



## Communication theory and strategy MX0158, 20131.2526

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

### Evaluation report

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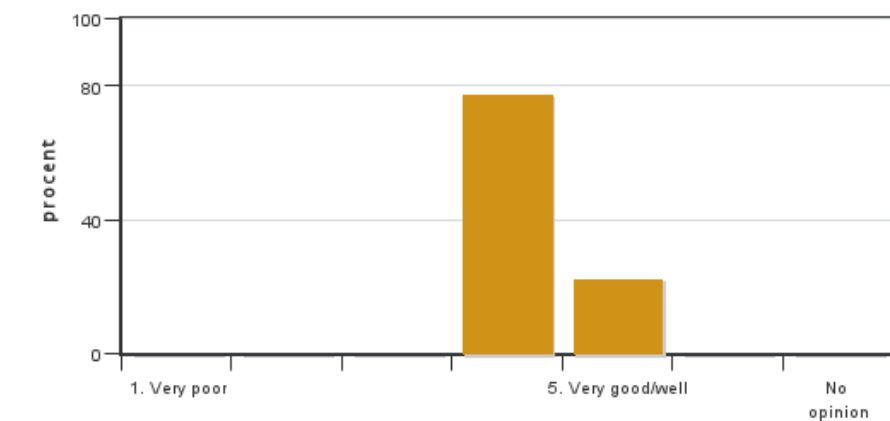
Evaluation period: 2026-01-11 - 2026-02-01

