Communication theory and strategy
MX0158, 20131.2223

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Malte Rödl

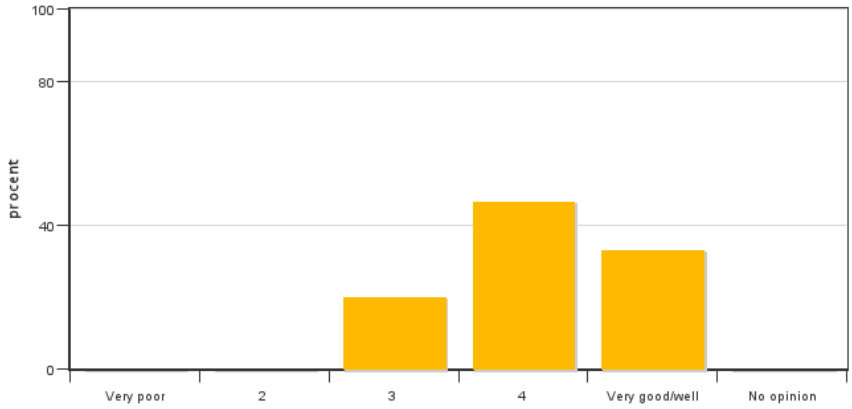
Evaluation report

Evaluation period: 2023-01-08 - 2023-01-29

Answers	15
Number of students	28
Answer frequency	53 %

Mandatory standard questions

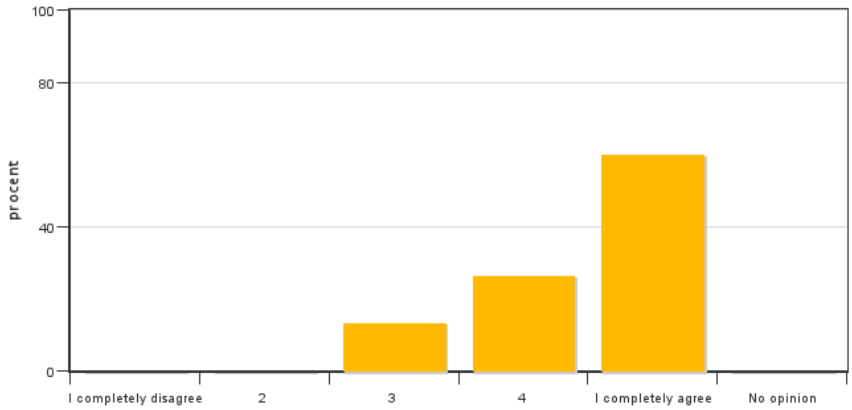
1. My overall impression of the course is:



Number of answers: 15
Average: 4,1
Median: 4

Very poor : 0
2: 0
3: 3
4: 7
Very good/well: 5
No opinion: 0

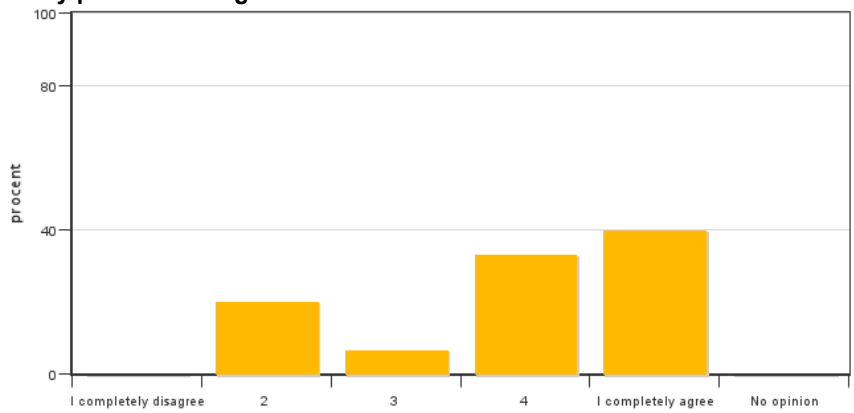
2. I found the course content to have clear links to the learning objectives of the course.



