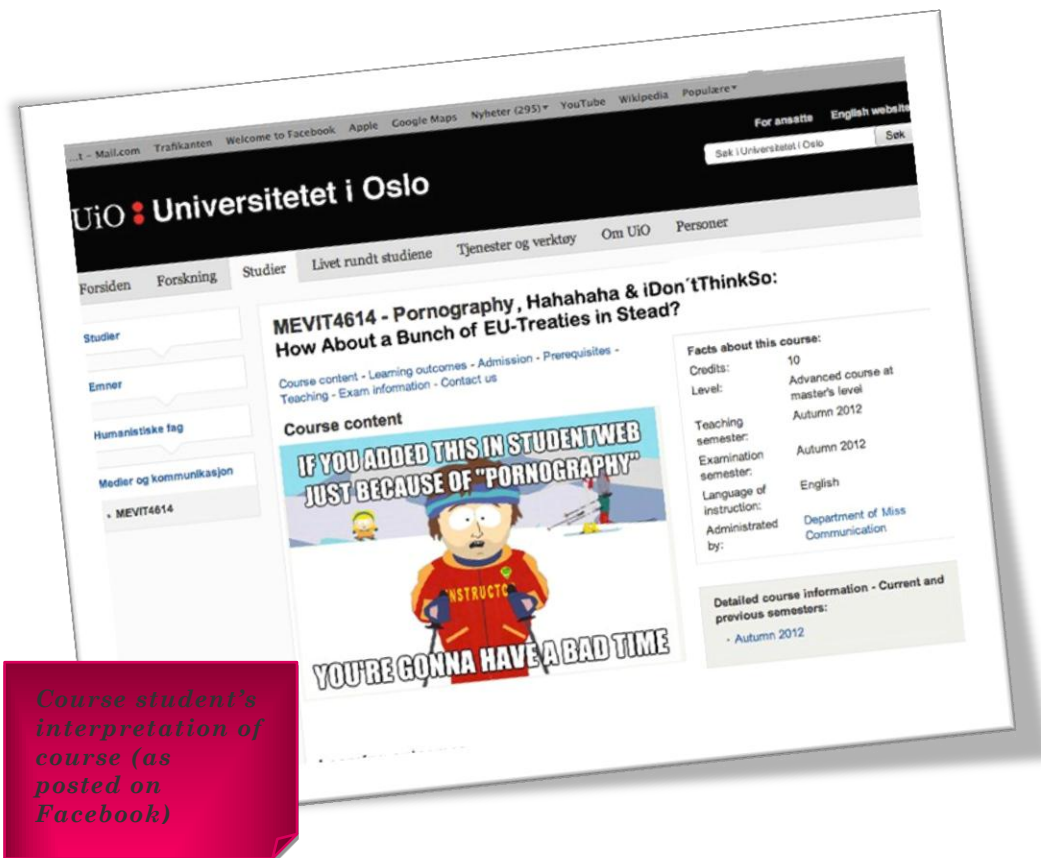


MEVIT4614: PORNOGRAPHY, POWER & PROTECTION

Periodic evaluation report (first time evaluation)

Abstract: The student evaluation show that all students were very satisfied or satisfied with the course on all levels and have a high degree of learning outcomes.



Associate Professor Elisabeth Staksrud, IMK

11/1/2012

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MEVIT4614: Pornography, power & Protection

Periodic evaluation report (first time evaluation)

This report contains the periodic evaluation of *Mevit4614: Pornography, Power & Protection: Protection and/or censorship* in accordance with the established UiO quality assessment system. The course was first held in the autumn of 2012.

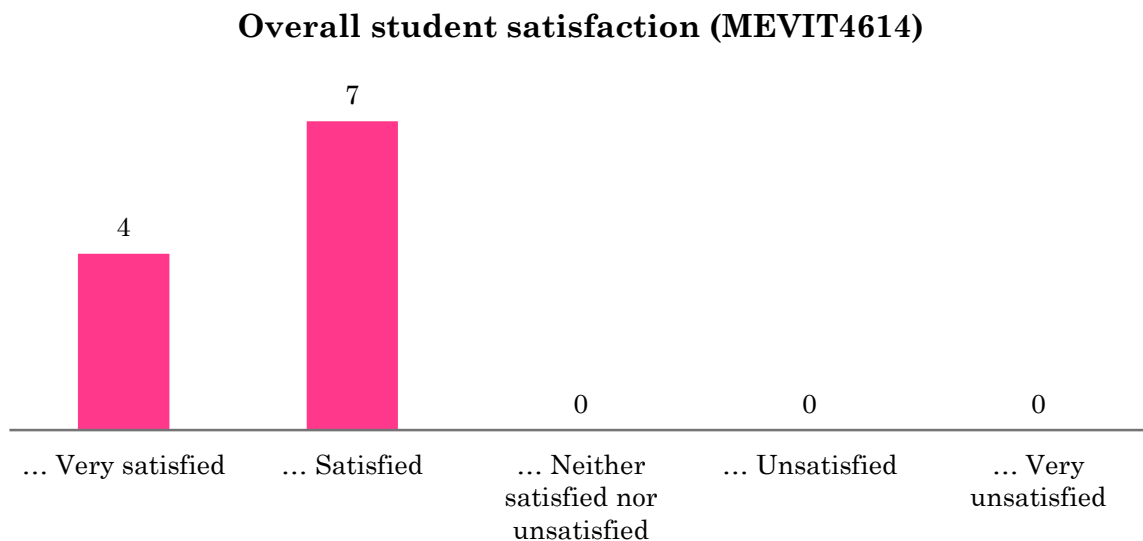
The underlying assessment material for this report is provided as attachments to the report and supplementary information available upon request, and is as follows:

