

Periodic evaluation form of courses IPED

Please fill out the form and send it to the administrative coordinator of the course.

Course	HEM4210
Semester	Fall 2018
Lecturer/responsible for the course	Monika Nerland
Time for mid evaluation (short evaluation midway through the course)	16 November
How did you carry out the periodic evaluation?	Midway evaluation: A short form (open questions) was distributed in class and answered anonymously. Periodic evaluation: Online form distributed after students had received their exam grade and feedback on this (mid January 2019). Three reminders were sent, 9 out of 14 filled the form.
How many students took part in this evaluation?	Midway: 14 students Periodic: 9 students (out of 14)
The students' experiences of the following points:	
*Study information *Teaching start and implementation of the course	Study information is in this programme given in start-up meetings when the term starts in August, both for the programme and the courses in the first term. In addition, the course plan, learning outcomes and activities were presented and discussed in class the first teaching session. 7 out of 9 who filled the final evaluation form were satisfied with the availability of the course information prior to the course; all 9 had read the course description. Some students commented in the midway evaluation that all activities were clearly explained.
*Lessons/teaching, teaching plan and learning environment	The midway evaluation showed that the students overall found the teaching well organized and helpful, and that the learning environment and especially the organized colloquium groups were supportive. Students also expressed that they appreciated the access to literature and resources through Canvas. In the final evaluation, 8 students reported that they were 'quite a lot' or 'completely satisfied' with the structure of the lectures and seminars. The colloquiums were found helpful

	<p>by most students, although some commented a need for more time for reading and discussion. One student suggested that more guidance should be provided as to how to go about reading research articles and literature, given the diverse background of the students.</p>
<p>*The content of the course (level and relevance in connection to the course aims)</p>	<p>8 out of 9 students reported in the final evaluation that they found the reading materials to contribute significantly to their learning ('quite a lot' or 'completely satisfied'). 8 students also found the assigned readings to correspond well to the lectures.</p>
<p>*Assessment</p>	<p>Students who completed voluntary assignments and received formative feedback on these found it generally helpful. 5 (out of 9) students were satisfied with how the final exam assessed their knowledge in the course ('quite a lot' or 'completely satisfied'), while 3 answered 'moderately' on this question and 1 had 'no opinion'.</p>
<p>*The students' individual effort</p>	<p>Most students report to be well prepared for the lectures and seminars, and they put a lot of efforts in their study activities. At the same time, the midway evaluation and the final evaluation showed that several students find it difficult to cope with the amount of readings and topics to be covered within the limited time frame of the course. Other students find it to be well manageable, and it is assumed that the variety is related to their pre-education as well as to English language skills.</p>
<p>Conclusion</p>	
<p>*Suggestions for changes (the students and the teachers)</p>	<p>Some students expressed that they would like to extend the time frames for the course, as it feels quite compact and intensive. Some students also expressed that it would be preferable to organize teaching activities more evenly across the weeks (i.e. on regular weekdays) in order to facilitate opportunities for self-studying and part-time work. This also goes for the organized colloquiums.</p>

	<p>From the teacher perspective, it would be desirable to stretch the course in time. 15 ECTS in 4 weeks is quite intense, and it is hard to find time to go deep into the literature and topics. The teaching activities would need to be completed in the fall term due to the programme structure, and they cannot start before the former course (HEM4100) is completed in the end of October.</p> <p>However if possible it may be an idea to schedule the exam to the start of January instead of (early) December).</p> <p>This year, the amount of readings was somewhat reduced compared to previous year. In addition students were offered formative feedback on voluntary assignments during the course, an opportunity that was taken by approx. half of the students. Students who did this found it generally helpful. For the coming year, efforts will be made to further reduce the amount of readings somewhat and to consider freeing some time from lectures to be used for collaborative work on assignments and feedback on these.</p>
<p>*Reasons for not doing changes that students have suggested</p>	<p>Thorough changes in time organization and exam forms would need to be coordinated with the other courses in the programme. The structure of taking just one course at a time makes everything quite intense. However, given that a full reorganization of the international master programmes at IPED is in progress it does not seem feasible to make such changes in the current HEM programme.</p>

Signature (academic staff): 