



Efter avslutat kurstillfälle fyller kursansvarig i denna mall. Prefekt/programansvarig beslutar om mallen ska kompletteras med ytterligare uppgifter/frågor.

Kurskod 1AR035	Kurstitel Participation and Environment (Delaktighet och Miljö)	Högskolepoäng 7,5
Termin Spring, 2020	Tidsperiod 20-03-30-20-04-28	

Kursansvarig Lill Hultman	Examinator Lena Von Koch
Övriga medverkande lärare Margarita Mondaca, Mandana Fallah Pour, Sarah Wallcook, Sophie Gaber, Linda Nordstedt	Övriga medverkande lärare External lecturers: Hanna Bertilsdotter Rosqvist, Erika Nilsson, Stefan Balogh, Adolf Ratzka, Andreas Pettersson, Theresa Skehan.

Antal registrerade studenter 50	Antal som inte fullföljt kursen 1	Antal godkända efter ordinarie tillfälle 3
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Slutsatser vid föregående kursutvärdering

We continue working on finding opportunities for students to do study visits at practices/institutions where different environmental modifications and technologies are used. Study visits at *Studieteamet*, arbetsmarknadsförvaltningen, Stockholms Stad, is part of this course. The course leader and involved teachers will continue to discuss opportunities to design tasks where students can apply theories in “real situations”, related to for example universal design and accessibility.

The course responsible teacher will make efforts to improve the structure of course information in Canvas and make sure that students have more time to work with examination task in the second part of the course.

Beskrivning av genomförda förändringar sedan föregående kurstillfälle

Since the course was provided last time there has not been any possibility to increase study visits. On the contrary, adaptations due to the spread of Covid-19, students have had to cancel face-to-face meetings. Hence, the entire course has been provided through digital platforms such as zoom. The current situation has created a new teaching and learning situation, which partly has affected the information provided. Sometimes, unexpected changes have resulted in students receiving information late, which has not improved the structure of information. However, the time plan for examinations were changed and the students had more time to finish the examination task in part II.



Metod(er) för studentinflytande

- * There has been a dialogue with students during the course, and their feedback will be taken into consideration in planning the forthcoming course.
- * The national students were given a chance to respond to a written course evaluation (a web-survey). The web survey was sent out to 42 respondents, which generated answers from 14 students, (33,33 %).
- * The international students were given the chance to respond to written questions, similar to those, included in the web-survey. Nevertheless, no answers have been obtained from the international students.

Sammanfattning av studenternas svar på kursvärdering

Some of the students' comments:

“The content of the course was great, very interesting lectures, seminars and examination assignments! I have nothing to comment on that. I had rather wished it was a 15-point course instead of 7.5 points. It was also great, that all course literature was made available online, so that you did not need to go to different libraries now in virus times”.

“I appreciated spending a lot of time reading literature, rather than wasting time on group work. It has made me learn a lot more than during the course other courses”.

“I thought the teaching worked well in the prevailing covid situation, but it was very messy that all zoom links came in different places”.

Apart from being satisfied with the content, the students have expressed discontent regarding the information provided regarding zoom-links. Students would have preferred to have an updated schedule in time edit instead of being provided information through announcements.

Kursansvarigs reflektioner kring kursens genomförande och resultat

The strength of the course is:

- * The course provides students with a theoretical framework that enables them to reflect about how disability as an individual experience is related to structural changes in social policy and legislation. The course challenge students to develop a deeper understanding of how different theoretical models combined with their own experiences and preconceptions of disability affect how they perceive disability and how they understand and work with interventions and guidelines directed towards people with disabilities.
- * The multitude of perspectives provided by external lecturers with practical experience from different fields make students aware of different professional perspective and the importance of inter-professional learning.

The weakness of the course is:

- * The short amount of time.



* The course does not require previous knowledge about disability which implies that some students may have little or none experiences of disability. This means that students can have different expectations regarding learning outcomes.

Since this course is available for national as well as international students, eight international students attended this course. Apart from motivating the Swedish students to practice their English skills, their contribution to discussions, provided Swedish students with examples of how disability can be conditioned by cultural aspects as well as national policy and legislation. This term both the national and international students were taught about national legislation with emphasis on the Swedish disability act (The LSS act) and discrimination. This meant that the part about legislation was more in-depth since the students both had a lecture and a workshop. Previous terms, only the national students had been taking part in the lecture about national legislation and discrimination.

The examination forms remained the same as last term, aiming for structural alignment between ILO's, TLA and assessment. During both parts of the course lectures have presented to topic, which has been followed-up and discussed in seminars and examined through oral as well as written examinations.

Part 1- An Individual exam. In relation to this task, examination criteria state that students have to demonstrate that they understand and can reflect upon relevant theories and the consequences of applying the theories into practice and policy (ILO's stated in course aim).

Part 2. Examination criteria for the group examination in part two, is inspired by PBL in which students have to search for relevant information in order to solve a case study. The examination task for part two is also aligned with the course aims.

Beskrivning av hur kursen arbetar med kvalitet, forskningsanknytning och samverkan med andra professioner.

The course literature includes basic research literature, and literature reflecting the current development of research in the area of participation and environment. There are several ongoing research projects at the division of occupational therapy that focus on technology as part of the environment, and some results from that research is presented in the course.

Kursansvarigs slutsatser och förslag till förbättringar

Make improvements regarding how information in Canvas is provided regarding changes in the schedule and students access to zoom-links.

Have a dialogue with students throughout the course. This term there was no time for oral feedback in relation to final examination task which resulted in lack of valuable student feedback.

Make sure to update the content of the course continually, with reference to research as well as national and international societal debates regarding disability policy and other issues related to disability and participation.



Synpunkter på kursen och förbättringsförslag från övriga

The course is suitable as a distance-course and thus it will be offered as an on-line course so that more international students can join the course.

Beskrivning av hur kursvärderingen har återkopplats internt och till studenterna

Discussions with other involved teachers will take place before the next course starts and dialogues about different courses and course development in general take place when teachers meet at a regular basis. The course has been discussed with other teachers during one of the teachers' forum.

The students have not been provided any oral feedback but the survey with student responses is accessible to them on-line.