Answers 9  
Number of students 12  
Answer frequency 75 %

### Mandatory standard questions

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

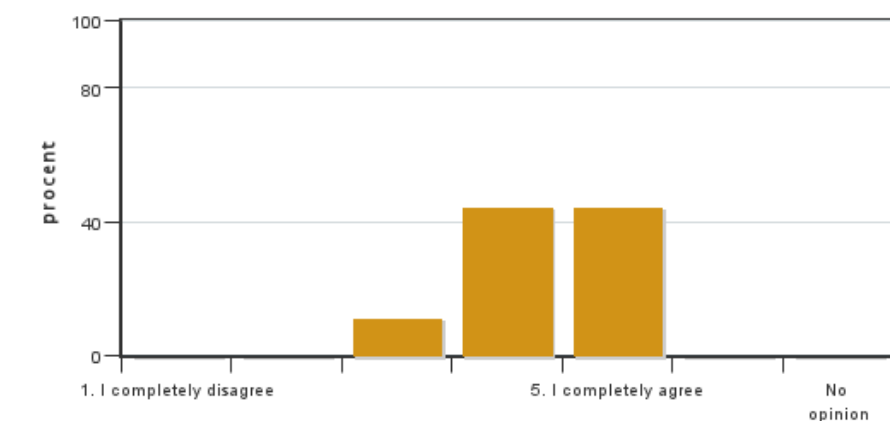


Answers: 9  
Medel: 4,2  
Median: 4

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

No opinion: 0

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

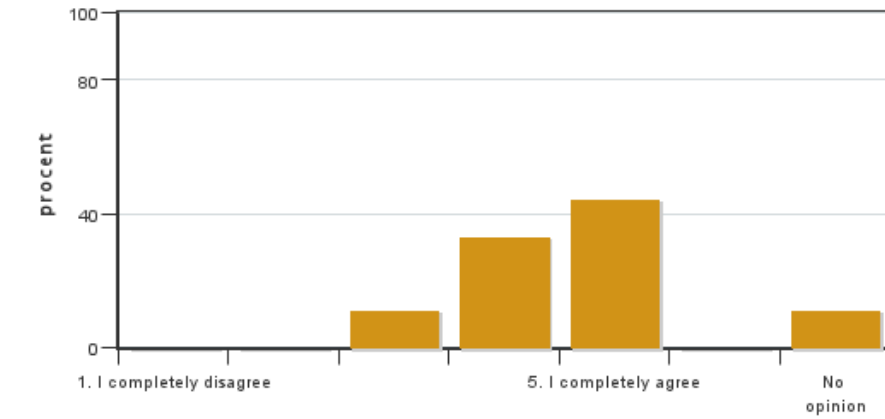


Answers: 9  
Medel: 4,3  
Median: 4

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

No opinion: 0

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

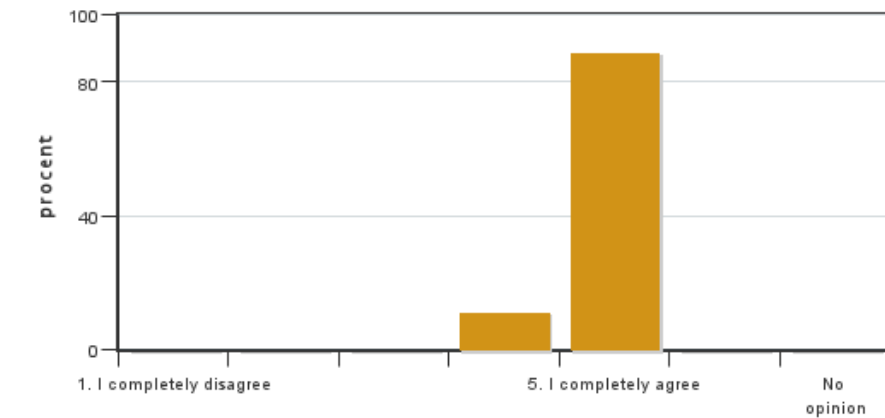


Answers: 9  
 Medel: 4,4  
 Median: 4

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

No opinion: 1

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

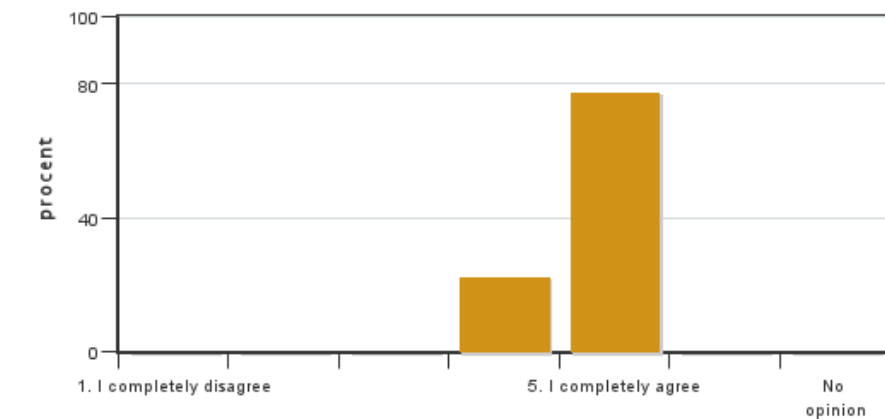


Answers: 9  
 Medel: 4,9  
 Median: 5

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

No opinion: 0

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

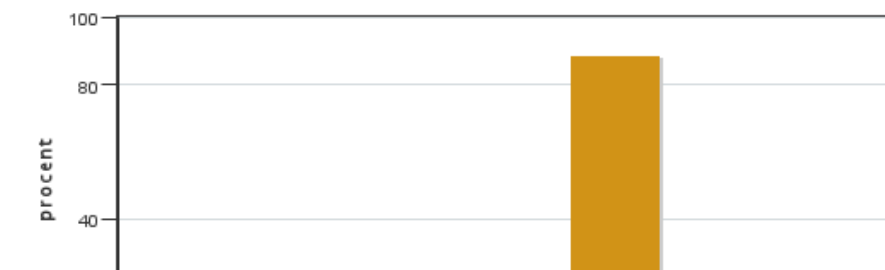


Answers: 9  
 Medel: 4,8  
 Median: 5

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

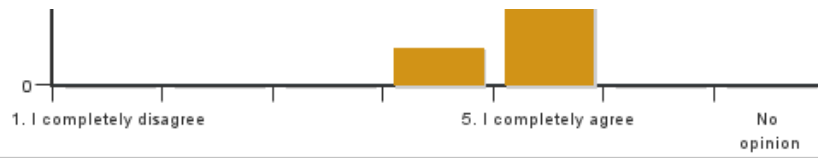
No opinion: 0

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



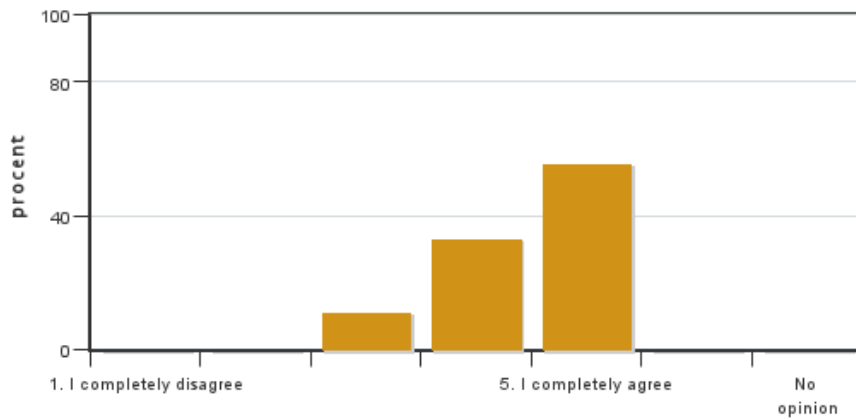
Answers: 9  
 Medel: 4,9  
 Median: 5

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



No opinion: 0

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



Answers: 9

Medel: 4,4

Median: 5

1: 0

2: 0

