



## International rural development LU0086, 20130.2021

15 Hp  
Pace of study = 100%  
Education cycle = Basic

### Evaluation report

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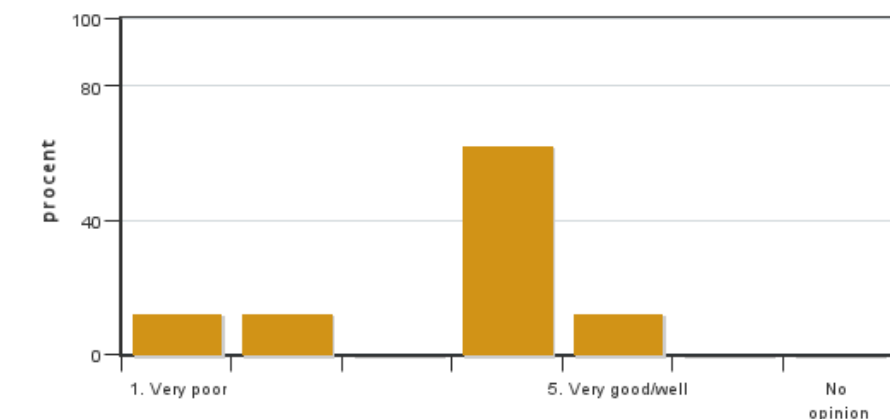
**Evaluation period: 2021-01-10 - 2021-01-31**

Answers 8  
Number of students 15  
Answer frequency 53 %

### Mandatory standard questions

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#### 1. My overall impression of the course is:

