

Course Report

Department of Criminology (DoC), Malmö University (MAH)

Course reports form a vital part of our quality assurance work; development of courses and programs and to ensure students' rights to influence their education. The structure for MAHs course evaluation process is described in the document *Policy för kvalitetsbygge: kursutvärdering*. The course report contains background information/key numbers, a summary of the students' course evaluations, an analysis, plan of action and suggestions for further course development. The course report is published on the course website.

Background information

Course: Criminality and Ill-Health

Term/Semester: Spring 2017

Ladok* Code: KA721E

Course coordinator: Marie Väfors Fritz

Number of registered students: 26

Response rate: 69.23%

Was the following conducted:	If yes: X
Communication of previous course evaluation at course start	x
Early dialog on expectations of the course	x
Half-term or Formative course evaluation	
Summary course evaluation	x
Feedback/Comments to students	x

Forms of the evaluation

The following is based on Sunet Survey questionnaire and in class dialog. Firstly, the mean values of the survey are accounted for - on a scale reaching from 1 (to very little extent) to 6 (to a very high extent):

Learning outcomes reached (4.8); Work formats (4.8); Seminars (4.8) and Discussion forums (4.6); Written assignment (4.7); Practical Exercises (4.5); Group work (4.5); Own studies (4.7); Oral presentations (4.7); Study visit 3.5 and Placement 4.0 (even though none existed); Work material (4.2) and Other material (4.5); Course website/It's Learning (4.9); Feedback from the teacher (4.1) and from other students (4.0); Structure (4.3); Examination (4.6); Research based course (4.7); Students knowledge been utilized (4.1); Work load (4.0); Of 18 students answering, all but one student reported studying between 0-30 hours a week;

Student influence (4.4) The mean value reported for the course as a whole was 4.7. Nine students gave valuable comments by free writing.

Summary and Analysis of the students' course evaluations and the involved teacher's evaluation of the course's content, learning activity and examination

Regarding the work format or the learning activities in the course, most students appreciated the work format of Journal clubs. Input that were received were that having eight of them were to many even though they were a good idea and very interesting and made possible great discussions in class because students were prepared for them and thus found to be useful. One students thought because they needed to be prepared they were too demanding. Another student suggested each lecture to be followed by a Journal Club and that four of these would be a better number. One student expressed that it was somewhat hard to grasp the format at first. Finally one student felt that the way that active participation was measured was a disservice – but no other of the students supported this. These learning activities and that students are being prepared for them are really appreciated, in fact there were many positive reflections upon this form of discussing in class.

That the lectures were informative was the main message regarding the lectures and one student would like to have had additional lectures about mental disorders. Additionally, the guest lecturers were appreciated.

This course have had a science or public outreach as the final exam since its beginning and often the students are first puzzled by it but this semester it was only reflected upon positively. One student even suggested there ought to be more than one of these.

Regarding the teaching material the general idea collectively was that it was interesting. Two students however expressed alternative views: One that a book on Mental-Ill Health and Crime was needed and the other that some of the articles did not feel relevant to the course content. The latter students also found the articles difficult.

Lastly, the general thoughts of the students of this semester found the course enjoyable, good and interesting as well as well-planned and organized.

Plan of action for future revisions and Suggestions to revise the course syllabus

Student often want more class meetings. Arranging multiple Journal Clubs was one way to meet these needs. In hindsight it is recognizable that there were too many this semester. This will be dealt with for next course start. Four JCs is enough and one or two seminars led by the students and the teacher can be arranged as well to meet the need of meeting regularly. The course literature will be looked over from additional standpoints. Bridging mental health and criminology as well as scanning new literature in forms of books or other pedagogical material will be done to see if the gap identified by some can be filled. Also strictly from a pedagogical view this may have symbiotic benefits as well.