Number of answers: 15
Average: 4,5
Median: 5

I completely disagree: 0
2: 0
3: 2
4: 4
I completely agree: 9
No opinion: 0

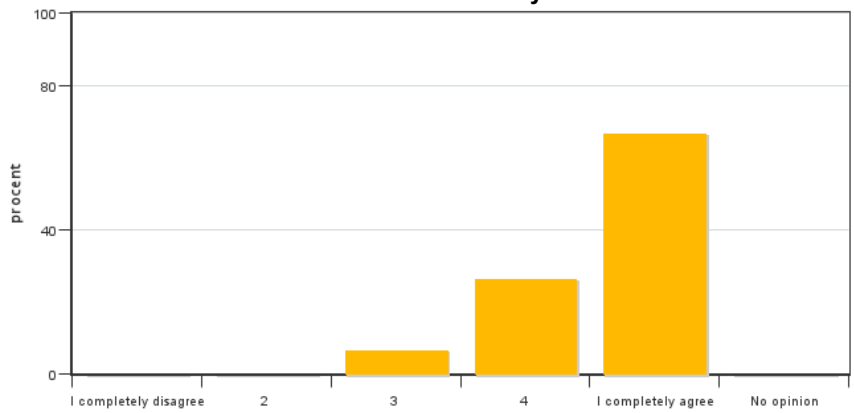
3. My prior knowledge was sufficient for me to benefit from the course.



Number of answers: 15
Average: 3,9
Median: 4

I completely disagree: 0
2: 3
3: 1
4: 5
I completely agree: 6
No opinion: 0

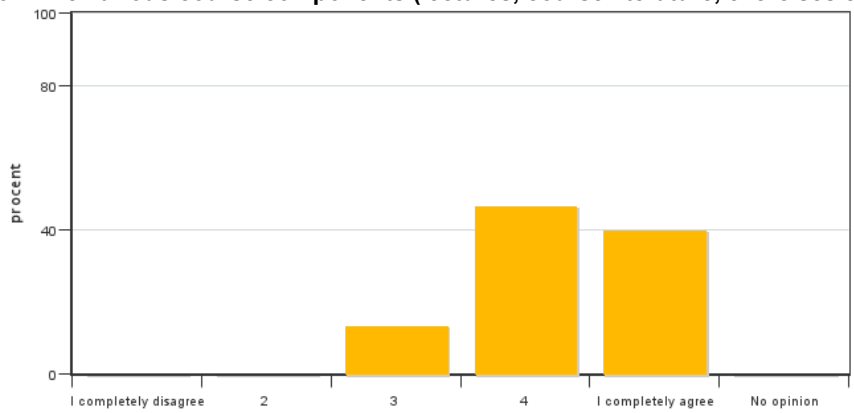
4. The information about the course was easily accessible.



Number of answers: 15
Average: 4,6
Median: 5

I completely disagree: 0
2: 0
3: 1
4: 4
I completely agree: 10
No opinion: 0

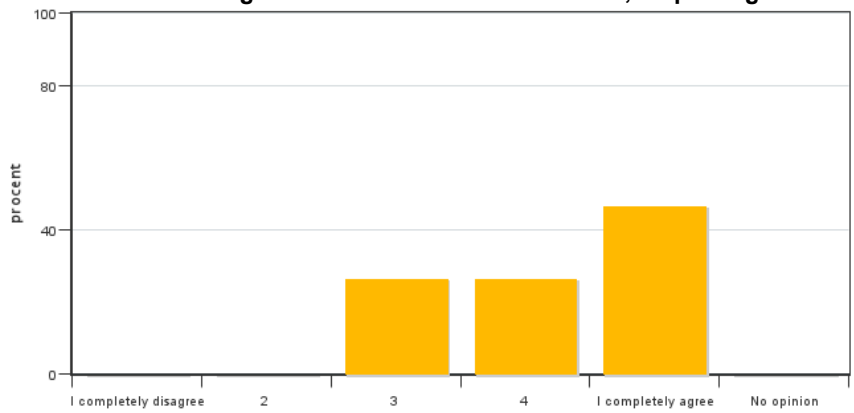
5. The various course components (lectures, course literature, exercises etc.) have supported my learning.



