



## Conflict, democracy and facilitation MX0148, 30314.2324

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Camilo Calderon

### Evaluation report

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Evaluation period: 2024-03-12 - 2024-04-02

Answers 19

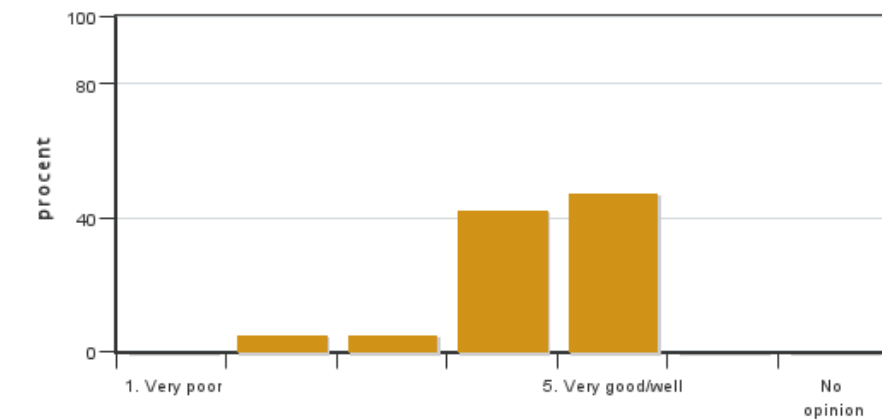
Number of students 44

Answer frequency 43 %

### Mandatory standard questions

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



Answers: 19

Medel: 4,3

Median: 4

1: 0

2: 1

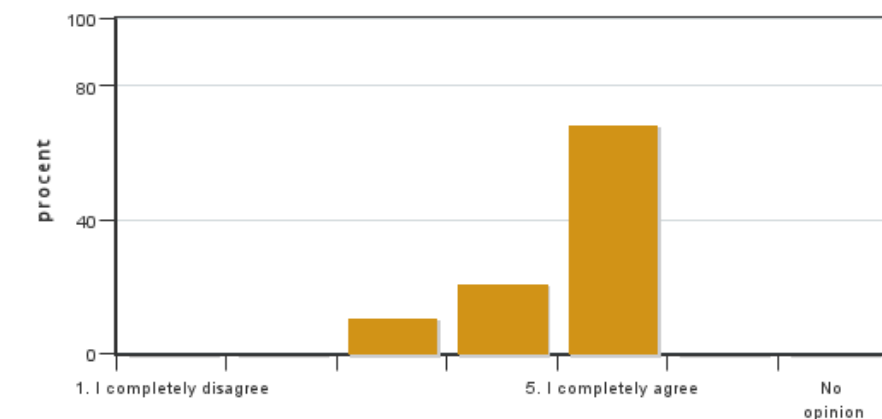
3: 1

4: 8

5: 9

No opinion: 0

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



Answers: 19

Medel: 4,6

Median: 5

1: 0

2: 0

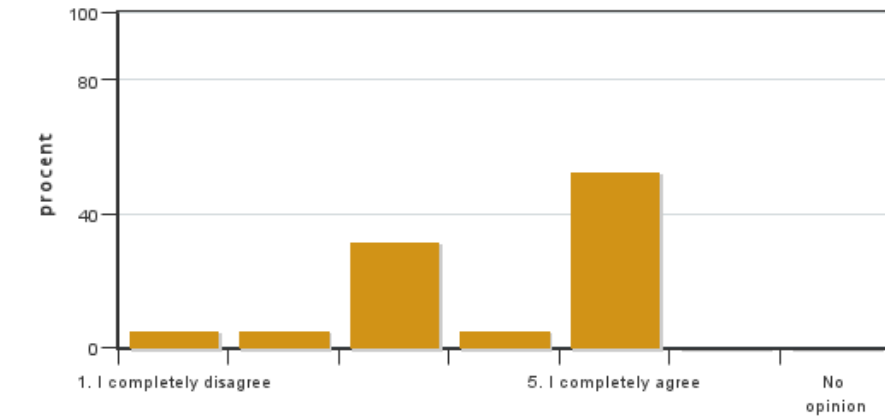
3: 2

4: 4

5: 13

No opinion: 0

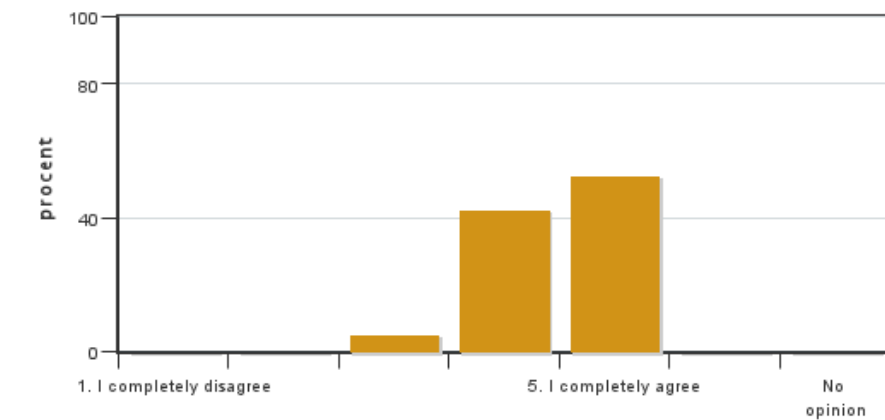
**3. My prior knowledge was sufficient for me to benefit from the course.**



