



## Conflict, democracy and facilitation MX0148, 30225.2021

15 Hp

Pace of study = 100%

Education cycle = Advanced -

Course leader = Camilo Calderon

### Evaluation report

---

Evaluation period: 2021-03-16 - 2021-04-06

Answers 41

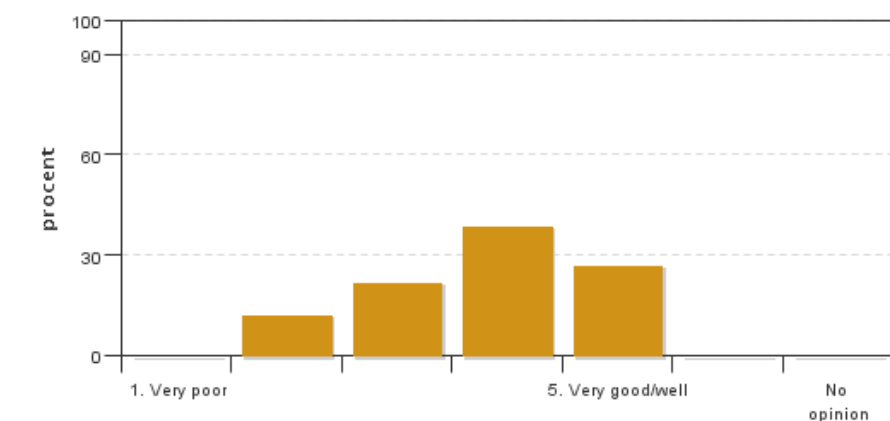
Number of students 58

Answer frequency 70 %

### Mandatory standard questions

---

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

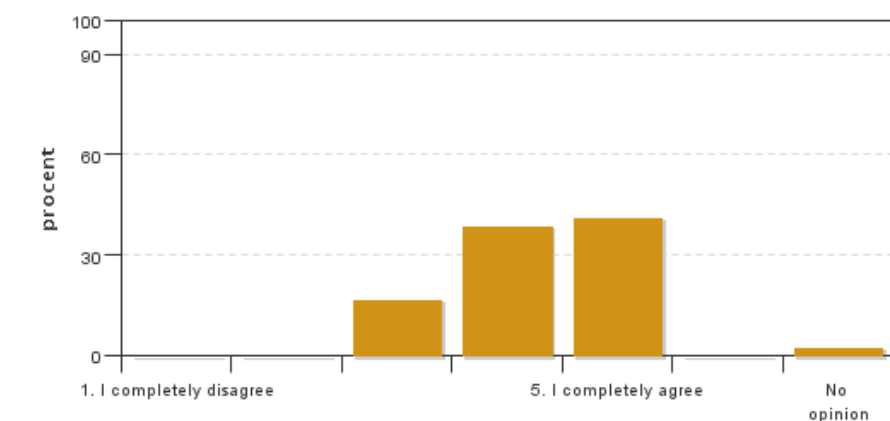


Answers: 41  
Medel: 3,8  
Median: 4

1: 0  
2: 5  
3: 9  
4: 16  
5: 11

No opinion: 0

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

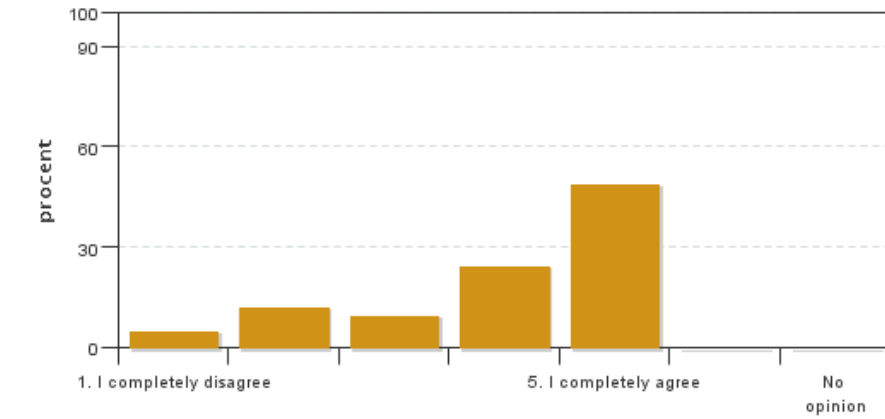


