International rural development
LU0086, 20106.2425

15 Hp
Pace of study = 100%
Education cycle = Basic
Course leader = Linley Karltun

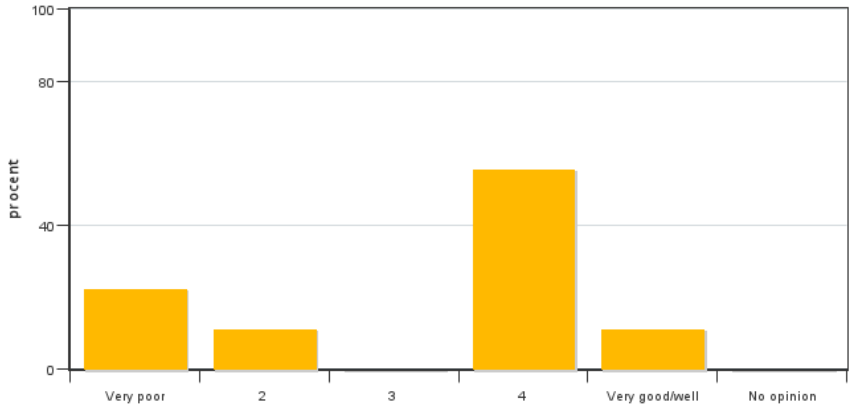
Evaluation report

Evaluation period: 2025-01-12 - 2025-02-02

Answers	9
Number of students	15
Answer frequency	60 %

Mandatory standard questions

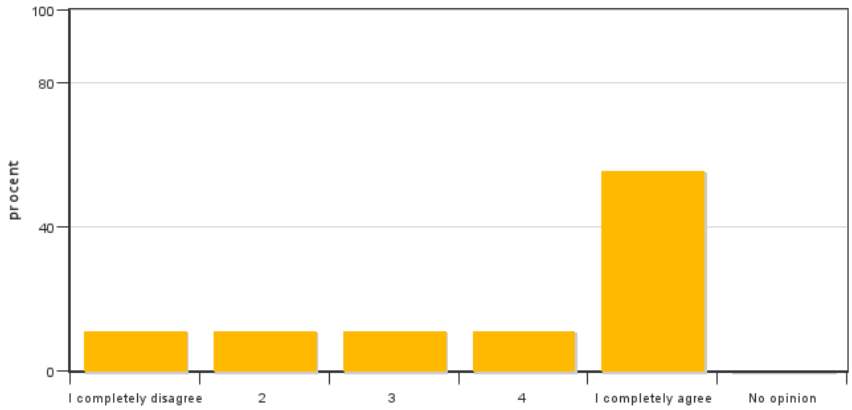
1. My overall impression of the course is:



Number of answers: 9
Average: 3,2
Median: 4

Very poor : 2
2: 1
3: 0
4: 5
Very good/well: 1
No opinion: 0

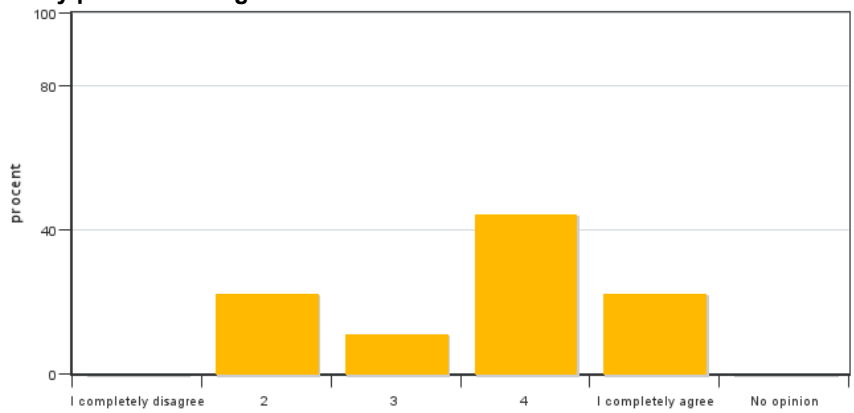
2. I found the course content to have clear links to the learning objectives of the course.