Answers: 19  
 Medel: 3,9  
 Median: 5

1: 1  
 2: 1  
 3: 6  
 4: 1  
 5: 10  
 No opinion: 0

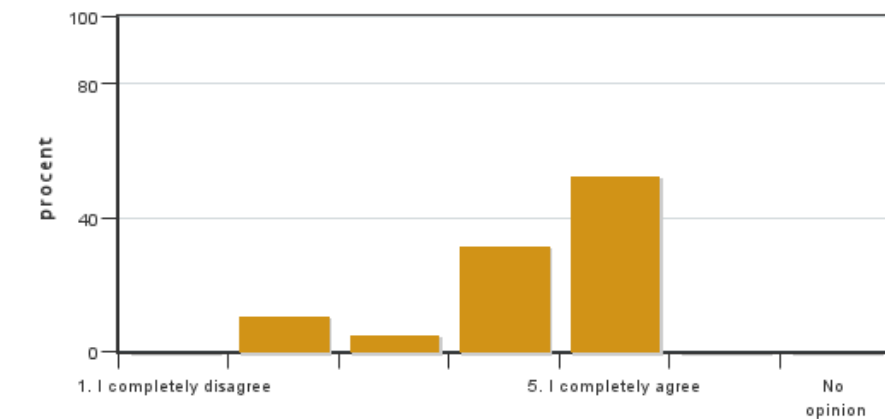
**4. The information about the course was easily accessible.**



Answers: 19  
 Medel: 4,5  
 Median: 5

1: 0  
 2: 0  
 3: 1  
 4: 8  
 5: 10  
 No opinion: 0

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



Answers: 19  
 Medel: 4,3  
 Median: 5

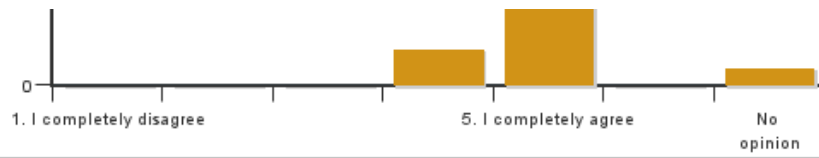
1: 0  
 2: 2  
 3: 1  
 4: 6  
 5: 10  
 No opinion: 0

