

# Emneevaluering / course evaluation ISV

Oppdatert: 5. mars 2024 kl. 9:03

---

Svar-ID: 29848595

Lvert: 07.12.23 15:12

Navn / name \*

Navn til emneansvarlig  
Jens Jungblut

Velg kursnivå \*

Ikke besvart

Bare for Master: velg blokk

Ikke besvart

Emnekode / course code \*

OADM 2100

Emnenavn / Course title

Ikke besvart

Semester \*

Høst 2023

## Emnerapport / course report \*

Course evaluation report OADM 2100 Høst 2023

1 Course information

- OADM2100 – Managing and leading public organizations
- Autumn 2023
- Jens Jungblut
- 07.12.2023

2. Assessment of the course

The delivery of the course worked well. Since all lecturers and seminar leaders had been involved in the course in prior years, everyone knew how to ensure that the learning outcomes are reached and which areas to focus on. The lectures worked well, and the midway student feedback also only indicated the need for smaller improvements (e.g. upload the slides before class) which have been implemented in the second half of the course. The case-based part of the lectures worked in some of the lectures, but in several lectures many students had not read the material of the case. This makes it challenging having a more interactive aspect included in the lectures. Nevertheless, the overall assessment of the lectures from the side of those teaching is positive.

The seminars also worked by-and-large well. Since this type of teaching activity relies even more on active student engagement, the dynamics in the groups were dependent on the preparation and engagement of the participating students. This worked well in most but not all the groups and seminar leaders reported that their experience teaching the seminars was very different depending on the respective student group and their level of preparation and active involvement. However, also here the general assessment is that the teaching worked well, and it seemed that the students have reached the learning outcomes and could train the necessary skills in the seminars.

Some of the students reported that they struggled with the qualification test and felt that they did not have enough time, while others managed to write way more than the expected minimal word count. Those who did not pass the qualification exam after the re-take did not submit a response to the question, so all who tried to answer the question and engaged with the cases managed to pass the test. For the next iteration of the course an additional 30 min of time or a reduction to a min. word count of 700 words could be an option to make the test less stressful for students.

3. Student's feedback

The students raised some points in the feedback meeting. In general, they were happy with both lectures and seminars. The combination of theory and cases was highlighted as a clear advantage. Also, the interactive discussions in the lecture have been described as something positive and motivating. However, the students highlighted that the lecturers should be more mindful of the time spend discussing to ensure that the end of the lecture does not end up being too rushed especially if the teaching case is the final part of the lecture. The qualification test was also highlighted by the students as an area for improvement. On the one hand, students described that they felt too much time pressure. On the other hand, they felt that the information about the nature of the exam could have been presented earlier and clearer. The slight confusion on the nature of the exam was partly due to uncertainty from the side of the study administration about whether the qualification test could be conducted in inspera or had to be done through CANVAS. For the next iteration of the course this will be clearer and can be communicated better at the beginning of the course.

From the perspective of the students, the seminars worked in general also well. The size of the seminar groups was slightly different leading to the smaller group having more room for general feedback on how to write a good term paper. Students highlighted that more equally sized seminars and providing a refresher for everyone on how to write good term papers would be something useful for the next iteration of the course.

4. Overall assessment and further development

Overall, the course went well and both lecturers and students seemed to be happy with it. The learning outcomes seem to have been reached. Adjustments for the future will be either more time or a shorter min. word count for the qualification test. Moreover, we will make sure to communicate the nature of the qualification test more clearly at the beginning of the course, try to keep seminar groups at a more comparable size and dedicate half a seminar session in each seminar group to having a refresher about how to write a good term paper.

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