

PUBLISHED COURSE ANALYSIS



Publishing date: 2020-08-27

A course analysis has been carried out and published by the course convener.

The Karlstad University evaluation tool is owned by the Professional Development Unit and is managed by the systems group for educational administration.

Men, Masculinities and Change, 7.5 ETCS cr. (GVGA13)

Course convener: Sebastian Mohr

Basic LADOK data

Course Code: GVGA13

Application Code: 34747

Semester: VT-20

Start Week: 202004

End Week: 202023

Pace of Study: 25%

Form of Study: Distans

Course Data

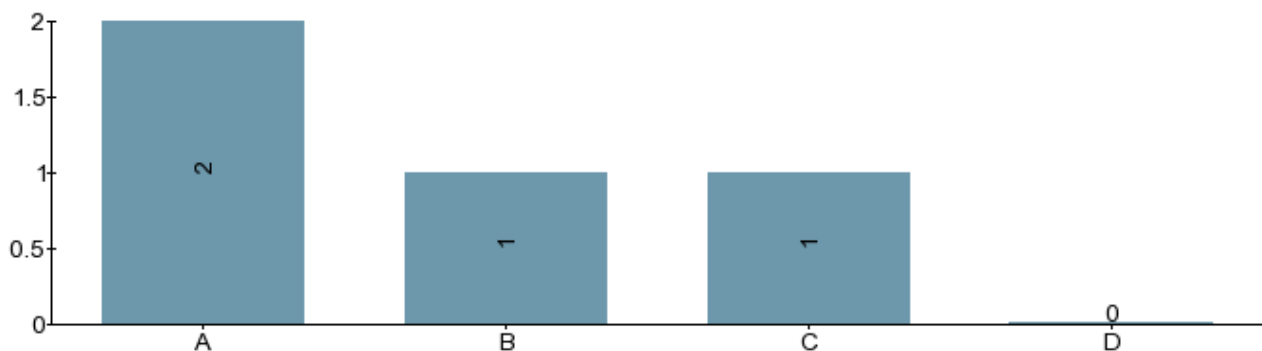
Number of questionnaires answered: 4

Number of first registrations^[1]: 31

Changes suggested in the course analysis of the previous course date:

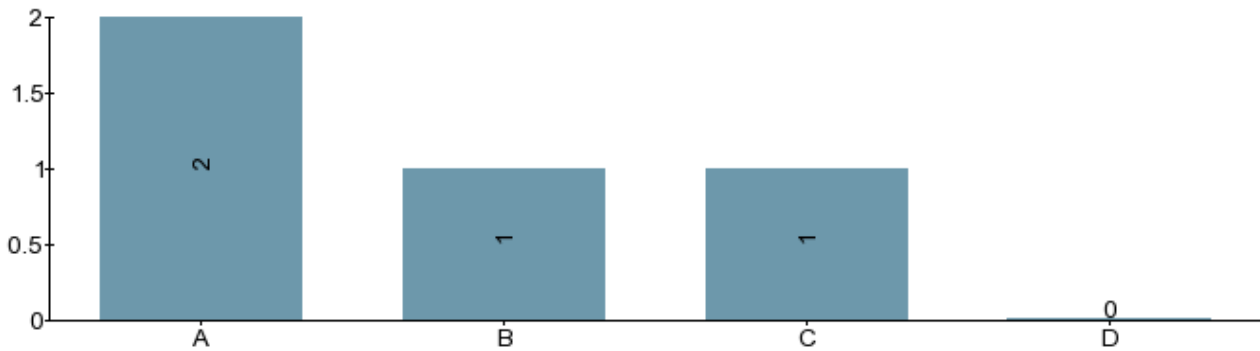
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1. The contents and structure of the course has supported the achievement of the learning outcomes



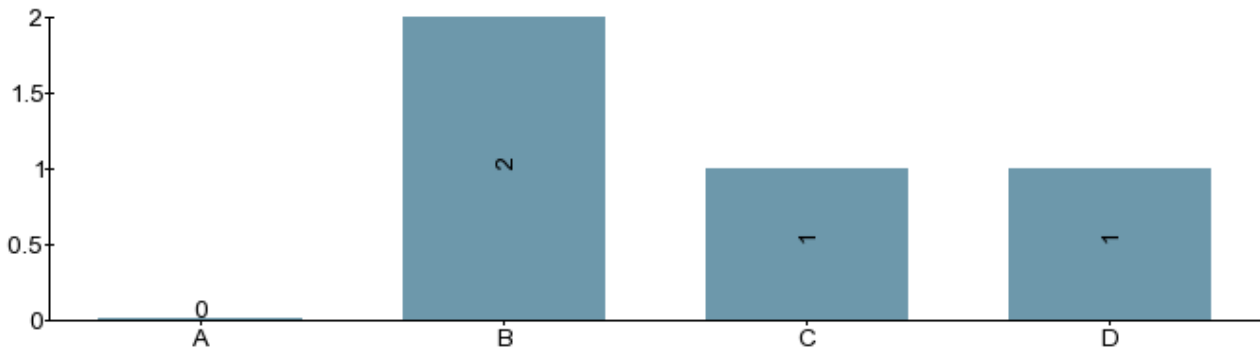
- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