Number of answers: 9
Average: 3,9
Median: 5

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

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

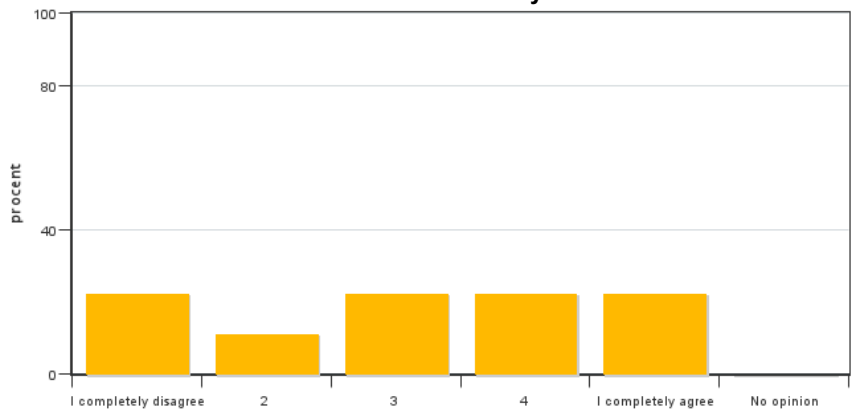


Number of answers: 9
Average: 3,7
Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