Answers: 41  
Medel: 4,3  
Median: 4

1: 0  
2: 0  
3: 7  
4: 16  
5: 17

No opinion: 1

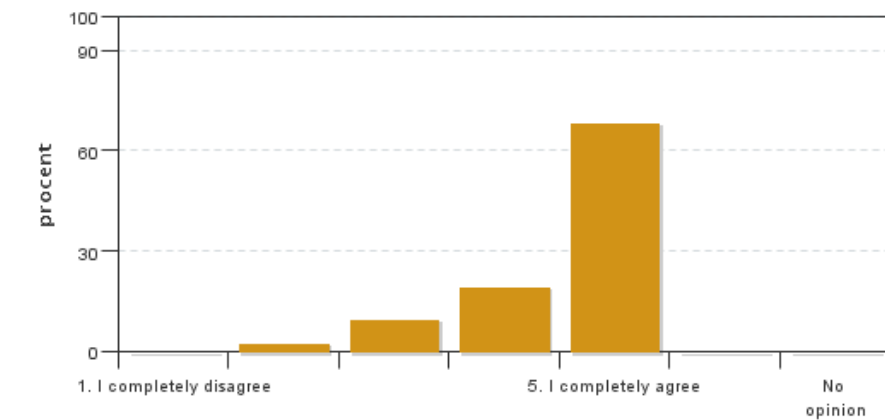
**3. My prior knowledge was sufficient for me to benefit from the course.**



Answers: 41  
 Medel: 4,0  
 Median: 4

1: 2  
 2: 5  
 3: 4  
 4: 10  
 5: 20  
 No opinion: 0

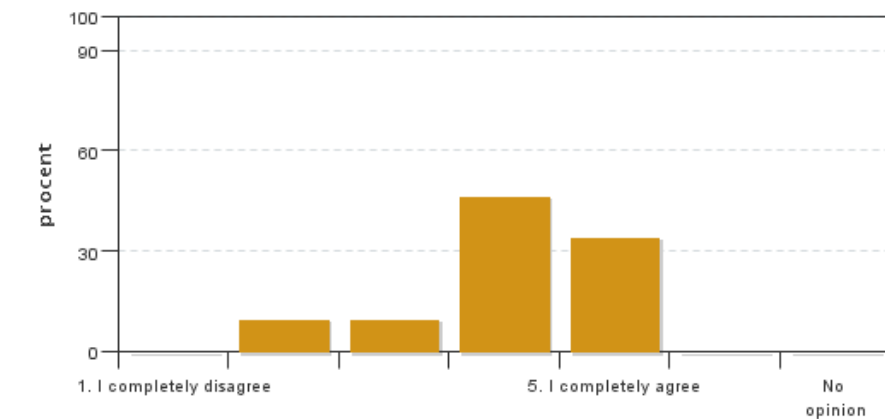
**4. The information about the course was easily accessible.**



Answers: 41  
 Medel: 4,5  
 Median: 5

1: 0  
 2: 1  
 3: 4  
 4: 8  
 5: 28  
 No opinion: 0

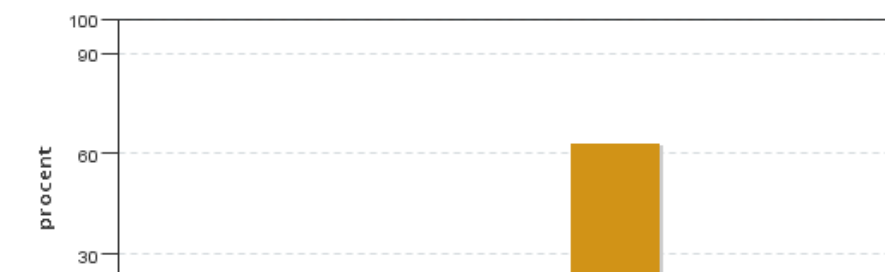
**5. The various course components (lectures, course literature, exercises etc.) have supported my learning.**