Number of answers: 15
Average: 4,3
Median: 4

I completely disagree: 0
2: 0
3: 2
4: 7
I completely agree: 6
No opinion: 0

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

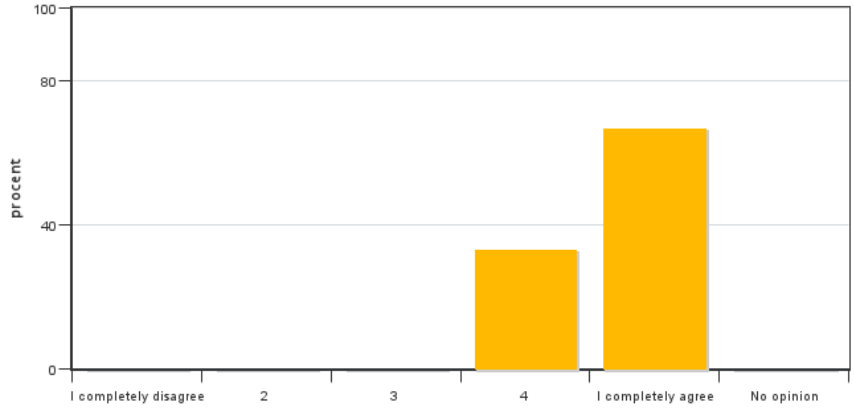


Number of answers: 15
Average: 4,2
Median: 4

I completely disagree: 0
2: 0
3: 4
4: 4
I completely agree: 7

No opinion: 0

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

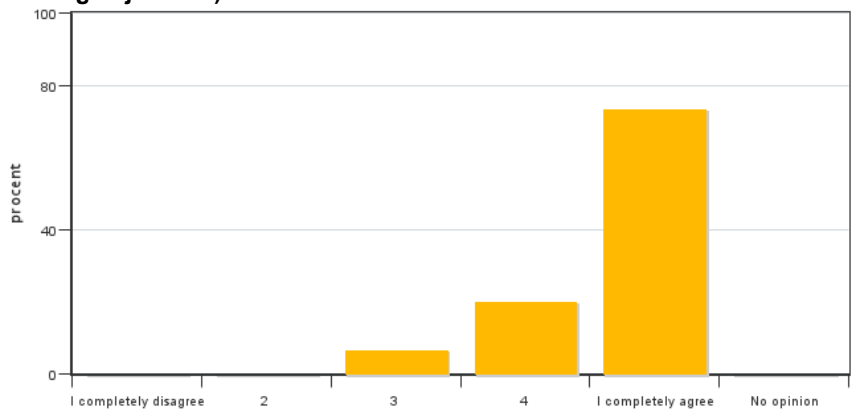


Number of answers: 15
Average: 4,7
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 5
I completely agree: 10

No opinion: 0

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

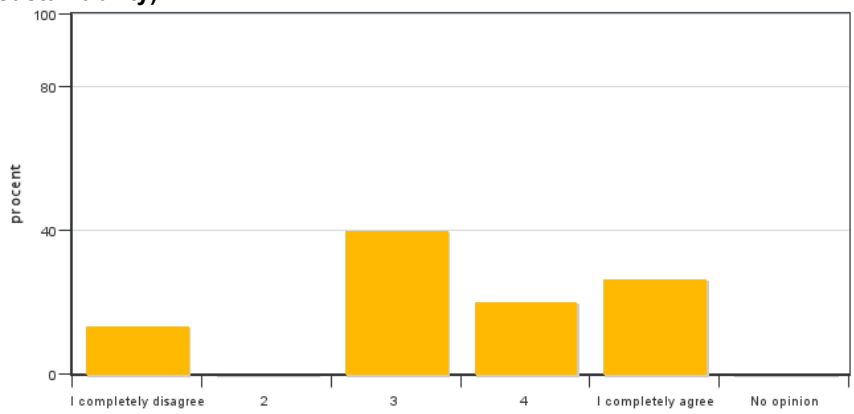


Number of answers: 15
Average: 4,7
Median: 5

I completely disagree: 0
2: 0
3: 1
4: 3
I completely agree: 11

No opinion: 0

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

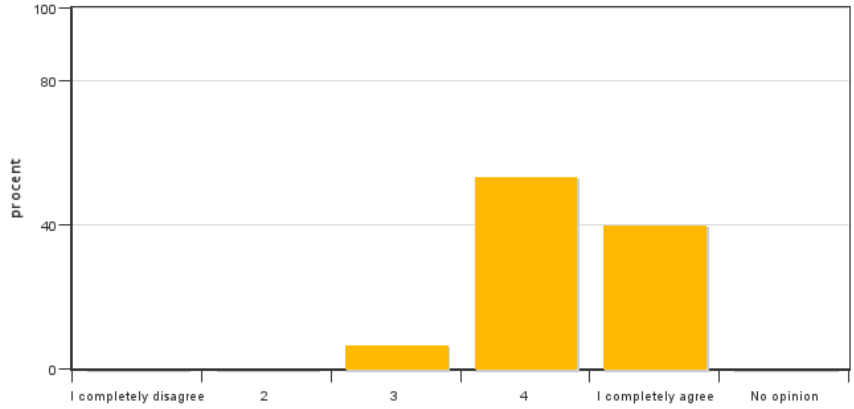


Number of answers: 15
Average: 3,5
Median: 3

I completely disagree: 2
2: 0
3: 6
4: 3
I completely agree: 4

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).