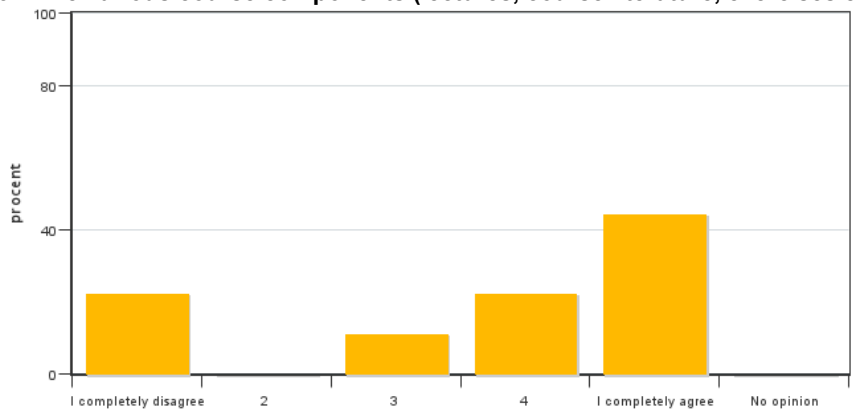


Number of answers: 9
Average: 3,1
Median: 3

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

No opinion: 0

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

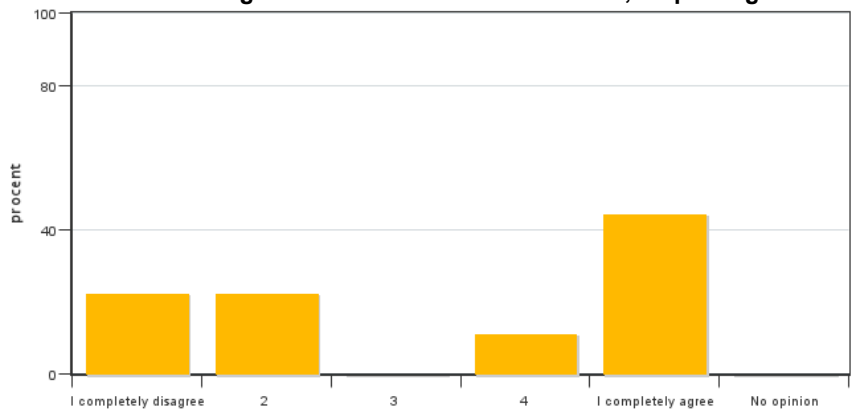


Number of answers: 9
Average: 3,7
Median: 4

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

No opinion: 0

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

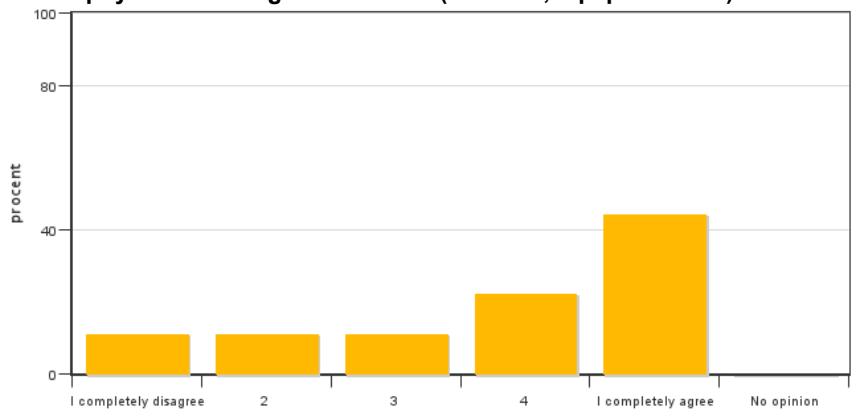


Number of answers: 9
Average: 3,3
Median: 4

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

No opinion: 0

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

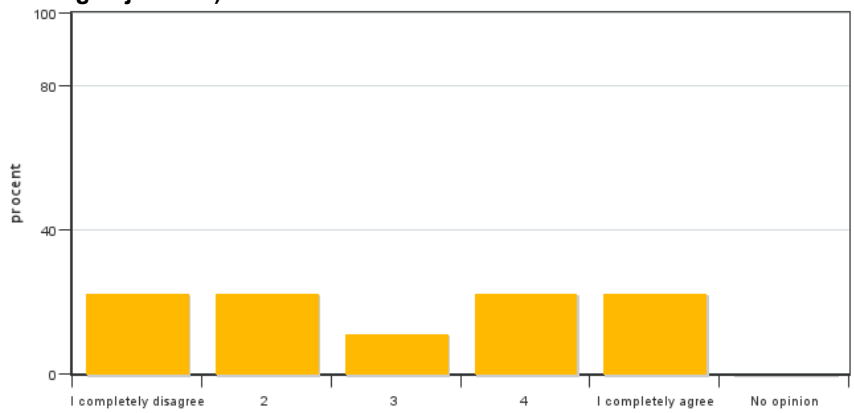


Number of answers: 9
Average: 3,8
Median: 4

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

No opinion: 0

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

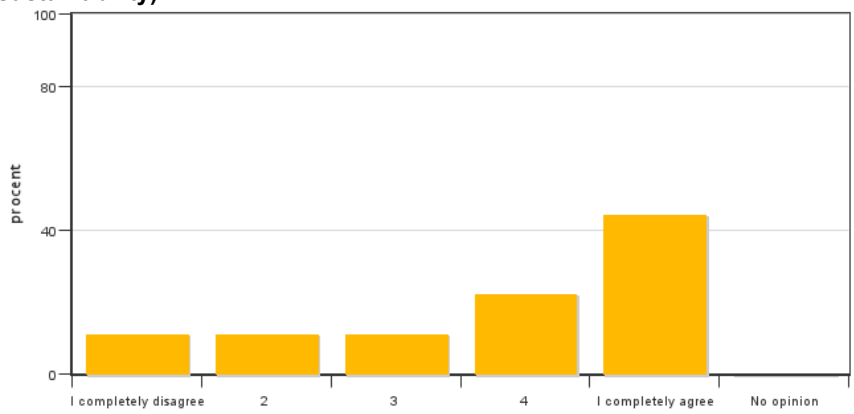


Number of answers: 9
Average: 3,0
Median: 3

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

No opinion: 0

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

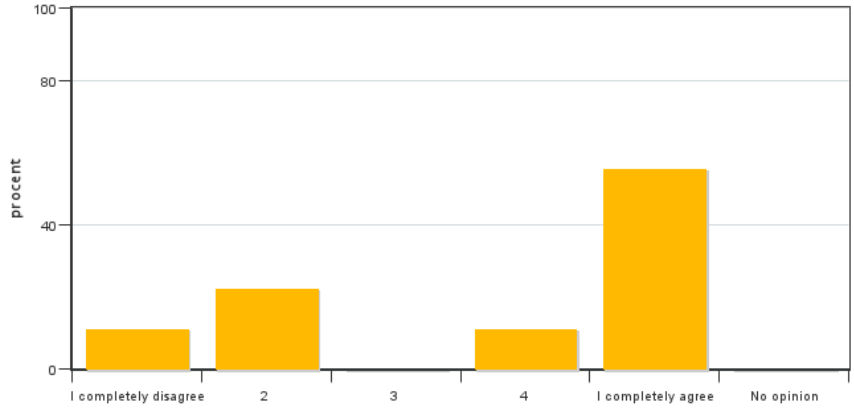


Number of answers: 9
Average: 3,8
Median: 4

I completely disagree: 1
2: 1
3: 1
4: 2
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).