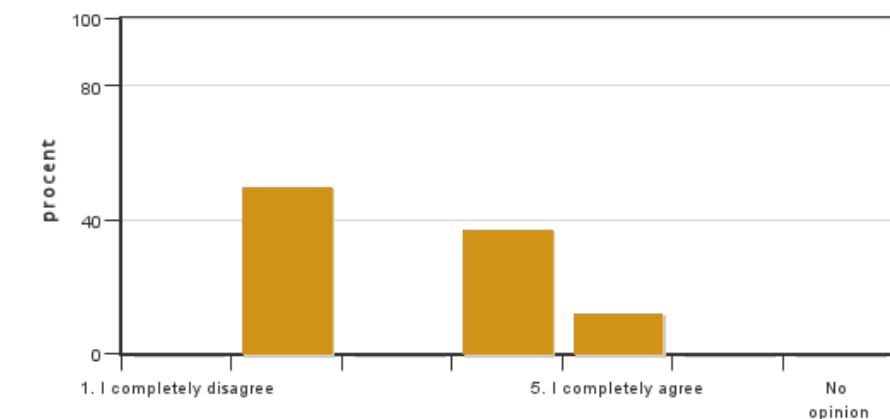


Answers: 8  
Medel: 3,5  
Median: 4

1: 1  
2: 1  
3: 0  
4: 5  
5: 1

No opinion: 0

#### 2. I found the course content to have clear links to the learning objectives of the course.

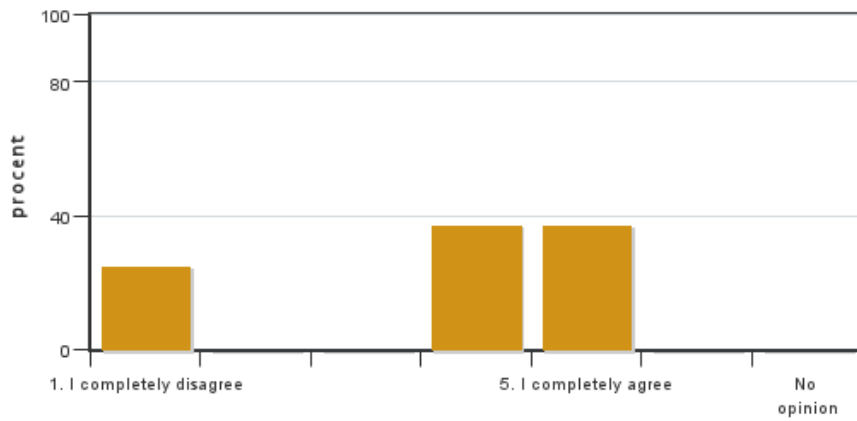


Answers: 8  
Medel: 3,1  
Median: 2

1: 0  
2: 4  
3: 0  
4: 3  
5: 1

No opinion: 0

#### 3. My prior knowledge was sufficient for me to benefit from the course.

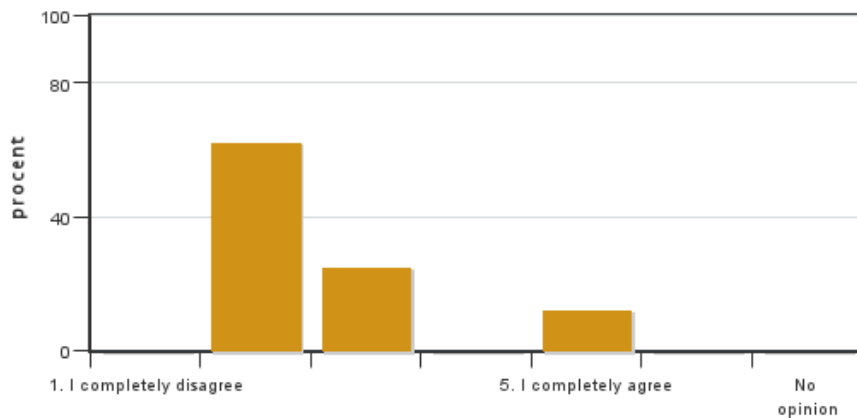


Answers: 8  
 Medel: 3,6  
 Median: 4

1: 2  
 2: 0  
 3: 0  
 4: 3  
 5: 3

No opinion: 0

**4. The information about the course was easily accessible.**

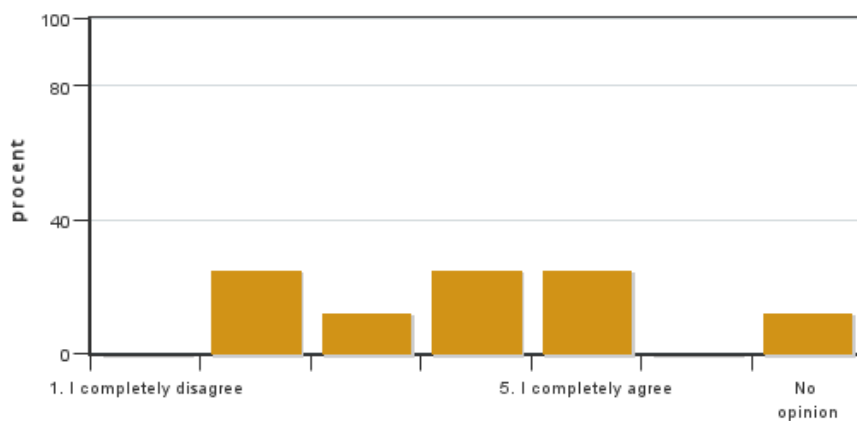


Answers: 8  
 Medel: 2,6  
 Median: 2

1: 0  
 2: 5  
 3: 2  
 4: 0  
 5: 1

No opinion: 0

**5. The various course components (lectures, course literature, exercises etc.) have supported my learning.**



Answers: 8  
 Medel: 3,6  
 Median: 4

1: 0  
 2: 2  
 3: 1  
 4: 2  
 5: 2

No opinion: 1

**6. The social learning environment has been inclusive, respecting differences of opinion.**



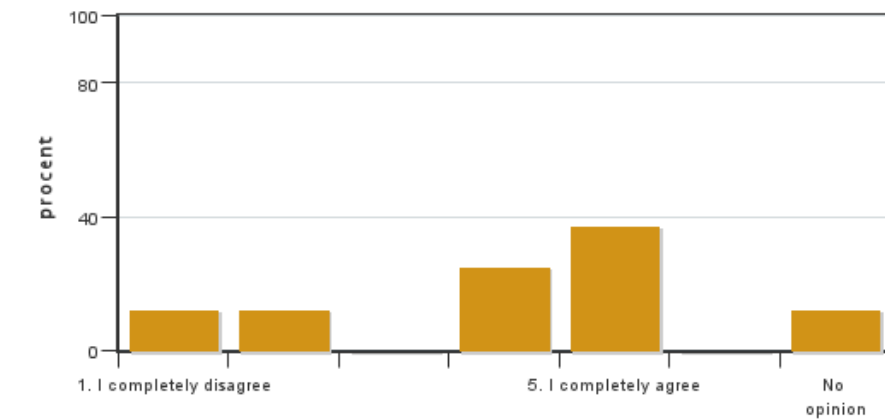
Answers: 8  
 Medel: 4,1  
 Median: 4

1: 0  
 2: 0  
 3: 2  
 4: 3  
 5: 3

No opinion: 0



**7. The physical learning environment (facilities, equipment etc.) has been satisfactory.**

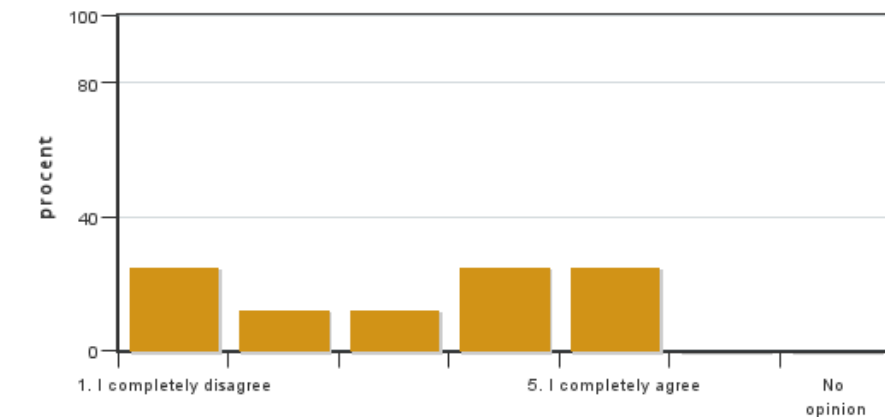