2. The assessments included in the course have given me the opportunity to demonstrate my achievement of the learning outcomes



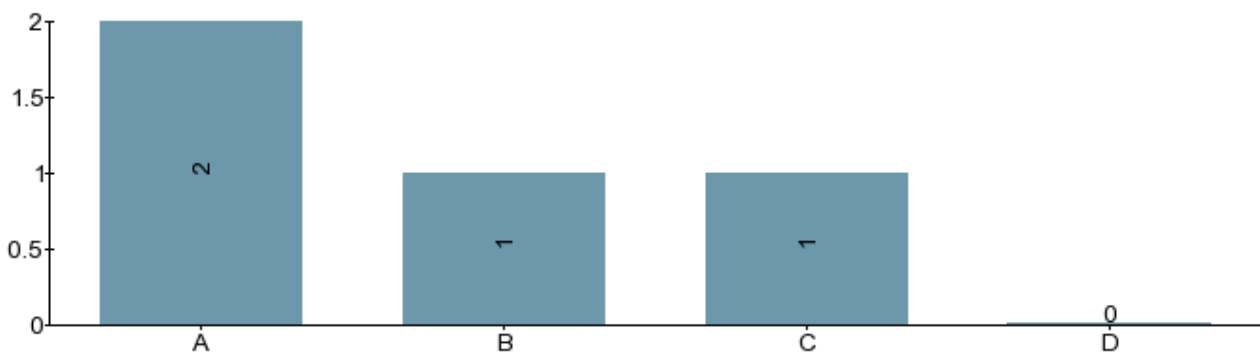
- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

3. My workload (including scheduled activities and independent work) during the course has been



- A) 40 hours per week or more (or 20 per week or more for courses given as half-time studies, 10 hours or more for courses given as part-time studies)
- B) Between 30 and 39 hours per week (or between 15 and 19 hours for courses given as half-time studies, or between 10 and 14 hours for courses given as part-time studies)
- C) Between 20 and 29 hours per week (or between 10 and 14 hours for courses given as half-time studies, or between 5 and 9 hours for courses given as part-time studies)
- D) Less than 20 hours per week (or less than 10 hours per week for courses given as half-time studies, or less than 5 hours per week for courses given as part-time studies)

4. During the course, I have experienced the reception from teachers and other staff as professional



- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

should also be analysed here. Any effect of joint courses should be commented on.

Course evaluation took place at three separate instances throughout the course: 1) an in-class midterm evaluation after half of the teaching sessions were carried out, 2) an in-class evaluation of the whole course at the final seminar, and 3) the mandatory evaluation carried out centrally through Karlstad University. The two in-class evaluations were carried out using menti.com, an online and interactive quiz tool that allows for the anonymous collection of live responses from students in class. During midterm evaluation, students were simply asked what they thought went well so far in the course and what they felt did not go so well. Of those participating in the midterm seminar, 10 answered these questions. From those answers it was clear that students appreciated the input provided by the teachers, the clear structure of the course and the teaching sessions, the possibility to discuss and reflect on their own opinions and those of others, and the opportunity to work in smaller groups during the online seminars. At the same time, students felt that some of the readings were rather difficult to understand and that some more concrete questions for the readings might be helpful. Following this midterm evaluation, an attempt was made to have clearer guiding reading questions for the literature in order to help students comprehend the material. During the evaluation of the whole course in the final seminar, students were asked to respond to 15 questions/statements about the course that were developed through a collaborative effort of all teachers in gender studies and that are used by all teachers to evaluate teaching courses in gender studies. Again, these questions/statements were posed using menti.com. Of those students participating in the final seminar, 11 partook in the in-class evaluation. Overall, the students described the course as "informative", "interesting", "very good", "well structured" and "a solid introduction to men and masculinities". In more detail, students stated that they

- felt accepted and respected in the course
- thought the course's structure was easy to understand and follow
- felt they learned a lot in the course
- thought that the course literature was relevant
- overwhelmingly experienced lectures and seminars as interesting and easy to follow, as addressing the topics of the course well, and as addressing students' questions well.

In regard to their own participation in the course, students felt that they participated on a sufficient level and pointed out that they greatly appreciated the possibility for small group discussions and individual supervision.

For things that could be improved, students named clearer instructions for the final essay, difficulties with trying to communicate in English in cases students were not native speakers, technological difficulties, inviting lecturers who work on a practical level with men and masculinities, and providing more information on basic concepts within gender studies. Students also suggested that the final essays could gain from a peer-review setup in which students read each other's essays before submitting it.

Suggestions for changes to the next course date.

Next time, the course literature needs to be even more adjusted to a beginner's level in gender studies, especially providing basic readings on central concepts and approaches in gender studies so that students better can relate them to how the study of men and masculinities. Technological and practical issues that create barriers for students need to be solved and addressed. Participating teachers need to familiarize themselves with the technological and practical requirements. Individual supervision could be integrated at different points of the course so as to secure that each student's own needs are addressed in a timely fashion and not only at the end of the course before submitting the final essay.

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1. **Number of first registrations for a course:** First registration = the first time a student registers for a specific course.