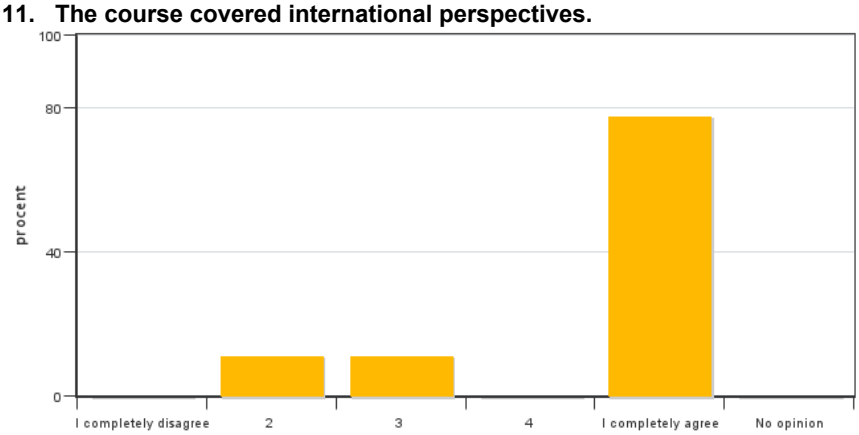


Number of answers: 9
Average: 3,8
Median: 5

I completely disagree: 1
2: 2
3: 0
4: 1
I completely agree: 5

No opinion: 0

11. The course covered international perspectives.

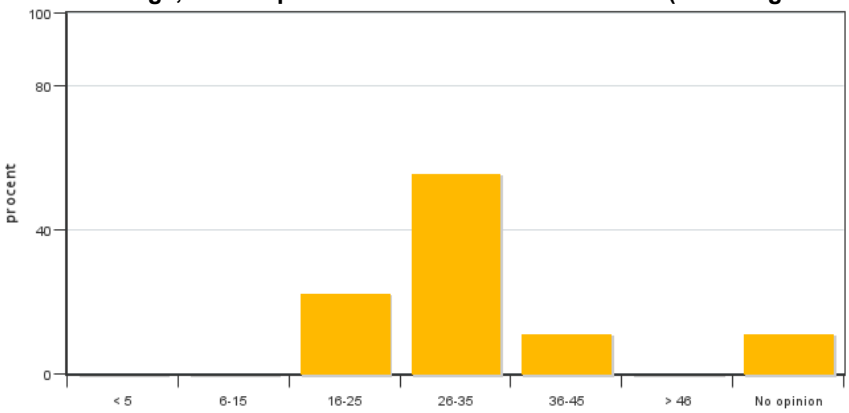


Number of answers: 9
Average: 4,4
Median: 5

I completely disagree: 0
2: 1
3: 1
4: 0
I completely agree: 7

No opinion: 0

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



Number of answers: 9
Average: 28,8
Median: 26-35

< 5: 0
6-15: 0
16-25: 2
26-35: 5
36-45: 1
> 46: 0

No opinion: 1

Course leaders comments

I am a dedicated teacher that loves to spend time with my students. I make it a point to get to know my students strengths and identifying possibilities. I like to encourage them and to see my students progressively improving in my class and in the subject of rural development. During my career as a university teacher, I seek to embrace diversity. However, this may contextually be misunderstood, especially in classroom with many individuals, having different priorities and needs. For the coming course semester, I will explain this from the very beginning and strongly encourage students to inform me if there are any concerns.

Internal comments

Student representatives comments

The course evaluation for the International Rural Development course reflected highly mixed feedback, with both positive and critical perspectives.

Many students found the course content engaging and relevant to the learning objectives. The weekly thematic structure and the inclusion of guest lecturers were particularly appreciated, as they provided diverse perspectives and enriched the learning experience. Additionally, the course literature was widely regarded as useful and interesting, further supporting student learning. The international focus of the course was praised, with students valuing the opportunity to explore global perspectives and engage with diverse viewpoints. The visit to the ethnographical museum was also very appreciated!

The course leader's efforts to build a sense of community, such as getting to know the students personally and organizing informal activities like “fika” and the end-of-course gathering, were well received and contributed to a positive classroom environment.

While several students appreciated the structure of the student-led seminars and group work for promoting active participation and collaboration, others felt that improvements were needed. Some students noted that the seminars often felt more like presentations, with the interactive activities at the end receiving insufficient time. Establishing clearer guidelines on participation could help foster a more inclusive and supportive learning environment, ensuring that all students feel comfortable contributing in ways that suit their learning styles. It was also expressed that the time given to prepare the seminar was insufficient and that it felt necessary to work during the weekend.

The group work setup, particularly the decision to pair students in groups of two, was another point of dissatisfaction. Many students found the lack of flexibility in group assignments problematic, often leading to an uneven distribution of work. Some Swedish students expressed frustration over having to take on a disproportionate share of the workload, especially when paired with exchange students who, in some cases, had different expectations or availability. A revision of the group work structure, possibly by forming larger groups, could help ensure a fairer distribution of responsibilities.

Many students highlighted issues with unclear and frequently changing instructions, particularly regarding assignments and grading. Last-minute modifications and inconsistent communication through Canvas created confusion and frustration. Concerns were also raised about the transparency of the grading system and the lack of sufficient feedback on assignments. Given the high weighting of group work in the final grade, some students felt that assessments were not always fair or reflective of individual contributions.

A recurring concern was the classroom environment, which some students found unprofessional. Reports of favoritism and instances of public criticism contributed to a negative atmosphere for several students. One specific issue raised was the labeling of certain students as "quiet" in front of the class, which was perceived as unnecessary and demotivating. As a result, students found the classroom atmosphere tense and discouraging at times.

Overall, while the course offered strong content and an engaging structure, significant concerns regarding course management, communication, and classroom dynamics affected some students' experiences. Addressing these areas would enhance the learning environment and ensure a more equitable and effective course delivery in the future.