1. Course description and course plan
2. Course statistics
3. Qualification task
4. Teacher assessment
5. Student evaluations (mid-term and final evaluation)

The student assessment of the course as presented in this report is based on the final evaluation. 11 out of 12 students who attended the full course responded. Please note that when students are quoted, some unambiguous spelling mistakes have been corrected.

OVERALL STUDENT SATISFACTION

All students were satisfied or very satisfied with the course as a whole.



COURSE DESCRIPTION

Course content

The course content was described as follows:

Pornography? Protection? Power? Should the Internet be regulated? Does regulation strangle the free exchange of ideas, or do we need to police the Internet before it becomes a toxic pile of drugs, pornography, hate and pirated content? And if yes – who should be this Internet police?

This course addresses political, normative and financial arguments for Internet content regulation today. In particular, the dual relationship between the protection of presumed “weak” users from perceived harmful content (such as pornography, specific political views), and freedom of speech/censorship issues will be explored from numerous angles.

The course will concentrate on the conflicting perspectives, policies and goals of the various stakeholders involved in setting the Internet content regulation agenda, such as nation states, supra-national organizations, non-governmental organizations, the Internet industry, freedom of speech movements, content producers and child protection agencies.

Planned learning outcomes

Student who completed this course were expected to be able to:

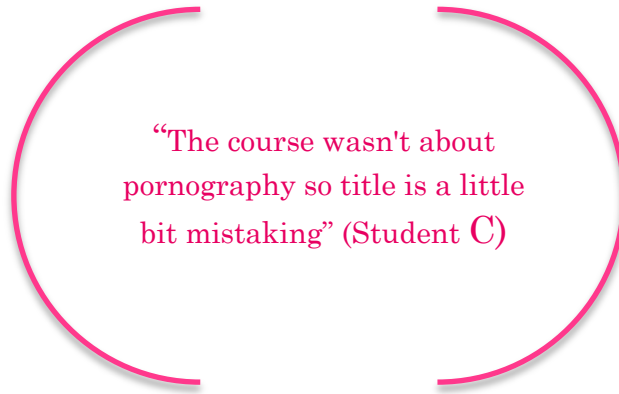
1. Analyse the relationship between stakeholders dealing with Internet content regulation
2. Describe the various normative and practical perspectives within the context of international regulation of Internet content
3. Evaluate current regulatory policies
4. Critically reflect upon the challenges involved in creating a functional policy for Internet content regulation

Admission

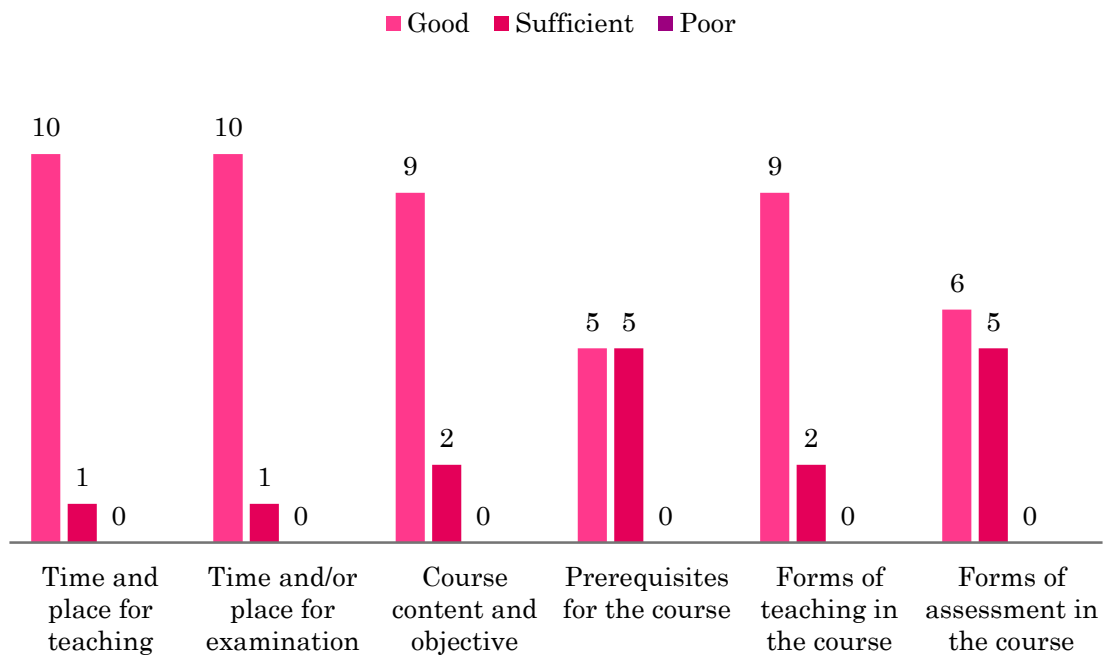
Admission to the course required a master student status, with a Bachelor’s Degree in Media Studies or equivalent. The course and subsequent examination was not available to external students. There were no other obligatory pre-requisites.

