NETTSKJEMA

Emneevaluering / course evaluation ISV

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Navn / name *

Navn til emneansvarlig

Maryna Povitkina

Velg kursnivå *

Bachelorkurs

Bare for Master: velg blokk

Blokk 1

Emnekode / course code *

STV1300

Emnenavn / Course title

Comparative Politics

Semester *

Spring 2024

Emnerapport / course report *

Assessment of the course:

The course contained 12 lectures on diverse topics within comparative politics, including the introductory lecture and the summary lecture. Last year (2023) the diversity of topics seemed confusing to students, who were struggling to grasp the essence of comparative politics. This year the introduction of the summary lecture seemed to have clarified this, as there were fewer complaints about the red thread of the course than in the previous year.

Another addition to the lecture portfolio this year was half a lecture on state capacity, integrated into the lecture on the consequences of democracy for public policy. The students seemed to have appreciated the addition, and I suggest keeping it for the next edition of the course.

The course involved study groups and study mentors who facilitated discussions in study groups. The purpose of the study groups was to offer alternatives to seminars and enable achieving the learning outcomes of the course, related to skills and competencies.

The course had a teaching assistant who helped with recordings, communication with students and arrangement of study groups and their help was necessary for a smooth running of the course. I recommend keeping the teaching assistant for the future interactions of the course, if resources permit.

The course had two compulsory activities in the form of multiple-choice tests that students had to pass in order to get access to the exam. There were 35/40 questions in the tests, and 60% of correct answers were required for a pass. Students had 45 minutes to pass the test, and had unlimited attempts before the deadlines. The goal of the compulsory activities was to encourage students to start studying for the exam earlier, and to make the job of graders easier by not letting students who did not study the minimum for the compulsory activities to sit on the exam. I suggest keeping the compulsory activity in the next years.

Summary of student evaluation:
Overall, we got positive evaluations about the course from the student representative. The students liked the lectures and the main book for the course. The representative, however, reported that many students were overwhelmed by the amount of reading and that it was difficult to navigate the reading materials in terms of what is relevant for the exam, given the amount of detail given in the book. Some students found examples in the book outdated.

Many students seemed to be dissatisfied with the exam questions, most of which were based on the articles rather than the book this year. Students felt like the questions were too specific and did not reflect the overarching themes in the course.

The feedback about study groups was mixed. The students mentioned that study groups did not replace the seminars and the experiences depended on the level of engagement, preparation and participation of other students in the groups, which varied.

Suggestions for improvements:
As the overall setup for the course worked well, major changes are not necessary.

In the future editions of the course, it would be beneficial to think of how to motivate students to use study group resource more, prepare more seriously and attend study group meetings regularly.

I suggest keeping the summary lecture next time the course is given, as it was highly appreciated by students, as well as the part of the course on state capacity. The content of the summary lecture could reflect more the content of the exam, or at least not to miss topics that are going to be on the exam. This would, however, requires thinking about the exam questions early.

I also propose having exam questions' focus distributed evenly between articles and the textbook, or keeping more attention on the book.

The examples in the book are becoming outdated. If there is no update released in the coming years, I suggest replacing the book.

As the students find it difficult to navigate the reading, I suggest continuing explaining to the students the benefits of strategic reading and helping them identify relevant parts in the reading materials, whenever appropriate.

If there are resources for introducing the seminars in the course instead of study groups, this would benefit achieving the learning outcomes of the course.

Emneevalueringen bør inneholde:
1. Vurdering av emnet
· Læringsutbytte i emnet
· Undervisningsformer og organisering
· Andre relevante temaer som læringsmiljø, studentenes arbeidsinnsats og eventuelt vurderingsformer
2. Studentens tilbakemelding
· Oppsummering av studentenes viktigste tilbakemeldinger
3. Helhetlig vurdering og videreutvikling
· En samlet vurdering av kvaliteten på emnet
· Justeringer som er foretatt som følge av evalueringen.
· Muligheter for videreutvikling av emnet

The course evaluation should include:
1. Assessment of the course
· Learning outcomes in the course
· Teaching methods and organization
· Other relevant topics such as the learning environment, students' effort and possibly forms of assessment
2. Student's feedback
· Summary of students' most important feedback
3. Overall assessment and further development
· An overall assessment of the quality of the course
· Adjustments made as a result of the evaluation.
· Opportunities for further development of the course