Answers: 8  
 Medel: 3,7  
 Median: 4

1: 1  
 2: 1  
 3: 0  
 4: 2  
 5: 3

No opinion: 1

**8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).**

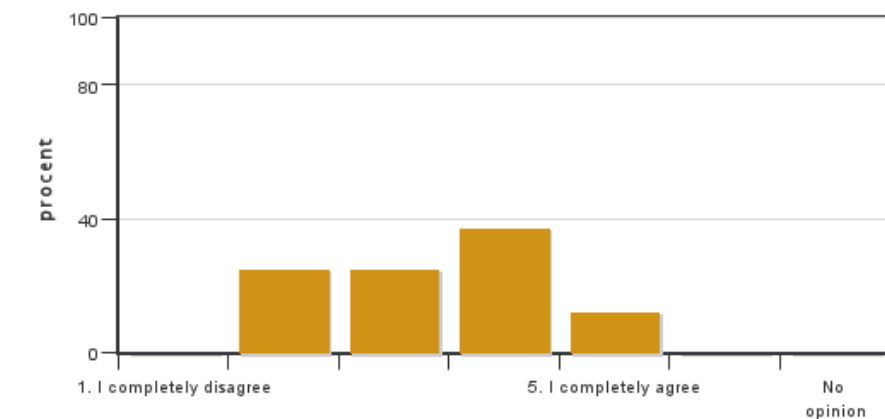


Answers: 8  
 Medel: 3,1  
 Median: 3

1: 2  
 2: 1  
 3: 1  
 4: 2  
 5: 2

No opinion: 0

**9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).**

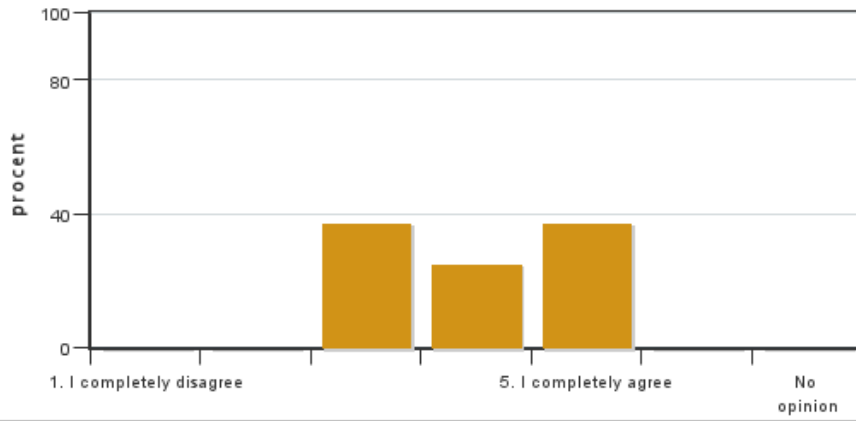


Answers: 8  
 Medel: 3,4  
 Median: 3

1: 0  
 2: 2  
 3: 2  
 4: 3  
 5: 1

No opinion: 0

**10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).**

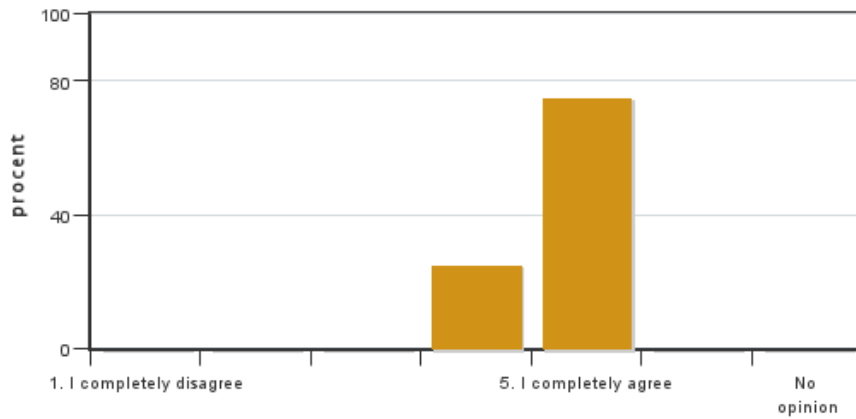


Answers: 8  
 Medel: 4,0  
 Median: 4

1: 0  
 2: 0  
 3: 3  
 4: 2  
 5: 3

No opinion: 0

**11. The course covered international perspectives.**

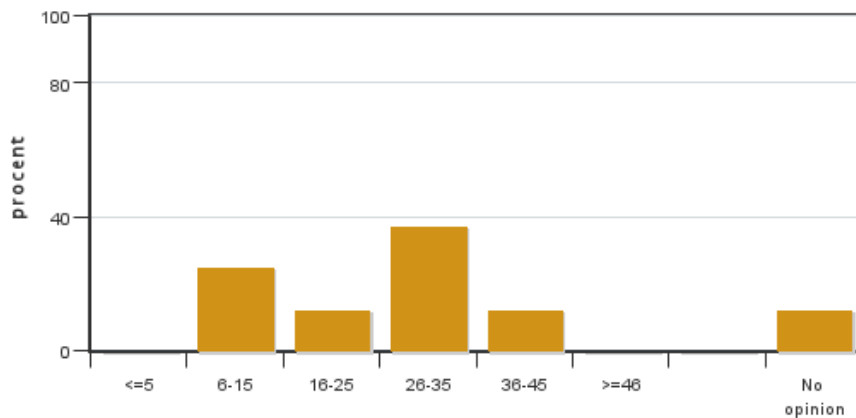


Answers: 8  
 Medel: 4,8  
 Median: 5

1: 0  
 2: 0  
 3: 0  
 4: 2  
 5: 6

No opinion: 0

**12. On average, I have spent ... hours/week on the course (including timetabled hours).**

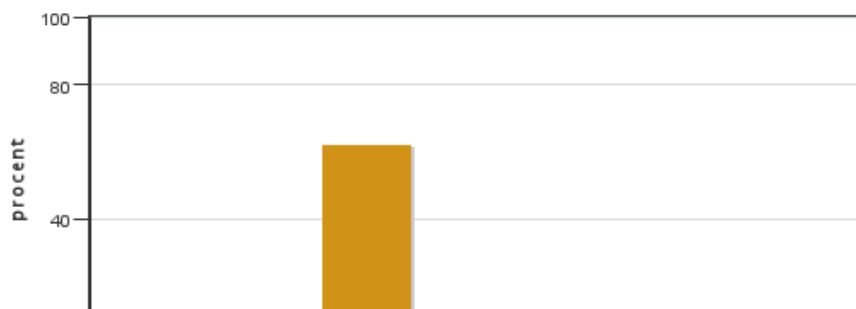


Answers: 8  
 Medel: 24,3  
 Median: 26-35

≤5: 0  
 6-15: 2  
 16-25: 1  
 26-35: 3  
 36-45: 1  
 ≥46: 0

No opinion: 1

**13. If relevant, what is your overall experience of participating in all or part of your course online?**



Answers: 8  
 Medel: 2,8  
 Median: 3

1: 1  
 2: 1  
 3: 5  
 4: 1  
 5: 0

No opinion: 0



**14. If relevant, please share what worked well when participating in teaching on distance**

**15. If relevant, please share what worked less well when participating in teaching on distance**

## Course leaders comments

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### Student comments

#### Course leaders' comments

We are pleased with the mostly positive feedback from the students about the course, and we are glad that students appear to have found the course stimulating and worthwhile. We also welcome the input for how we can improve the course next time.

We agree that some aspects of the course and literature should be updated. We note, however, that some of the older readings are considered "classic" in the field and are thus essential for the course. Moreover, older readings can provide an important window for students to see and understand how the concept of development has changed over time. However, development is a quickly moving field, and there is a need for constant updating. We think that some of the topics would benefit from further discussion of contemporary trends, and we should also consider whether there are new and emerging themes that are not represented in the present lectures. We plan to review the course schedule accordingly in preparation for next year.

With regard to the online format, this is certainly a new experience for us too. We welcome the feedback of the need for more pauses to ensure that students remain attentive.

The students have suggested that we could cover fewer topics at greater depth. We appreciate that the students want to gain a better understanding of the material! We discussed this, however, and we feel that in general the present format fits the course. This is a broad introductory survey of international development, and moreover it should fit the needs and interests of students from a diversity of backgrounds and fields of study. Therefore, we find it appropriate that we cover a range of topics; if some of the students are hungry for more in-depth knowledge, then the course is indeed serving its purpose, and we hope that these students will continue to pursue learning on these topics through more advanced courses or in their own personal reading.

Some student feedback relates to basic coordination issues, for example avoiding changes in course documents during the course and being clear about the structure of lectures and timing. As course leaders, we recognize that there is room for improvement on these issues. We will work to improve this in the future.

The suggestion to bring in additional speakers working in the field of development is excellent. We can incorporate this idea into future planning.

We also agree that we can do better to articulate a clear progression for the course. This is often a challenge, especially since we rely upon a range of speakers to deliver lectures. However, we think that we can encourage these lecturers to integrate their talks within broader course themes and also to communicate our own sense of the progression to the students better.

If the moderation of seminars seemed too loose, this is actually a part of the objective! Seminars are to be led by students, and we thus expect students to take the initiative for making the discussion dynamic and interesting. But we can do better to promote this as well, both by communicating these expectations and encouraging students to take the initiative, as well as by formulating questions that have the possibility to stimulate dynamic discussion and debate. We will look back at our questions for the coming year.

We understand the students' suggestion to make the home exam questions more focused due to word counts. It is, of course, important for us to be mindful of this when formulating questions. However, we allow students to choose the questions that they answer, so students do have the ability to avoid questions that they do not feel confident in answering. Moreover, the complexity of the questions reflects the need for students to demonstrate competence in the subject material, much of which requires careful thought and analysis. We also think that space constraints are important. Writing effectively and succinctly is something that not all students are equally good at, but which all students should strive to learn through the course of their studies. This is a necessary and valuable skill for almost all future fields that students may enter into.

# Student representatives comments

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## International Rural Development Course Evaluation

### General impressions:

- Students were sad to see that we had to move online and would have preferred in person lectures, but showed great understanding for the importance to adhere to social distancing measures.
- Some students struggled to maintain focus in the online format, one particular student suggested making more, but shorter pauses (5 min every 30 min).
- Some students have commented that the course literature was quite old and feature outdated techniques and that many of the issues discussed especially in the seminars were already being effectively addressed by the actors and organization in the field.

### Positive feedback:

- Most students felt that they had good access to the topics, this suggests that many would stand to profit from more complex analysis of the issues.
- The Farm Case helped many students to apply their knowledge on a real scenario. Maybe it would be possible to make this task longer and more detailed or even as a final exam but then for one person, right now one person in a 5 pers. group only needed to write 1200 words which is not that much for such an stimulating and relevant task.
- All students were content about how issues around gender and general inclusivity were handled.
- The course did a very good job to highlight the international aspects of rural development and its diverse forms.
- Gender aspects have been dealt with in a good and sensitive way.
- Having one central zoom link for all lectures was a very good system.

### Suggested improvements:

- Some students commented that a clearer progression of the course would have helped them to learn more, i.e. introducing less topics and using the extra time to go into detail for the topics. This would help to gain more tangible and useful knowledge out of the course, make it less of a broad summary.
- It has been suggested to update the literature to fit more contemporary issues.
- Maybe even invite professionals who are currently working in the field and not people who did that in the 1990s.
- There have been several people lamenting that course documents should not be changed mid-course, this created unnecessary confusion.
- It has been suggested to find an agreement amongst the lecturers on when to start the lectures, this would save time for everybody. Either XX:00 or XX:15 but that needs to stay the same throughout the course.
- Many students commented saying that they would appreciate a clearer structure of the syllabus, the progression of the course (lectures are not designed as freestanding talks but as a progressive interconnected learning experience), and especially much clearer instructions about the exam.
- The moderation of the seminars was too loose, more structure were and a clear topic is important. Several persons said that the seminars in the current form did not provide new insights.
- The questions of the Home Exam were too broad, too many sub-questions were asked for the given space limit. So next time either ask narrower questions with only one max two sub questions or allow for a higher word count.
- Better methods could have been applied. It was a bit unidirectional and simple in learning techniques.