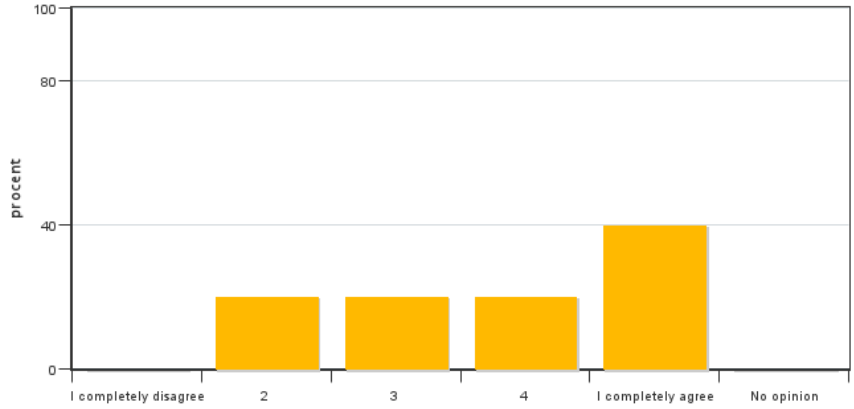


Number of answers: 15
Average: 4,3
Median: 4

I completely disagree: 0
2: 0
3: 1
4: 8
I completely agree: 6

No opinion: 0

11. The course covered international perspectives.

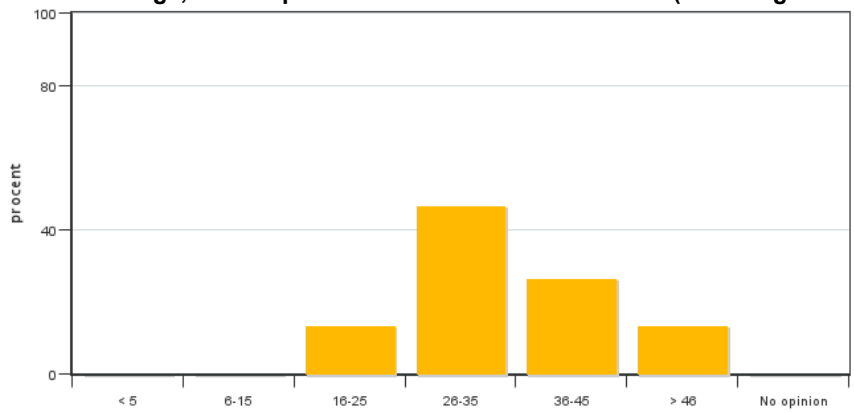


Number of answers: 15
Average: 3,8
Median: 4

I completely disagree: 0
2: 3
3: 3
4: 3
I completely agree: 6

No opinion: 0

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

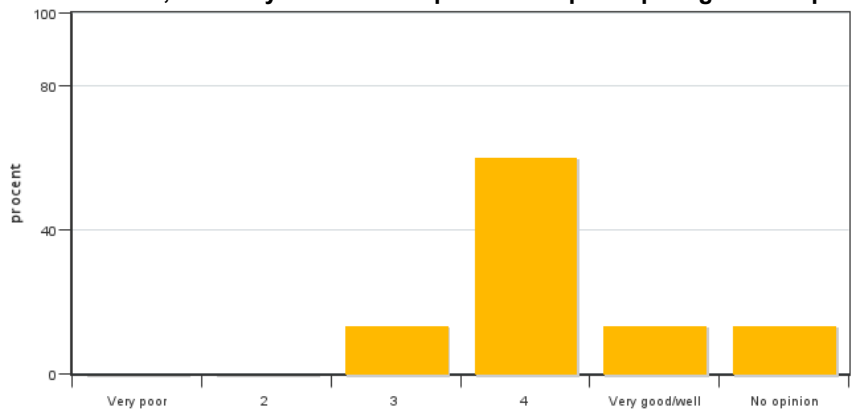


Number of answers: 15
Average: 33,5
Median: 26-35

< 5: 0
6-15: 0
16-25: 2
26-35: 7
36-45: 4
> 46: 2

No opinion: 0

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



Number of answers: 15
Average: 4,0
Median: 4

Very poor : 0
2: 0
3: 2
4: 9
Very good/well: 2

No opinion: 2

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

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

Course leaders comments

Overall, the teachers interpret the evaluation and feedback as generally positive to the course activities, the learning opportunities, and the pedagogical procedure of the course. While only half of participating students filled out the questionnaire, the positive result was confirmed in the oral course evaluation conducted with half of the students at the end of the course. Hence, the teachers believe that the questionnaire reflects the impressions of most students in the course. Compared to the previous year, the teachers most importantly attempted to make the progression more easy to follow and to engage students in a real-life case. Based on the student feedback, this was successful.

As a feedback for this course, students expressed a wish to make discussions of the course literature more stretched out instead of having one formalised opportunity a week. Next year, we will form literature groups and encourage students to meet and discuss both in formal meetings in the course, as well as based on their own group arrangements. Students furthermore expressed that they appreciate more guidance in their reading of the literature and that they enjoyed course activities with more than one teacher present. For this, we will try to include a brief session on "how to read" and seek to discuss and share more competencies/skills needed to get something out of the theoretical part of the course. Students also expressed a desire to apply communication theory with guidance; as a result, we plan to bring back into the literature workshops a few exercises on this.

Internal comments

Student representatives comments

Communication Theory and Strategy

Course Evaluation Report; Summary

The evaluation report is based on the response from more than 50% of the class and although frank, the impressions were more positive than otherwise.

Overall the course had a well-organised structure and provided opportunities to self-organise. The lectures were well put together, the summary slides proved beneficial. The readings were very diverse and interesting. We think it would have helped to understand the literature better if the theoretical contexts of the readings were provided beforehand and if there was a formed student literature group (at least based on the previous format, compared to the random formation of the literature groups) to make sense of the weekly text. The course objectives were not emphasised enough throughout the course, which could have made it easier to understand the importance of what we were studying and would have made it easier to grasp concepts. Good idea to repeat the course objective mid-way into the course.

