



MALMÖ HÖGSKOLA

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## Template for Course Reports

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*Course Reports* are an important instrument for the development of courses and educations. The structure for this quality control work is described in *Quality Building: A Blueprint for the Course Evaluation Process*.

(<http://www.mah.se/PageFiles/18242/kursutv%C3%A4rdering/quality%20building.pdf?epslanguage=sv>).

The course report should contain background information, a compellation of the students course evaluations, as well as the analysis and suggestions for change to the course.

### Background information

Course name: Criminality and Ill-health

Semester: Spring 2014

Ladok code: KA721E

Course Responsible: Marie Väfors Fritz

Total of registered students: 32

Total of students who have answered the final course evaluation:17

Accomplished	Mark X
Early Evaluation	X
Mid Course or Mid Term Evaluation	X
Final Course Evaluation	X
Digital Feedback on the Students' Answers	
Oral Feedback and Discussion	X

Comments:

53% of the students answered the evaluation. From course start oral discussions did also take place and was continued throughout the course. The course coordinator thus thinks that it is unfortunate that surprisingly few students answered the Gova evaluation since the students were very accommodating in regards to the evaluative discussions in class.

### Summary of the Students' Viewpoints

The students reported that the learning outcomes had been reached (Median 5). The learning activities that promoted the students to achieve the learning outcomes were the written assignment (Median 6), group work (Median 4), literature studies (Median 4), and oral presentations (Median 4). What the Gova evaluation did not show, but an issue raised in class discussions was that the students found that having two opponents, instead of one, giving peer feedback was very useful. The seminars in this course were in the form of Journal Clubs and this type of learning activity was much appreciated and facilitated a lot. Also the type of examination in this course, the public outreach was very interesting and useful form of assessment and viewed upon by the students as a different type of examination that added variation to the types of examination forms that they had been subjected to previously. Some of the students liked that it was only one article to focus on at a time (for each journal club) and that they this way was allowed time to go into depth and into detail within and also without (searching for background information related to the articles) the boundaries of the relevant articles. However, some students wished additional assessments and would prefer there to be one more written assignment. One student also expressed, in the comments section of the evaluation, that the lectures could be better tied to the seminars. Otherwise the course was viewed as well-structured and good overall.

### **Analysis**

Even though few students answered the evaluations the trend that can be discern is a common belief that the course was good; well-structured, interesting and fulfilling learning activities that helped facilitate reaching the learning outcomes. Much appreciated was the learning activity seminars in the form of brief intense journal clubs where some of the students was responsible for leading and structuring discussions around one scientific article. This opted for more class meetings but in a more time limited and condensed fashion. The students expressed that they liked taking responsibility for the content and surroundings/background involving one article and leading their peers in detailed discussions. The scientific outreach was also seen as something new and additional to what had been previously learned.

### **Possible Course Changes**

- 1) Tying the course literature to the lectures and 2) additional assessment of the literature is one thing that can be improved in this course.

If one more assessment is added, mid-course, perhaps this would increase the number of hours spent on this course as well. This would keep those students that expressed a need for additional assessments happy and the students that did not see the connection between the literature list and the lectures better pleased as well. Being clearer at the beginning of the course and stressing it throughout the course would probably also help. However, most of the students did see the point by connecting the course literature to the themes brought up in the lectures while using the journal clubs as a forum for students to reflect upon frontier published work relevant to each theme.

A couple of students discussed the possibility of having more assessments like the public outreach in additional courses in order to truly get to practice this again. The course coordinator will discuss this with colleges to investigate if this should be implemented. Lastly, in order for the Gova evaluation to really be an effective tool to promote positive change a different strategy needs to be employed next time the course is given to increase the response rate.