Mid-term assessment was introduced in the course to make sure all students are reaching learning outcomes and allow identify students in need of extra support. It requires application of student critical thinking, encouraging student in-depth learning on one hand, and ensuring they have reached the course learning outcomes half-way through the course. The assignment also serves as a basis for home examination, as the students would need to use the knowledge required for mid-term assessment to answer examination questions. The assignment is assessed with short written feedback from the instructor, stating whether the learning outcomes at this point were reached by the student and which areas can be targeted during the rest of the course.

The home examination was linked to the overall content and the learning outcomes of the course. It is assessed on a points system, which are translated into ‘Fail’, ‘Pass’ and ‘Pass with distinction’.

## Course leader’s conclusions and suggestions for improvement

On the basis of the students’ evaluation some changes for the next course session may be considered:

* Instructions for mid-term assessment can be made clearer and the nature of the assignment can be introduced earlier in the course
* A more structured course outline in Canvas
* Identify student prior knowledge early in the course and adjust their course material accordingly, e.g. suggest more additional/advanced reading for those with more prior knowledge
* Continuously review the course content to allow room for reflections on ethical issues.

#### Other comments

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