The lack of literature groups made the readings overwhelming, and for some reasons, some people did (could) not actively participate in the literature discussions even when present. For many people, their prior knowledge was not that sufficient as the course contained more social science and theoretical content, than natural sciences. Most people agree that the course content was easily accessible. Credit to the teaching team for properly planning the weeks and making all the required content on Canvas available beforehand. Participation of all students was not adequately encouraged, and the teacher's feedback and comments seldom came off as dismissive of the student's perspective (possibly because of the abstract nature of some aspects). Some students remarked that staying focused for a longer period was hard, and incorporating some fun/relaxing tasks along with the break would have been more energizing.

The learning equipment utilised was satisfactory. The online lectures were difficult to follow and for some people, it was hard to concentrate on the lecture and ask for clarification online. The flexibility and arrangement of lectures were appreciated by students, especially those outside Uppsala or those with other demands like family, jobs, etc. The perspectives of the guest lecturers were considered insightful, there could be room for more diversity, e.g for the case of Wolf: from hunters and local farmers. Online activities also provided relief because of the cold weather, snow and darkness. The Biotopia activity was a good approach to put into practice the theories, though the focus may have been broader as against the particular focus on just Wolves.

Many people studied extensive hours in this course because of the long list of readings and mentioned that they seldom had to study on the weekends too. Group rooms were hard to book on campus. Most people agreed that the examinations provided adequate opportunity to reflect on what we have learned in the course. Using different forms

of examinations; both written and oral is appreciated though some found the examination difficult to pass. The course was unable to cover the sustainability/financial aspect, at least not in tangible ways that students are used to. Gender equality was very well incorporated into the course content and in the teaching practices. The international perspective was covered to an extent, though some people felt that the case study chosen for the second examination could have somehow provided an opportunity to choose communication problems in the developing world (or individual preferences) as well. Online classes saved time, for some people it worked well with their schedules and as the course required a lot of reading, they preferred online classes to be able to have more time to study. Sessions held to introduce EC practitioners and guests provided interesting input to the course and were appreciated. There was good cooperation among the teaching team – for most of the time.

Kontakta support: support@slu.se - 018-67 6600