

## Emneevaluering / course evaluation ISV

### Navn / name

Elin Haugsgjerd Allern

### Emnekode / course code

STV4322

### Semester

Spring 2023

Emneevalueringen bør inneholde:

**Egenevalueringen emneansvarlig:** Evaluer hvordan undervisningsopplegget fungerte. Vær konkret. Gjør spesielt rede for både det som fungerte godt, og det som ikke fungerte like godt.

**Oppsummering av studentevaluering:** Her fylles hovedpunktene fra tilbakemeling fra emnekontakt inn. Nevn hva som fungerte bra, hva som fungerte mindre bra, og kom gjerne med forslag til forbedringer.

**Forslag til forbedringer:** Gjør rede for hvordan emnet kan forbedres til neste gang det skal gis. Vurder i hvilken grad det er behov for større endringer.

The course evaluation should include:

**Self-evaluation by the course convener:** Evaluate how the course worked. Be specific. Describe both what worked well and what didn't work as well.

**Summary of student evaluation:** Here, the main points from feedback provided by the contact student(s) are included. Mention what worked well, what didn't work as well, and feel free to suggest improvements.

**Suggestions for improvements:** Explain how the course can be improved for the next time it is offered. Assess the extent to which there is a need for major changes.

### Emnerapport / course report

Evaluation report STV4322 Spring 2023

Self-evaluation by the course convener

A significantly revised version of this course was implemented the spring of 2023. We had:

1) Made some adjustments to the list of topics and readings to pay more attention to the public policy process.

2) Divided each session into a presentation on the topic by the lecturer and one seminar part with student discussions about specific topics (moderated by the lecturer)

3) Introduced the following compulsory activities:

- Attend at least 7 out of 10 sessions. They were expected to have read the course materials carefully, and to actively participate in class.

- Submit reading memos for 6 of 9 topics (the first session/topic is excluded). Reading memos are short (1 page) responses to the session's readings (not a summary, but some related idea to discuss, to clarify, some analysis of common or divergent elements in the readings).

4) Reduced the number of exam forms from 2 to 1: only term paper (written in one week) on a given

topic.

We suggested 2-3 “memo questions” for each lecture and these were often starting points for class discussions, but students could also write about other questions in the memos if they wanted to.

The new course format worked very well in our, the course conveners and lecturers, view. Each session was well attended, students seriously engaged with the material from day 1, and we had interesting discussions in class embedded in the readings.

The students were much more active and well prepared than they have been before when the sessions were mainly somewhat interactive lectures, mixed with some voluntary student presentations of articles. The memos prepared them to take part and it made sure they worked with readings across topics independent of the exam, and several articles before the sessions. The term paper on a given topic (four alternatives: two literature review assignments and two empirical assignments) worked very well as examination.

#### Summary of student evaluation

The course contact gave the following feedback:

- The students generally liked the class a lot: interesting and well-organized, very nice class/teaching format.
- Mandatory attendance worked well. The rule (7/10) was sufficiently flexible to not cause any trouble and probably helps when making hard choices.
- The presentations presented and supplemented the syllabus in a nice way. Great to highlight what the required reading does not cover/cover less. The listing of full references (additional literature) towards the end was appreciated – useful for future work.
- The slides were of good quality and the lecturers were attentive to students.
- The discussions worked well, good follow-up questions by moderator.
- The readings memos were very useful, learned a lot by writing them.
- Two suggestions:
  - o Can the memos be shared among students (we only had access to our own).
  - o Would like more information about the exam early on.

#### Suggestions for improvements

We will inform more about the exam earlier (the details came a bit later than usual for practical reasons). We also have to change to having a school exam (3 hours) due to AI, unfortunately. To make up for this, we will add one mandatory assignment: submit one memo (2-3 pages) on a given topic (empirical question) towards the end of the fourth week.

We will figure out how we can use Canvas in a better way so students can get access to each

other's memos, organized by topics (not Memo 1-6). We will ask EILIN for help. Perhaps we can use a different platform than Canvas too.