NETTSKJEMA

Emneevalueringsrapport / course evaluation report ISV

Lastet ned: 4. februar 2026 kl. 12:00

Svar-ID: 40265678 **Levert:** 28.01.26 15:29

Viktig informasjon før du leverer emneevalueringsrapporten:
Alle våre evalueringsrapporter publiseres på UiOs nettsidene etter at programrådet har godkjent dem, og er da tilgjengelige for allmennheten. Språkbruk må gjenspeile det.

Navn til emneansvarlig *

Elin Lerum Boasson

Semester

Høsten 2025

Velg kursnivå *

Bachelorkurs

Emnekode *

STV2547

Emnenavn

Political Science Approaches to Climate Action

Emnerapport

1. Studentenes tilbakemeldinger *

Oppsummer de viktigste tilbakemeldingene fra studentene.

Readings
The students had little more to add, other than the comments they gave to the book chapters (there is a separate memo on this) . We must discuss how to organize the course when we get more book chapters. It also seems a bit strange to not have anything on the role of courts now that they have gained a so important role, and it seems this trend will continue.

Seminars
The students gave a lot of attention to what they perceived as a lack of connection between lectures and seminars. They said for instance:
- Disconnect between lectures and seminars, we did not get to work on the lectures and discuss their content at the seminars.
- We focused too little on the lectures at the seminars, the seminars did not give us more knowledge about the aspects of political science. The seminars gave us a deadline and it is always good with deadline, we liked the feedback, nice to give it online.
- We focused more on finding readings for term paper, rather than on the lectures and therefore we downplayed the lectures altogether.
- Maybe organize everything differently, it can be experienced as a very long time when you are at a seminar when you do not present. It was not effective. Because you just listen to someone else [implicitly saying that you cannot learn from others, which is a common thing for students to say, but that does not mean it is right].
- Seminars could have been more collaborative, that is what I am used to from other seminars. It was more just presenting, maybe some form of group presentation would be better, that would encourage more inter-student collaboration.
- It would have been good if we could have used the seminars to process the lectures, we do that in other types of seminars, it works better with more discussion.
- Smaller seminar groups would maybe work better, it could give more time to go through the course material.
- People that presented their term paper drafts early were at a disadvantage. If you changed it later, you did not get proper feedback. It is difficult to develop a good topic, I felt I was just grasping at straws because it was hard to find theories.
- The seminars could be restructured, we only need one big seminar where we work on the term papers.
- Receiving feedback was really nice, but maybe it would have been just as good if we just got it online.
- The seminars were too long, but I did like to see what others had done. It could have been done in groups.
- Maybe good to have had a school exam. Would have been great to have that in addition.
- It was great exercise to give feedback to others, not something I was used to, but once we had received feedback from the seminar teacher we only focused on superficial things in our own feedback.

Lectures
The students seem to care less about the lecture because they think it will not count, and several seem to not understand that if you follow the lectures and do the readings you will write a better term paper.

They said for instance:
- Some of the lectures were a bit difficult to follow, especially for those of us who are not political scientists. Would have been good with a more set list of theories that we could pull from or list of options of theories. That could have guided our thinking, because then we could have decided on theories earlier.
- We had a lot of discussions during the lectures, that was really interesting.

Examination
The students did not highlight the examination much or how the type of examination influenced how they worked with the subject matter. Maybe it is the lack of clear links between the lectures and the examination that is the true problem, and not a lack of link between seminars and lectures.

Among other things they said:
- It was interesting to work with a term paper, I have never worked in this way before.
- It seems strange that we just develop a term paper, because the content of the course is much broader.
- When working with the term paper, you neglect the other theories that you will not use for your term paper.
- Once I had figured out my own topic, I became less engaged in the lectures.

2. Helhetlig vurdering av emnet *

Gi din faglige vurdering av kvaliteten på emnet. Inkluder en refleksjon over læringsutbytte, undervisningsformer, særlig studentaktive undervisningsformer, og andre relevante temaer i lys av instituttes strategiske mål for undervisning.

We are happy with how we organize the lectures, and the readings work quite well. There are however challenges with the examination, not only relating to AI, but term paper is challenging when we have so many non-UiO and non-political science students.

Even though we had given students a lot of leeway when it came to using AI, no one got an A on their term papers.

Challenges with the way seminars
- Hard to give good enough feedback to the term papers, especially for those who submit very rough ideas early on
- A lot of students from other countries, a lot of different cultures, and that makes it especially hard to only rely on the term papers, many struggle with the format.
- Even the designated discussions sometimes do not really understand what they shall do and focus on, that is a challenge.
- Some students, especially those that came from traditions where term papers are not used, had a tendency to take feedback as personal insults.
- Some were able to have a discussion, others just regarded the inputs from the seminar leader as the law.
- Would it be better to start seminars later, so that they have read more?
- They do not in general understand what theory is, in general, but definitely not in this course.
- Having a book maybe makes the course a bit clearer.

Challenges with readings and examination
- The book chapters worked well, will be good when the full book is ready.
- The impression is that most students used AI, but it is surprising that they are not better at exploiting the advantages of AI.
- The students have too few incentives to read and understand the readings.

Challenges with lectures
- Too few students at the last lectures
- Works well, we think.

3. Justeringer siden forrige gjennomføring *

Beskriv eventuelle justeringer som er gjort basert på tidligere evalueringer, samt endringer som er implementert i løpet av emnet.

Not many changes this time.

4. Forslag til videreutvikling "Action points" *

List opp muligheter for videre utvikling av emnet til neste gjennomføring.

We probably should add a school exam into the examination. If we are allowed to, we will include a question where we ask them to present the core argument that they developed in the term paper. We believe this is possible to do even though we cannot link term papers and school exam.

We suggest that they submit the term paper quite early, and receive feedback on this in addition to pass/fail, and then they have to present a clearer argument in the school exam.

The school exam should be as late as possible

5. Behov for oppfølging gjennom programrådet *

List opp eventuelle behov for oppfølging gjennom programrådet som følge av evalueringen.

Proposal for new examination

Four hour written exam.

Students must pass the compulsory activities in order to sit the exam.

[By compulsory activities we mean seminars and term paper]