Answers: 41  
 Medel: 4,0  
 Median: 4

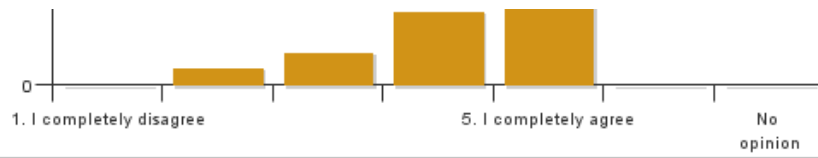
1: 0  
 2: 4  
 3: 4  
 4: 19  
 5: 14  
 No opinion: 0

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



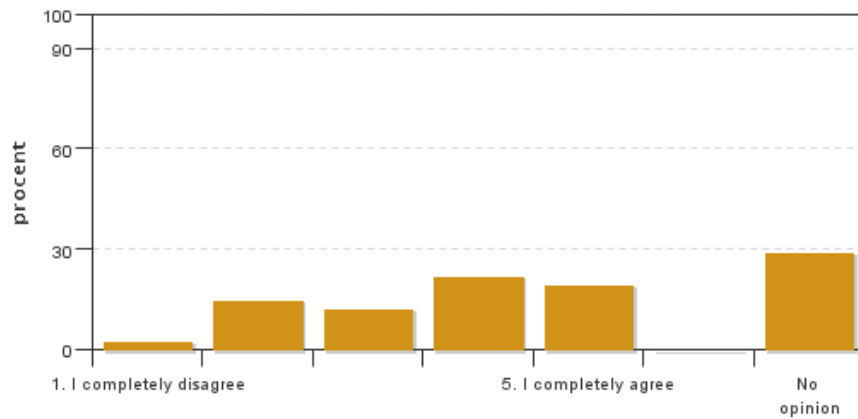
Answers: 41  
 Medel: 4,4  
 Median: 5

1: 0  
 2: 2  
 3: 4  
 4: 9  
 5: 26



No opinion: 0

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



Answers: 41

Medel: 3,6

Median: 4

1: 1

2: 6

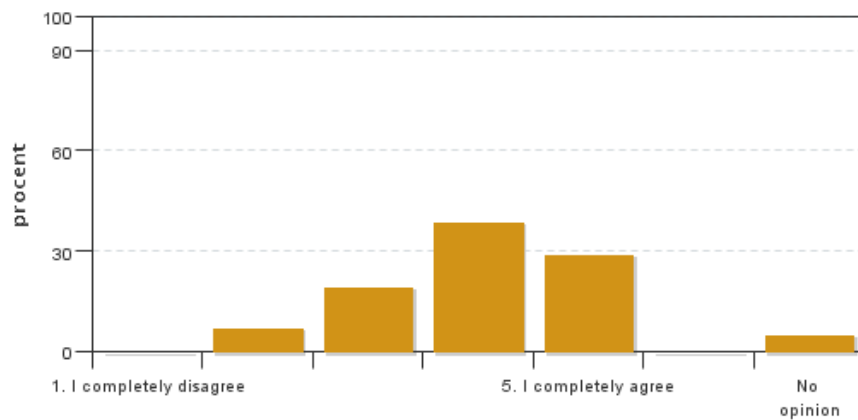
3: 5

4: 9

5: 8

No opinion: 12

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



Answers: 41

Medel: 3,9

Median: 4

1: 0

2: 3

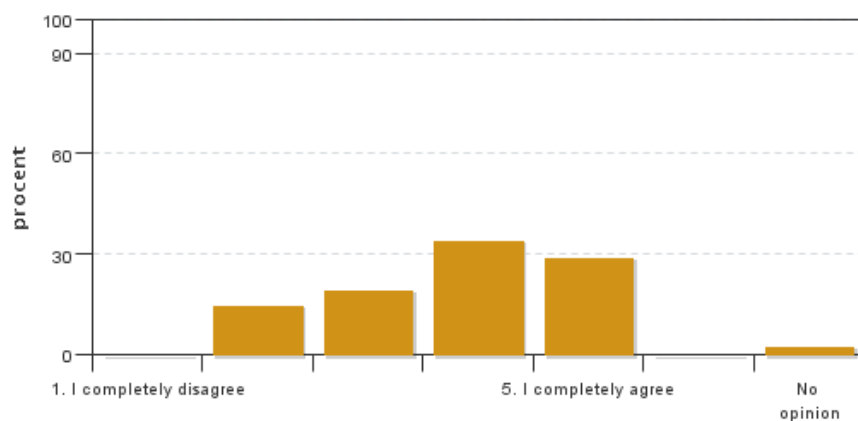
3: 8

4: 16

5: 12

No opinion: 2

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



Answers: 41

Medel: 3,8

Median: 4

1: 0

2: 6

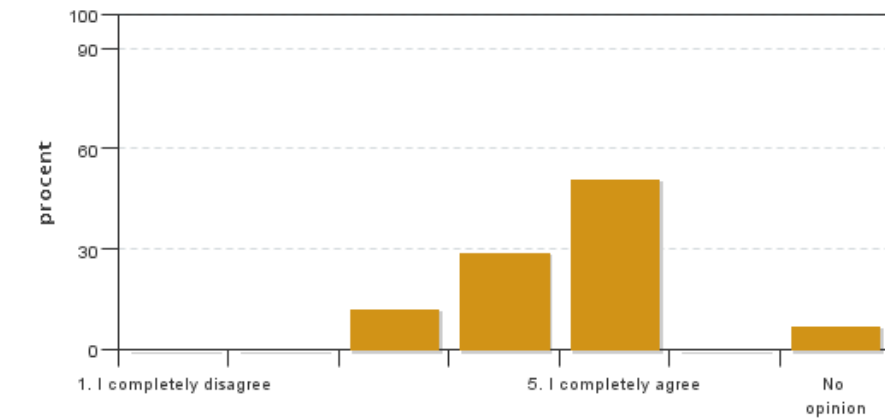
3: 8

4: 14

5: 12

No opinion: 1

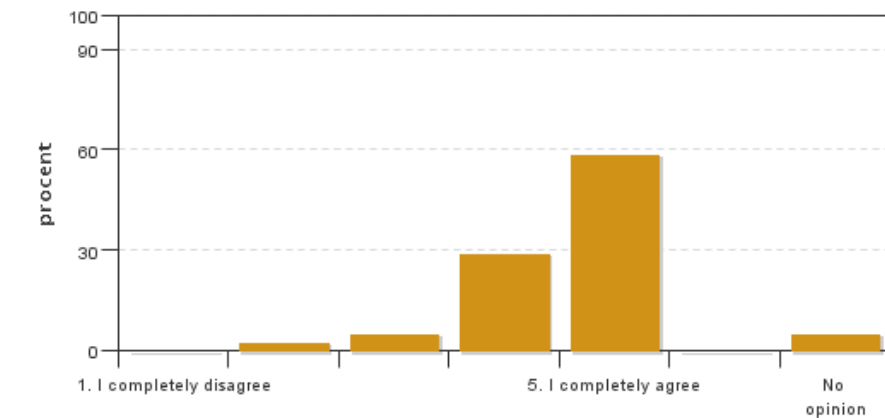
**10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).**



Answers: 41  
 Medel: 4,4  
 Median: 5

1: 0  
 2: 0  
 3: 5  
 4: 12  
 5: 21  
 No opinion: 3

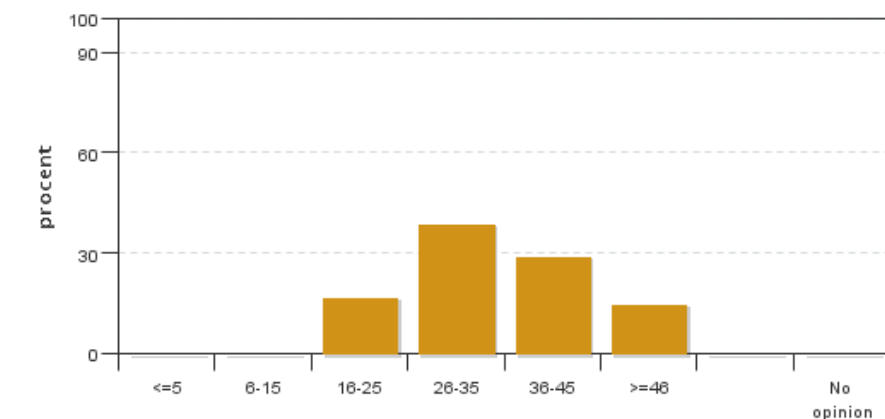
**11. The course covered international perspectives.**



Answers: 41  
 Medel: 4,5  
 Median: 5

1: 0  
 2: 1  
 3: 2  
 4: 12  
 5: 24  
 No opinion: 2

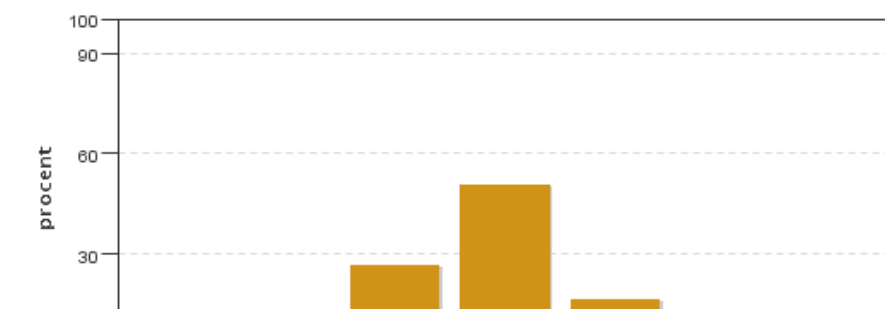
**12. On average, I have spent ... hours/week on the course (including timetabled hours).**



Answers: 41  
 Medel: 33,6  
 Median: 26-35

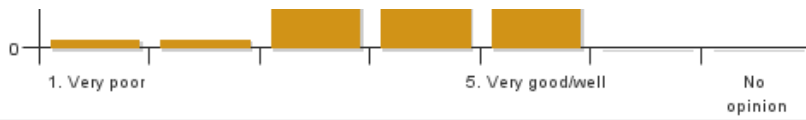
≤5: 0  
 6-15: 0  
 16-25: 7  
 26-35: 16  
 36-45: 12  
 ≥46: 6  
 No opinion: 0

**13. What is your overall experience of participating in all or part of your course online?**



Answers: 41  
 Medel: 3,8  
 Median: 4

1: 1  
 2: 1  
 3: 11  
 4: 21  
 5: 7  
 No opinion: 0



14. Please share what worked well when participating in teaching on distance

15. Please share what worked less well when participating in teaching on distance

## Course leaders comments

---

### Teacher notes/assessment CDF course 2021

**NOTE: suggestions for improvements/restructuring will be discussed again when planning next year's course. We also need to think in terms of small steps/improvements.**

**Organisation:** Good communication. Good structure. Good collaboration.

Not ideal with some teachers just disappearing/appearing after/for their contribution. Strive for more continuous involvement of (some) teachers. Too much for one person to be course coordinator, project coordinator/examiner and teacher.

**Course structure:** better alignment and connection between lectures, assignments and group work. Still the course structure with three main parts of the course (i.e. Conflict/democracy theoretical weeks, project work and Facilitation practice weeks), is too rigid. Could be good to try to integrate all parts even more and not only based on assignments.

First two weeks should be rethought. Too much in too little time. Consider that students start the course after just having submitted assignments for previous course. Students are tired, lectures + lit studies is too much. Try to start with something lighter.

First home exam is too much. Find another way to create the base line before the project work.

Find a way to simplify instructions of assignments.

One option is to start with selection, group formation and desk study about the case for the project work. Then interlink lectures and project work. Basically provide students with theoretical content that they can directly apply to the project work. Lecturers can benefit from this and have discussions that are directly related to the students' cases. Instead of three clear cut stages, have lectures and project work go in parallel. This would allow to spread the lectures throughout the course and not squeeze them at the start and end.

**Course topics:** Seems that students believe that Agonistic planning is better than collaborative planning. We need to balance more the two. Distinguish between theory as an analytical lens (where Agonistic pluralism can arguably be better) and theory as a guidance for practice (where collaborative planning can arguably be better).

**Experiential learning:** Important but too much emphasis can force the manufacturing of experiences particularly when writing the project work report. Consider removing group part from the report and instead have a workshop where students can reflect on their experiences. Provide more content/guidance/structure for reflective practice. Consider removing meetings with PW representatives. Revisit consultation meetings.

Keep individual reflection as part of final home exam.

Democratic decisions with students was interesting but it should be planned.

Good with group's self-organisation in project work, but emphasise the need to facilitate the process and try out different ways of facilitation to avoid just typical group work, or students not practicing facilitation.

**Online teaching:** Challenging course to teach online. Too ambitious to try to make the course close to IRL.

For lectures: More breaks. Get the students more engaged. Get their attention in the beginning.

## Student representatives comments

---

### Overall comments

A lot of positive feedback was given to the course leaders for being committed, engaged, understanding, attentive and flexible. Students expressed that they were able to have good dialogues with the course leaders and that the teachers made their best to create a good learning environment. Many expressed that they learned a lot, that the lectures were interesting and that the structure of the course, the canvas page, and the communication from the teachers helped the learning a lot. The negative feedback was mainly directed at the written instructions, the size of the exams and project work, the home exam questions, and issues related to the online format.

### Lectures and workshops

Generally, the students seem to feel like they learned a lot from the lectures and workshops. There were some complaints of the lectures being too repetitive and overlapping, and the teachers being too biased in their lectures. The workshops were also expressed as confusing at times, but some expressed they wanted more focus and time for work shops as well.

### Home exams

The home exams got good feedback from the students for being thought through and connecting well with the theories and literature. There were a lot of complaints though on the instructions for the exams, as well as the projects work, for being too long, too complicated and confusing. Several students pointed out that it is not reasonable or helpful to have a 9 pages long instruction for a 3 question exam. Shorter instructions with fewer details and just the actual questions/tasks are needed. The time limit for the first home exam was also brought up by many, expressing stressful weekends and disappointment for not having time, or even being encouraged by the teachers, to aim for a higher grade than 3. There were also suggestions on making the home exams question less descriptive, and maybe have a small "dugga" for the descriptive parts, and instead in the exams focus on more reflective and open questions. Some felt that the questions were too strict, feeling that they had to manufacture experiences in the exam and not leaving room for one's own interest, interpretations, or creativity. The questions on facilitation design also got some critique, because students felt there were not enough time or lectures given to actually benefit from this question.

### Project work

Some students expressed that they enjoyed the project work and learned a lot from it, others did not. Several students expressed that the project work was too long and time-consuming in relation to the insights it gave. A word limit, rather than a page limit was also suggested as an improvement. The fact that it was online made it difficult and some expressed that they felt unsafe in the group and that this was more difficult to handle because it was online. The instructions were also too long and unclear.

### Online

Most students express that the teachers did a good job given the conditions and that it worked well working online from home. It was stressed by many that it is important to take regular, longer breaks. Many found it difficult to focus and concentrate. It was appreciated when teachers tried to make the experience as interactive as possible and trying to include all people, even those who did not speak up naturally always.