Student assessment of course description

In the final evaluation students were asked to assess the quality of the course description related to various issues by answering the question “How would you evaluate the information given about the following issues in the course description? (Information about...)”- Students were asked to rank their answers on a three-point scale of “Good-Sufficient-Poor”. The results show how all students found the information good or sufficient on all area assessed (see figure below).



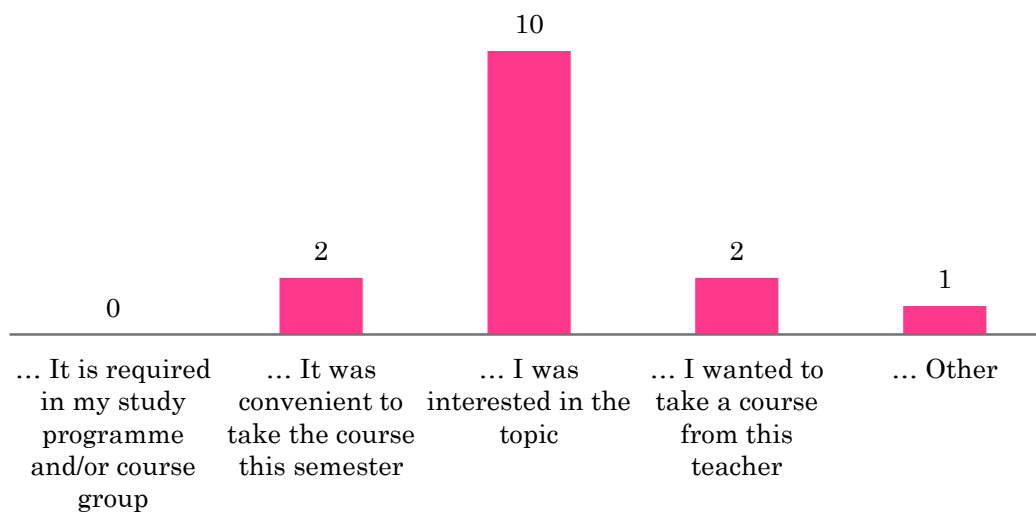
Student evaluation of MEVIT4614 course description



STUDENT MOTIVATION FOR TAKING THE COURSE

In the final evaluation students were also asked about their motivation for taking the course. Most students (10 of 11) did it because they were interested in the topic, two in addition responded that they wanted to take a course from “this teacher” (see figure below). One student had as his/her only original motivation that it was convenient to take the course this semester. One student listed both an interest in the topic, wanting to take a course from the teacher and “other” as the motivating factors.

Student motivation for signing up for the course



Drop-out rate

14 students signed up for the course. One of these never attended any lectures or seminars and did not participate in the obligatory qualification task. One student attended the first few classes, but had to drop out due to conflicting schedule with another obligatory course.

All the remaining twelve students actively participated in lectures, seminars and in the obligatory qualification task (role-play). All twelve also submitted the take-home exam.

TEACHING

Teaching was a combination of lectures (2x7 on Wednesdays) and seminars (2x7 on Fridays). The approach was multidisciplinary, drawing primarily upon law, political science, economics, technology, and social theory. Discussion and debate played an important role in the class, and students were expected to actively participate in the dialogue.

Course plan - lectures

Date	Activity	Lecturer	Curriculum
22.08.12 Wednesday	Paradigms & Perspectives (Course introduction)	Elisabeth Staksrud	Das & Parthasarathi, 2011; Jørgensen, 2011; MacLean, 2011; Magder, 2011; Mansell & Raboy, 2011; Melody, 2011; Nordenstreng, 2011; Prout 2008
29.08.12 Wednesday	Media vs. Moral	Elisabeth Staksrud	Drotner, 1999; Karim, 2011; Padovani & Pavan, 2011; Staksrud & Kirksæther, forthcoming, 2012; Critcher, 2008
05.09.12 Wednesday	Privacy vs. Protection	Elisabeth Staksrud (joint lecture with MEV IT3350/MEVIT4550 (Mediepolitikk))	Braman, 2011; Oswell, 2008; Livingstone, Ólafsson, & Staksrud 2011, Livingstone, 2011; Hamelink, 2008;
12.09.12 Wednesday	Copyright vs. Creativity	Elisabeth Staksrud	Boateng, 2011; Picard 2011; Zittrain, 2008; Yar 2008
26.09.12 Wednesday	Roleplay (Note! Participation required to qualify for exam)	Elisabeth Staksrud	Hintz & Milan, 2011; Karim, 2011; Padovani & Pavan, 2011; Shade, 2011; Pauwels & Donders, 2011; Livingstone, 2011
10.10.12 Wednesday	Regulation vs. Rights	Elisabeth Staksrud	Grant, 2011; Jørgensen, 2011; Lentz, 2011; Livingstone, 2011; Nordenstreng, 2011; Pauwels & Donders, 2011; Unicef, 2011
17.10.12 Wednesday	Content vs. Control (summing up)	Elisabeth Staksrud	Cammaerts, 2011; Carpentier, 2011; Gallagher, 2011; Hintz & Milan, 2011; Manyozo, 2011; Naji, 2011; Price, 2011

In addition to the schedule described below this course also has a joint lecture with MEVIT3350/MEVIT4550 (Mediepolitikk) on media responsibility. The lecture was held by Professor Eli Skogerbø on Monday September 3rd in room 205, 10:15 – 12:00. Likewise, students from MEVIT3350/MEVIT4550 attended the MEVIT4614 lecture on privacy vs. protection (see table above).

Course plan – Seminars

Date	Activity	Teaching staff	Curriculum
24.08.12 Friday	Introduction to work seminars - critical thinking	E. Staksrud	
31.08.12 Friday	Work Seminar on Virtual Ethics with Charless Ess	E. Staksrud	
07.09.12 Friday	Seminar with The Norwegian Data Protection Authority (Together with MEVIT3350/4350 Mediepolitikk)	E. Staksrud	
14.09.12 Friday	Work Seminar: “Pump up the volume! - How Stock Aitken Waterman killed music”, Q & A with music producer John Fryer	E. Staksrud	
21.09.12 Friday	NB! Lecture & Preparation Roleplay (attendance required)	E. Staksrud	Hintz & Milan, 2011; Karim, 2011; Padovani & Pavan, 2011; Shade, 2011; Pauwels & Donders, 2011; Livingstone, 2011
28.09.12 Friday	Guest lecture with Charles Ess	E. Staksrud	
12.10.12 Friday	Guest lecture with Patrick Burkart	E. Staksrud	

Curriculum

A conscious effort was taken to provide a curriculum that was digitally available for free for the students. Most of the required readings were taken from Mansell, & Raboy (Eds.). (2011). *The Handbook of Global Media and Communication Policy*. Chichester: Blackwell Publishing Ltd. These chapters can be downloaded via the university's library pages or from

<http://onlinelibrary.wiley.com/book/10.1002/9781444395433;jsessionid=32DC9AC6703FB3D0FC7DA54D0F499769.d03t04>

In the final evaluation some students commented on the curriculum, feeling it was too demanding. For instance:

Too much literature. Some of it hard to acquire (did not exist online for free). I feel that the syllabus was too heavy in relation to the engaging and fun lectures. By too heavy I especially mean all the articles about treaties, international law, detailed political processes etc.

“Student B”

At the same time, when assessing the relationship between course content and the teaching (see below), most students (9) found this to be very well, 2 students rated it as “well”. No student found the relationship neutral or poor.

Students' assessment of course content coverage - lectures and guest lectures

■ "How would you say the teaching covered the course content?"

■ "How would you evaluate the relationship between lectures and seminars/guest lectures based teaching in this course?"



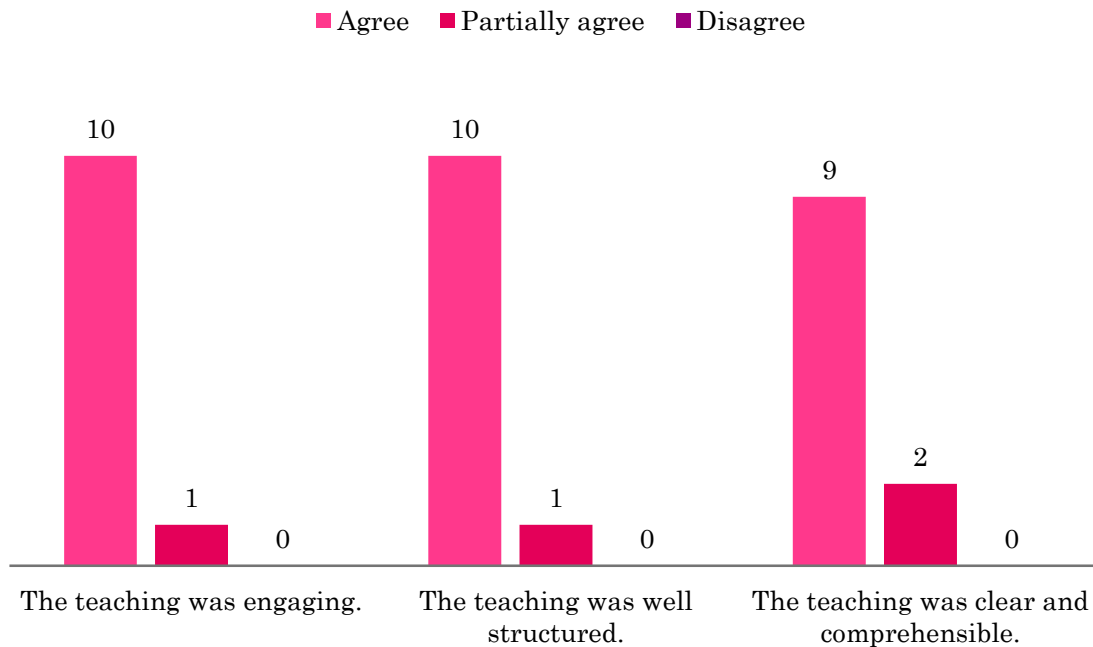
As for the relationship between lectures and seminars/guest lectures 5 students found this “very well”, five students “well” and one student was neutral.

Students' evaluation of the quality of teaching

10 students agreed that the teaching was “engaging” and “well structured”. 1 student partially agreed to this. 9 students agreed and 2 students partially agreed that the teaching was clear and comprehensive. No student disagreed with any of the claims (see figure on quality of teaching below).

Great course :) Good teaching, the best I've had at IMK. (Student J)

Quality of teaching



Several of the student expressed enthusiasm towards the teaching, and some specifically asked for more lectures in the evaluation. When asked if there were specific parts of the course content that could be allotted more teaching hours, 7 students answered yes. When specifying this wish, the students were not in agreement on what this/these topics should be, but mentioned several different course content topics.

Only one student said that there were course content topics that could have been allotted less teaching hours, specifying this as follows:

“I think the whole copyright vs. Creative industries (music industry/film industry) area is so extensive and complicated that it would be better to do it as a course on its own instead of putting it into this course which I think should be more on protection vs. rights” (student A)

Facebook group

The course had a Facebook group (together with MEVIT3350/MEVIT4550) for informal sharing and discussion of course-relevant content.

Participating in the group was optional, not required. The group was only open to students registered for the course, and they had to “opt in” to join the group called “IMK MEVIT4614 and MEVIT3350/MEVIT4350”.

search for people, places and things

IMK MEVIT4614 and MEVIT3350/MEVIT4350 About Events Photos

Write Post Add photo/video Ask Question Add File

Write something...

Elisabeth Staksrud
IMK takes information to master students to a new level! Watch this to find out how to submit your Master thesis (In Norwegian only - sorry!)

Hvordan levere DIN masteroppgave
www.youtube.com
Å levere masteroppgave er ingen sak! Bruksanvisning for

Like · Comment · Unfollow post · Share · 7 November at 16:49

Anne Nordheim likes this. Seen by 25

Write a comment...

Elisabeth Staksrud
Dear all! Our courses are now over, and so is this Facebook group. Unless there are good reasons not to, I plan to close this group today. It has truly been a pleasure interacting with you! :) Elisabeth

Like · Comment · Unfollow post · 6 November at 12:06 near Oslo

Siri Ovstein likes this. Seen by 28

Maria Helena Gustafsson -And it has truly been a pleasure to join this course!
6 November at 12:17 · Like · 1

Eli Skogerbe Not yet!!! Wait till the end of the week I have some unfinished evaluations that should be done first. And like Elisabeth says, it has been a true pleasure having the courses.
6 November at 12:35 · Like

Write a comment...

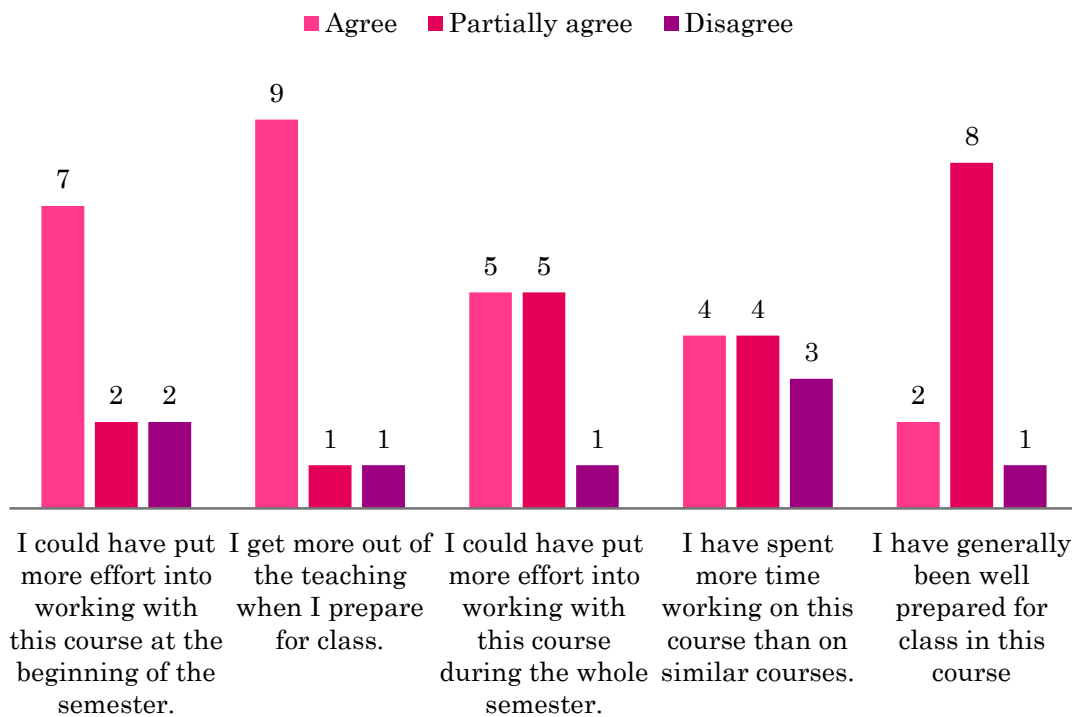
Ulises Zavala
If anyone is still interested
<http://rt.com/news/pirate-bay-founder-solitary-638/>

Pirate Bay co-founder in solitary confinement in Sweden — RT
RT.com

STUDENT EFFORT

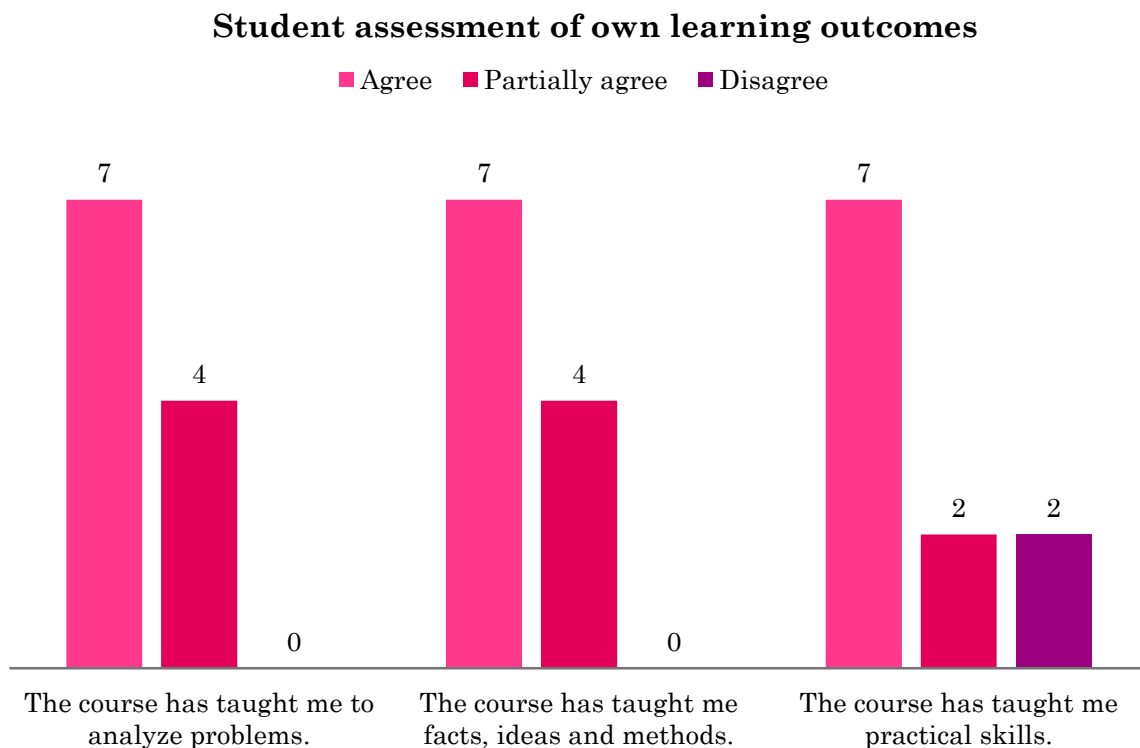
Most students felt that they benefit more from the teaching when they prepare for class and that they could have put more effort into working with the course, both at the beginning and during the whole semester (see figure below). At the same time most students have spent more time working on this course than on similar courses. Some student expressed — both in the mid-term evaluation and in class, that they would like more “homework” — especially related to the curriculum - to aid and guide their preparation and work effort.

Student assessment of own effort



LEARNING OUTCOMES

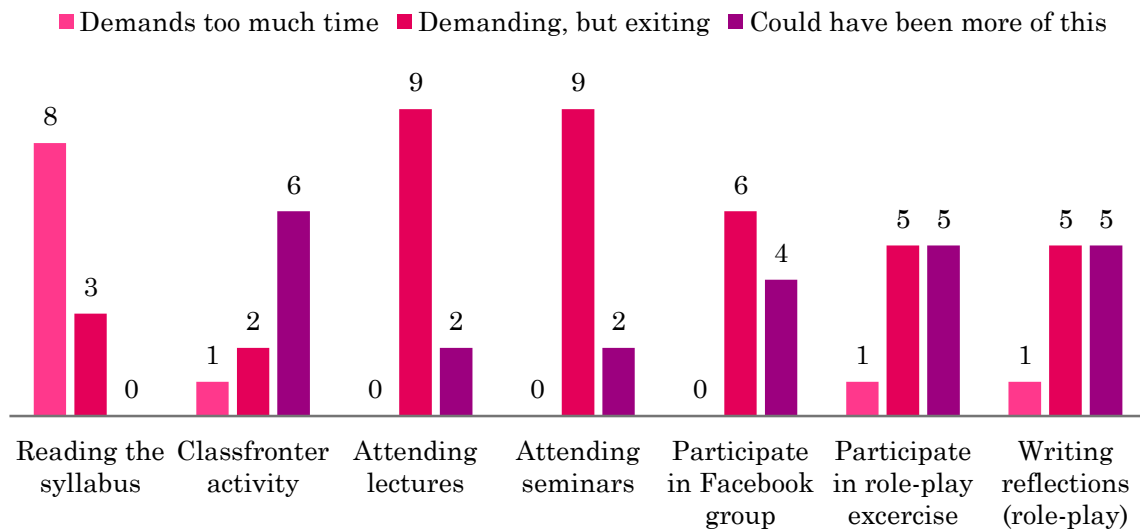
In the final evaluation stage, students were asked to reflect upon their own learning outcomes for the course. Most students agreed (7) or partially agreed (4) that the course had taught them to analyse problems as well as facts, ideas and methods. Interestingly, as the course had a theoretical and analytical core, 7 students also said the course had taught them practical skills, 2 students partially agreed to this, while 2 students did not list practical skills as an outcome.



Evaluation of learning activities, exams and their usefulness

As mentioned above, the course is based on several formal and informal learning activities. The graph below shows the students' own evaluation of these activities and their usefulness for learning.

Student evaluation of learning activities and their usefulness for learning



Interestingly and overwhelmingly all activities are seen as “demanding, but exiting” and “could have been more of this” with the exception of reading the syllabus. Here, 8 out of 11 felt that this demands too much time, while three found it “demanding, but exciting”. It is worth noting that the curriculum consisted of approx. 850 pages, thus placing it in the lower end of the scale for number of pages recommended as required reading for such courses.

EXAMINATION

Qualification task: Roleplay

The course had a compulsory requirement: Students had to participate in a qualification task (role play) called “The problem of Kitlers [Cats that look like Hitler]”, and hand in two smaller works reflecting on their participation in order to qualify for being able to take the exam. The reflections were submitted via Fronter, and all were approved. The role play is an original development from the course teacher, and was submitted for pedagogical review (assessed by Prof. Bjørn Stensaker) before implementation.

Assessment of qualification task

As seen in the figure on student evaluation of learning activities, five students found the participation in the role play and the writing of the reflections demanding, but exiting, and five students though there could have been more of this. One student found that the exercise(s) demanded too much time.

Exam

The examination was as a three day take home exam. Pending on the affiliation of the student², the exam could be written in English or Norwegian.

The examination question was distilled directly from the expected learning outcomes of the course. Thus, the relationship between the course content and the examination question is assumed to be direct and good.

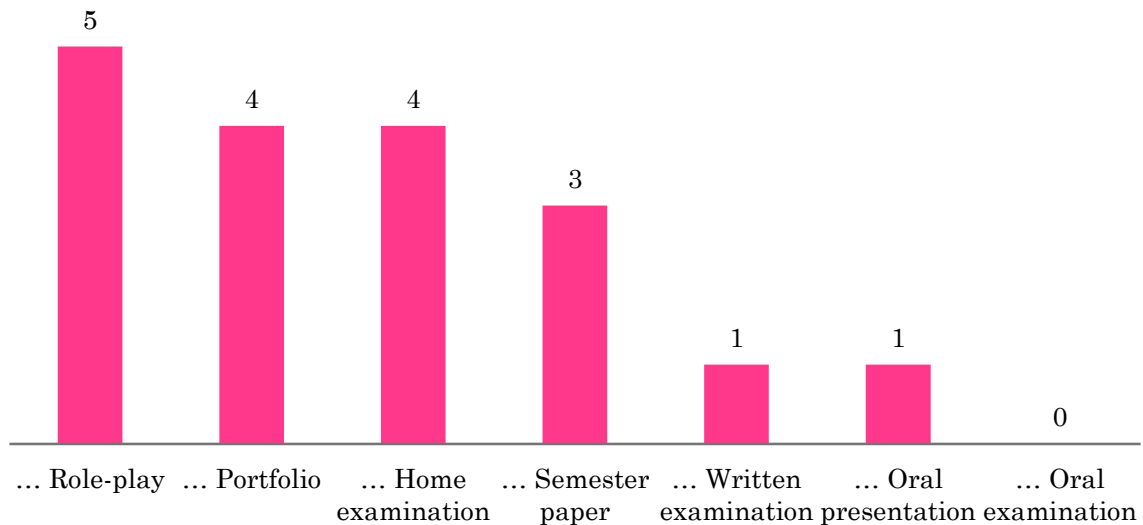
Students’ assessment of examination and assessment form

IMK offers a wide range of course examination types. For MEVIT4614, a home exam in combination with a qualification task was perceived to be the most appropriate.

² Students registered on “Nordic Media” could only submit their exam in English.

Students preferred assessment form (examination) for MEVIT4614

(q: If you could choose, which form(s) of assessment would you prefer for this course?)



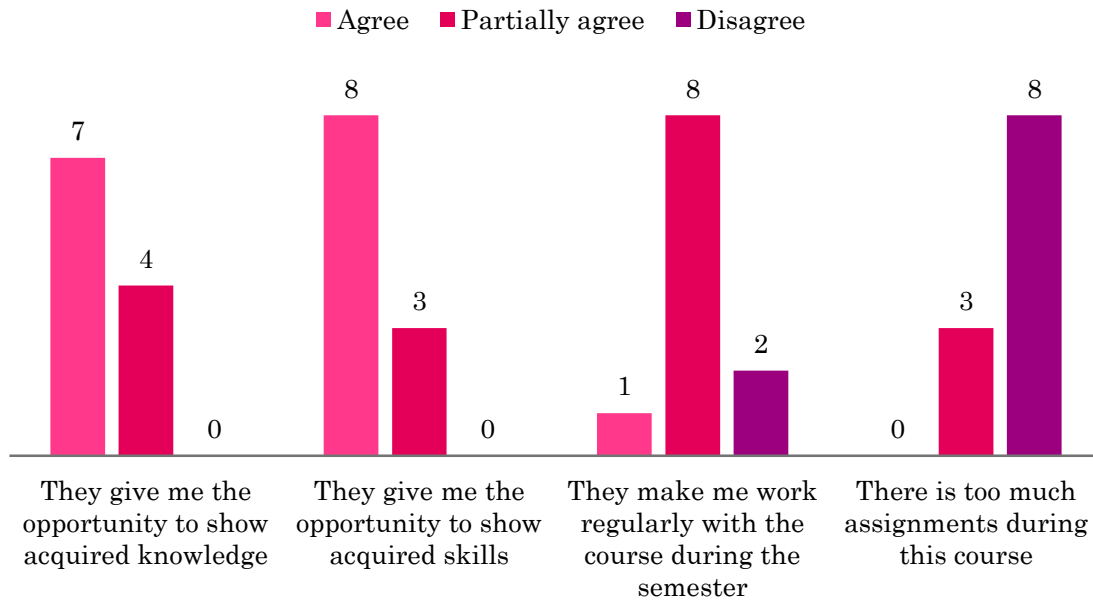
The figure below shows the students' evaluation of the types of examination available to the course. All students agreed or partially agreed that the forms of examination gave them the opportunity to show acquired knowledge and to show acquired skills.

Most students (8 of 11) partially agreed that the examination for made them work regularly with the course during the semester.

None of the students agreed with the statement "there are too many assignments during this course".

"I think the role-play/take home exam is okay, but if I could choose, i'd say that writing a semester paper is often more engaging and more interesting than home exams, which i find really, really stressful and generally not very nice. Wish that we could have gotten a little bit more information on the roleplay in the beginning of the course" (Student A)

Students' assessment of the method of examination in MEVIT4614

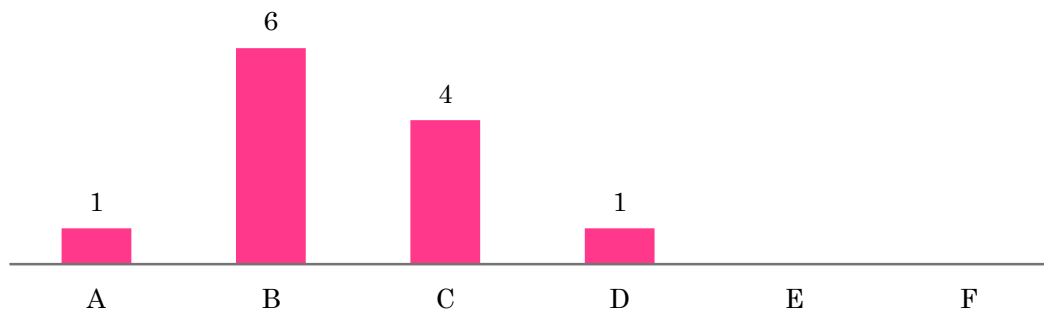


Exam results

12 students submitted the take home exam. All exams were graded by two censors, of which one was external.³ Course grades were awarded on a descending scale using alphabetic grades from A to E for passes and F for fail, in accordance with university practice.

The grades were distributed as follows:

Distribution of exam grade



³ For details about the grading system, please refer to <http://www.uio.no/english/studies/about/academic-system/grading-system/>

RECOMMENDATIONS FOR FUTURE COURSES

Based on the experiences when conducting the course, feedback from students and exam results, the following reflections and recommendations are offered:

- 1) The course topic and teaching is engaging for the students and scores very highly on student and learning satisfaction. In addition, there was a low drop-out rate. It is therefore recommended that the course is repeated.
- 2) The course is clearly suited as a master level course.
- 3) As the topic is based on current events and policy debates in a fast-changing field, it is recommended that the curriculum is assessed before each course period, updating the reading list and specific topics when and where needed
- 4) The role-play as qualification task worked very well and is recommended also for future courses. It should be considered to have this task earlier in the semester. However, this would also need some adjustments in terms of student deliveries and reading of the curriculum. The role-play can only be used to its full potential when students have a basic understanding of the policy players involved in creating a functional Internet content regulatory policy.
- 5) The informal Facebook group for sharing ideas, topics and current empirical examples and on-going policy debates was a success and is recommended also for other courses.
- 6) One could consider a semester paper as an alternative to the take-home exam.
- 7) One should note that choosing the correct seminar speakers is a process that needs to connect not only to the curriculum but also to current issues and debates. It is therefore important that the course leader is up to speed on the at the time current situation.