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



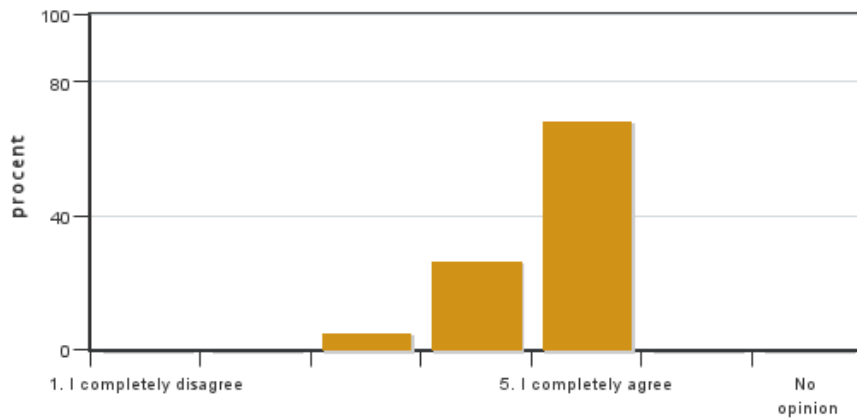
Answers: 19  
 Medel: 4,9  
 Median: 5

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



No opinion: 1

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



Answers: 19

Medel: 4,6

Median: 5

1: 0

2: 0

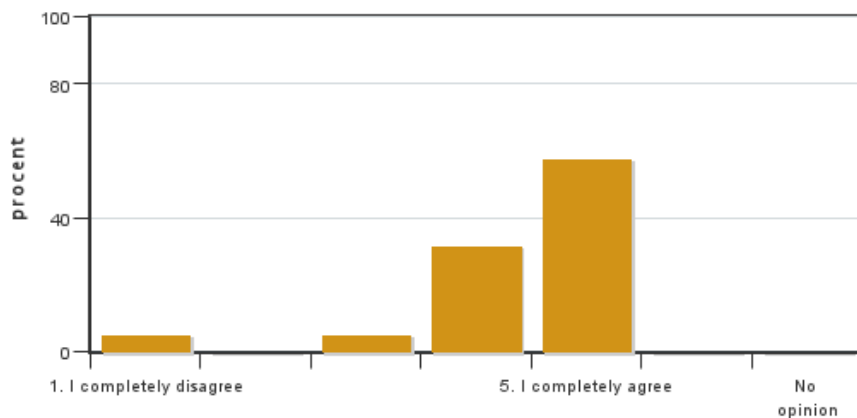
3: 1

4: 5

5: 13

No opinion: 0

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



Answers: 19

Medel: 4,4

Median: 5

1: 1

2: 0

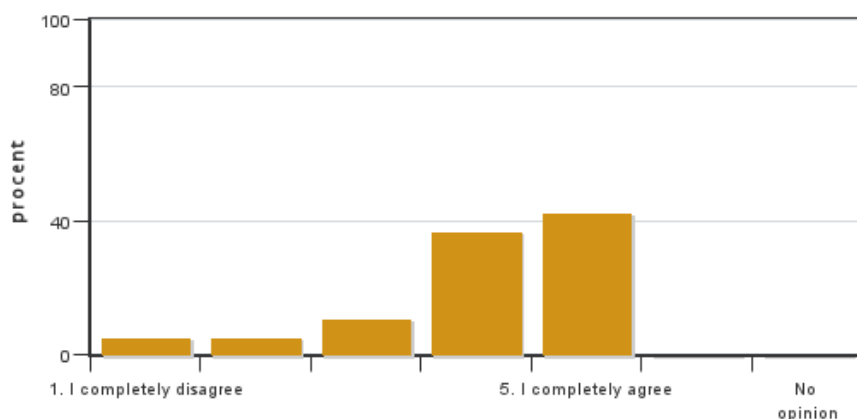
3: 1

4: 6

5: 11

No opinion: 0

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



Answers: 19

Medel: 4,1

Median: 4

1: 1

2: 1

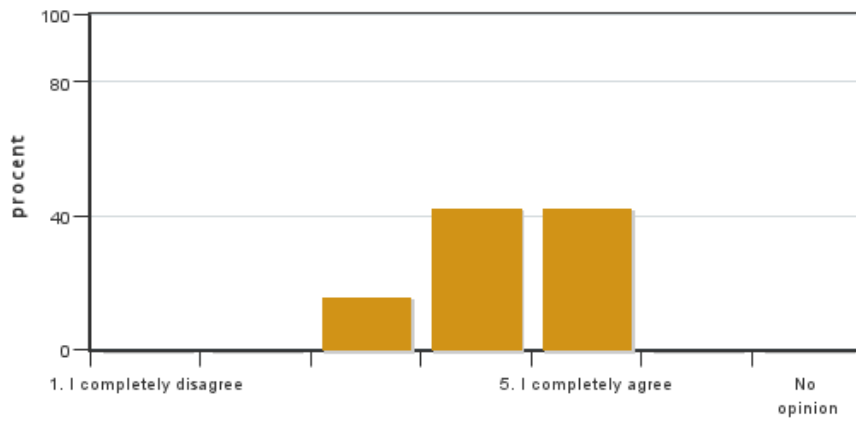
3: 2

4: 7

5: 8

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).**

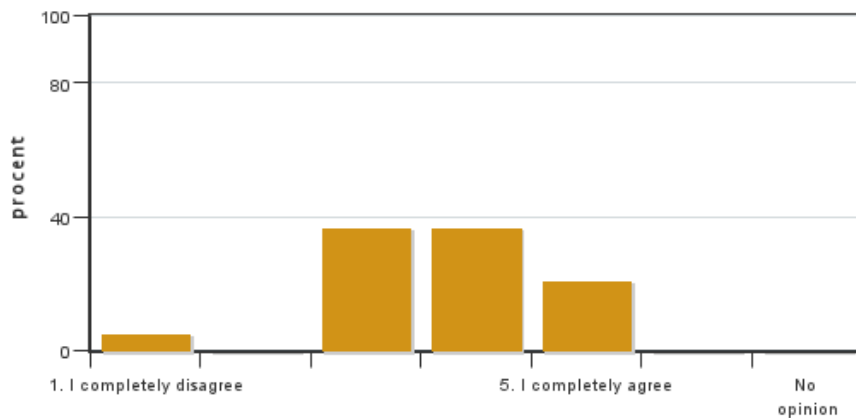


Answers: 19  
 Medel: 4,3  
 Median: 4

1: 0  
 2: 0  
 3: 3  
 4: 8  
 5: 8

No opinion: 0

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

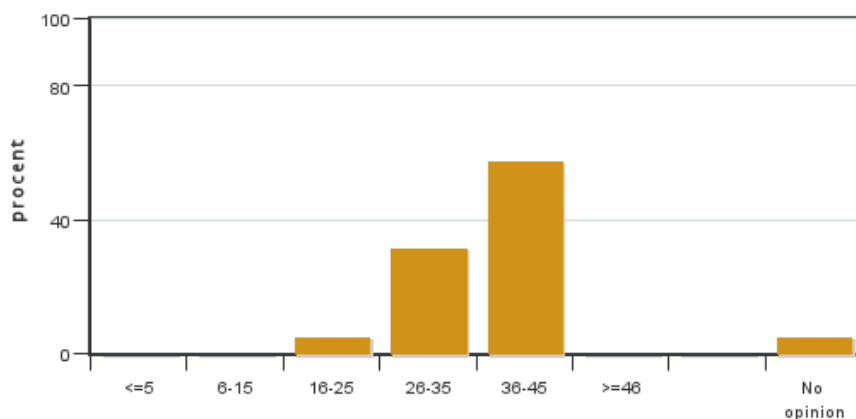


Answers: 19  
 Medel: 3,7  
 Median: 4

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

No opinion: 0

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



Answers: 19  
 Medel: 35,6  
 Median: 36-45

≤5: 0  
 6-15: 0  
 16-25: 1  
 26-35: 6  
 36-45: 11  
 ≥46: 0

No opinion: 1

**Additional own questions**

**13. What did you like the most about the course, and what could be improved?**

## Course leaders comments

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The teacher team is overall satisfied with the course this year. The evaluation both in Evald and in the report from the final discussion with students was mainly positive. While some students valued it, others still have difficulties with, or are not happy with the amount of time spent on the project work and on the experiential learning components of the course (more below).

The teacher team was pleased with the changes and improvements that were implemented this year:

- Changes in the schedule regarding adding even more lectures and workshops during the project work period, instead of focusing only on the project work, worked well and was appreciated by the students. More activities can be added or developed.
- Creating mandatory in person consultation sessions allowed teachers to be attentive and address tensions in groups. Compared to last year teachers could help groups that experience difficulties. There were still some tensions in a few groups that teachers were not able to notice nor address.
- Linking consultation meeting to optional in person group work days was helpful to make students be more active and work collaboratively.
- Making the group dynamic experience workshop more targeted on power linked to the lecture on that topic allowed students to be reflective on this.

