Kursanalys (kursutvärdering)

Kurskod	Kurstitel	Högskolepoäng
1AR035	Participation and Environment	7,5
Termin (vt/ht-år) VT26	**Tidsperiod** 2026-03-30-2025-04-30	

Kursansvarig	Examinator
Lisa Holmlund	**Camilla Malinowsky**
Momentansvariga lärare Lisa Holmlund	**Övriga medverkande lärare** Anna Johansson, Eva Lindkvist, Mandana Fallahpour. Externa föreläsare: Christine Bylund, Helena Tinnerholm Ljungberg, Erika Nilsson, Ola Linder, Annika Taesler, Stefan Balough

Antal registrerade studenter vid treveckorskontrollen, 35	Antal godkända vid sista kursdatum , vid avslutad kurs? 28	Svarsfrekvens kursvärderingsenkät 26.47

Övriga metoder för studentinflytande (utöver avslutande kursvärdering)

During the course introduction, students' preferences for lectures, breaks, and other course-related aspects were discussed. Throughout the course, dialogue has been encouraged in the classroom, and via Canvas. This approach has provided students with ample opportunities to ask questions and seek clarification. Oral follow-ups were conducted at the halfway mark of the course and on the last day. At the half-way mark almost all students were present, at the oral follow-up, around 10 students.

Återkoppling av kursvärderingsresultat till studenterna

Students were informed about previous evaluation at the course introduction.

Observera att…

Analysen ska (tillsammans med sammanfattande kvantitativ sammanställning av studenternas kursvärdering) delges utbildningsnämnd vid kursgivande institution samt för programkurser även programansvarig nämnd.

Analysen har delgivits utbildningsnämnd följande datum:
Analysen har delgivits programansvarig nämnd följande datum:

1. Beskrivning av eventuellt genomförda förändringar sedan föregående kurstillfälle baserat på tidigare studenters synpunkter

This semester, the instructions and templates for the oral submission were updated. Reading instructions were also reviewed and updated; some concepts were moved to the second part to reduce the workload on the first and avoid unnecessary repetition. Previous

changes to the learning activities and examination in the second part were discussed among the teaching team and kept this semester. All guest lecturers were informed of the student group's needs and preferences, and the outcomes of the lectures were followed up with students and staff by the course-responsible teacher.

2. Kortfattad sammanfattning av studenternas värderingar av kursen

(Baserad på studenternas kvantitativa svar på kursvärderingen och centrala synpunkter ur fritextsvar. Kvantitativ sammanställning och ev. grafer bifogas.)

There was some discrepancy between the oral and written feedback. Orally, students appreciated the engagement and structure of the course. Similarly, in the oral halfway evaluation (conducted anonymously via Mentimeter), students were pleased with the structure, content and pedagogy. In the oral evaluation at the end of the course, some reflected that the course being delivered in English was difficult and impacted their opportunities to participate and achieve learning outcomes. As previously, most guest lecturers were appreciated.

The written feedback from 25% of the cohort ranged from 3.1 to 5.3. The course as a whole and students feeling respected were ranked 4.2 and 5.3, respectively. At the lower end were the psychosocial environment (3.4), reasonable requirements (3.2), and questions and problems as motivating and realistic (3.1). Comments on the written examination were few but mainly positive. Most were appreciative of the collaborative pedagogy and opportunities for internationalisation. The content was also commented on, for example "*The course ensures that we get knowledge necessary for understanding participation in relation to the main goal of occupational therapy; independence. I loved it because it opened my eyes not to look at independence as how I define it, but to prioritise the autonomy and values of the patient in how they define their independence. For that reason, this course is very important and relevant for occupational therapists*". For further development of the course, exchange students wished to learn more about Swedish legislation.

3. Kursansvarigs reflektioner kring kursens genomförande och resultat

Kursens styrkor: The strengths are the theoretical grounding in occupational therapy and disability theory and models, the application of knowledge to practice, and the global perspective of persons with disability. Another strength is the pedagogical approach and guest lecturers with personal experience of disability and of working with the concepts related to the course.

Kursens svagheter: The weakness, as noted previously, is that even though most students appreciate internationalisation and collaborative learning, the burden of studies, and opportunities for active learning feel reduced for some when the course is given in English. The perceived burden due to language barriers probably reflected in the lower scores on psychosocial environment and reasonable requirements. To meet this the literature is reduced compared to before, and guidance is available on canvas and orally (also individually if required). Despite these changes some students in the written and oral evaluation found the burden too high. This semester, about half of the students did not attend non-mandatory lectures, which means they were required to do much more reading and reflection on their own. This might add to feelings of demand and stress.

3. Övriga synpunkter

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4. Kursansvarigs slutsatser och eventuella förslag till förändringar

(Om förändringar föreslås, ange vem som är ansvarig för att genomföra dessa och en tidsplan.)

The course leader will attend to the learning activities around legislation to make sure that international students have direct access to the specifics of Swedish legislation, especially around laws that apply to the Convention on the Rights of Persons with Disabilities. Actions for phycological safety, active learning, and an overall good psychological environment will continue.

Bilagor: