

## Emneevaluering / course evaluation ISV

### Navn / name

Philipp Broniecki

### Emnekode / course code

STV2500

### 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

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.

The course went very well overall. The structure provided a basic toolkit for analyzing legislative decision-making early which was applied to specific examples and extended throughout. The amount of readings worked and because of the quizzes the textbook was read and because of the relevance for the essays, the assigned articles were read. The seminars went well also but we felt that we would need more of them. It would be better to have one dedicated seminar on writing early in the course and then at least one seminar per essay (five weeks with seminars minimum and at least two groups per week, i.e., min. 10 seminars). Attendance fluctuated and it seemed to be lower when we did not cover content that was needed for one of the essays.

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.

The overall feedback for this course was very good. The student contact gave positive feedback for the following points.

The structure of the course made sense. The quizzes and essays related well to the content of the course and encouraged learning. The readings – a textbook and two articles – gave a general overview over the topic as well as good depth on specific aspects. In addition, the relation to current events was good, specifically the 45 minutes lecture of the Swedish ambassador to Norway on the EU Presidency, and the lectures on democratic backsliding and the Green Deal. The volume and content of the feedback given on the essays was very well received.

There was little to critique. However, it was brought up that artificial intelligence could undermine the fairness of the essay assignments. The one-week deadline for the essay submission was short. For the third essay, additional optional questions to answer were added shortly before the essay was assigned. It would be better if all essay questions had been published at the start of the course. Finally, lecturer Broniecki was late for one seminar and late with the feedback to one of the essays.

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.

While there is no need for major changes, we have a few suggestions for improvement. First, we could consider making attendance both in lectures and seminars mandatory to improve the proportion of students who are present overall. We, the course convenors, felt that those lectures that were directly relevant for the mandatory assignments were better attended than other lectures. Second, recording lectures and seminars would be helpful for those students who cannot attend. We were asked on several occasions whether recording is a possibility. We would not like to record lectures/seminars, however, if attendance is not mandatory. Third, a podcast type 10 minutes summary of the lectures could be a great resource to add to the course.