While some students still complain about the course's focus on experiential learning and time spent on the project work, there are others that appreciate it and see the value in both understanding and putting into practice the course topics and ideas. It might be worth to make the pedagogy and structure of the course clearer in the course description to set right expectations. There are still some changes that could be considered, like reducing the length of the project work (and adding more lectures or seminars), making the experiential learning component to be in focus only during a part and not all the project work (for example only one week, with different collaboration and facilitation exercises), and creating opportunities for students to work/interact more with other groups without too much focus on their own cases (doing the process design or the power workshop in mixed groups). Connected to the latter point, students seem to have low energy and motivation to continue working in their teams after the PW presentations, so the activities of the last course week should be moved to an earlier stage.

## Student representatives comments

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Overall, the course was well-received for its practical life skills and real-world applications. Students appreciated the opportunity to practice what they learned through project work and valued the application of theoretical themes. The introduction to different conflict theories and communicative approaches in the first weeks was particularly praised.

Students valued the group work and reports for fostering critical thinking and knowledge application, while reflection sessions facilitated experience sharing among groups. Teacher assistance and expert guidance were highlighted as beneficial, especially in providing practical examples and real-life facilitation exercises. The social learning environment was especially well received by the students.

The survey suggests that students were conflicted over the absence of incorporating a more international perspective, noting that the processes learned might differ significantly in non-democratic and non-European contexts. Additionally, some ECM program students found certain lectures repetitive, while non-ECM students felt they lacked prior knowledge.

The balance between lectures and group work dominated the feedback. Students who enjoyed their group work benefited from applying real-life skills and strategies, while those who did not had a more challenging experience. The intensive group work, averaging around 35 hours per week (according to the survey), was particularly demanding for those uncomfortable with their group dynamics.

Practical suggestions for improvement included:

1. An exercise on being a good teammate, with activities on communication and setting expectations to improve group dynamics and feedback styles.
2. More lectures on specific topics, such as power imbalance, throughout the course.
3. An additional literature seminar, especially before the second exam.
4. More clarity on Canvas regarding information distribution, room bookings, and appointments.

Overall, the course was positively viewed for its project work, diverse teaching techniques, and engaging content, despite areas for improvement. Students found it valuable and enriching in practical applications and real-world relevance.

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Kontakta support: [support@slu.se](mailto:support@slu.se) - 018-67 6600