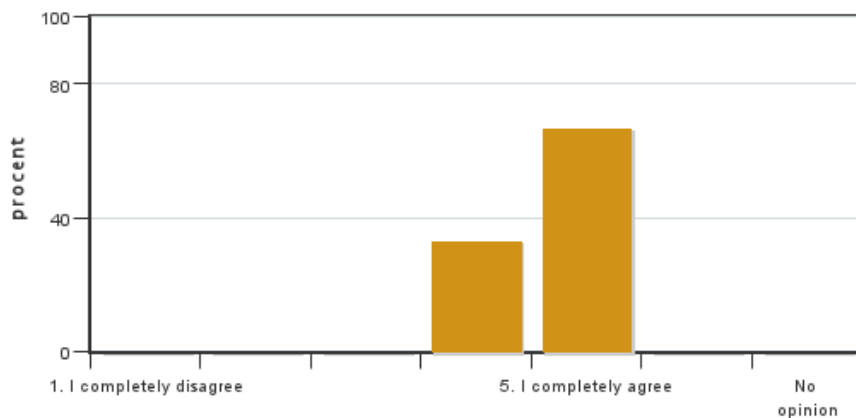
3: 1

4: 3

5: 5

No opinion: 0

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



Answers: 9

Medel: 4,7

Median: 5

1: 0

2: 0

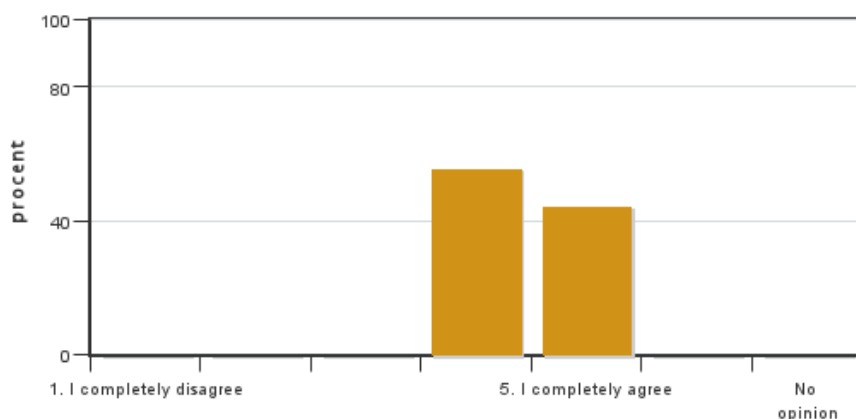
3: 0

4: 3

5: 6

No opinion: 0

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



Answers: 9

Medel: 4,4

Median: 4

1: 0

2: 0

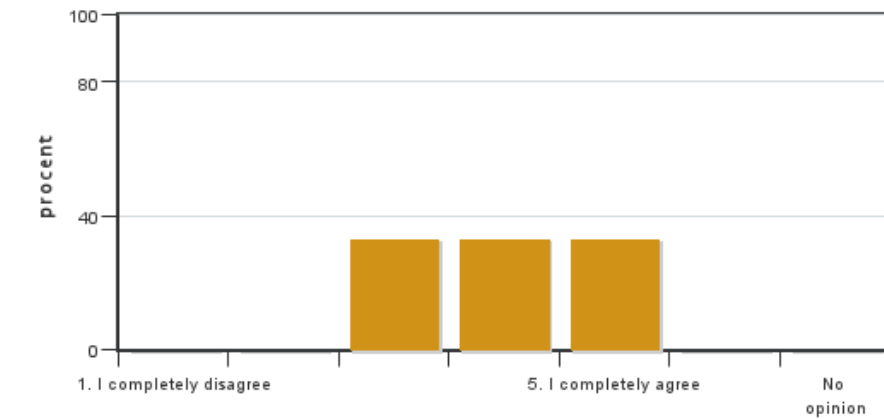
3: 0

4: 5

5: 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).**

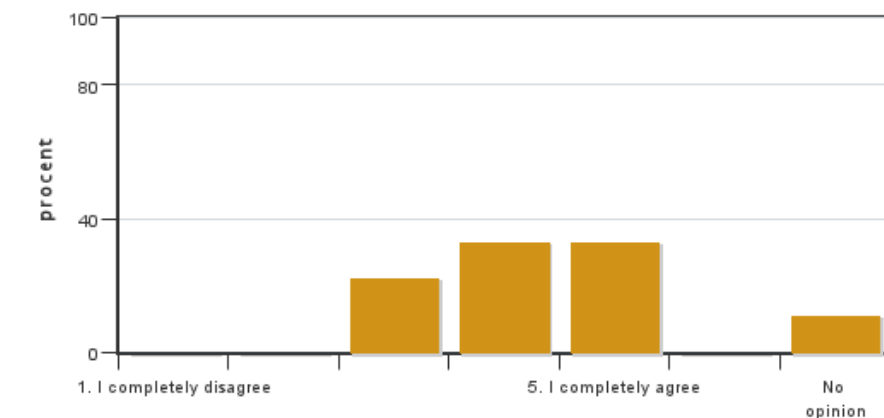


Answers: 9  
 Medel: 4,0  
 Median: 4

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

No opinion: 0

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

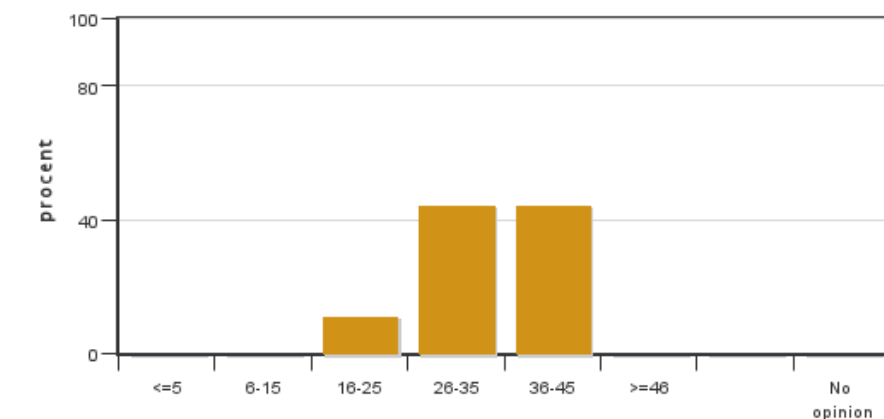


Answers: 9  
 Medel: 4,1  
 Median: 4

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

No opinion: 1

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



Answers: 9  
 Medel: 33,3  
 Median: 26-35

≤5: 0  
 6-15: 0  
 16-25: 1  
 26-35: 4  
 36-45: 4  
 ≥46: 0

No opinion: 0

## Course leaders comments

The teachers of MX0158 are very content with the course evaluation. Especially given that it is theory-heavy course, the high evaluation (and the absence of low evaluations) makes us convinced that our course development work is on a good track. Most students appreciated the flow of the course, the literature seminars and workshops, the field visits and the theoretical framing of the course.

The course evaluation nevertheless also hints at points for improvement: For example did we try to make lectures more interactive by developing thoughts on a whiteboard in dialogue with students instead of lengthy slides. This was welcomed by some, whereas others preferred slides, and we will try to find a balance between these in the coming years. Both exams were similarly contested among students (despite the high marks in the evaluation), with some thinking that the written hall exam should be done as take-home exam, and others suggesting that the oral exam should be written. However, many students also liked the exams in their current form and thought that they

highly benefited their learning and that they allowed the students to really show what they learnt. Despite their feeling of accomplishment at the end, some students also emphasise that they felt somewhat lost in the first one or two course weeks, and would have liked more metatext, signposting, and "this is the purpose of this learning moment" talk in the beginning of the course. We will seek to develop these elements for the next course iteration.

## Student representatives comments

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The course Communication Theory and Strategy offer a holistic view of communication by analysing different theories, perspectives and real-life situations. It relates these different views of communication to social change, power and inequality as well as agency and structure and how these concepts connect to how actors do communication in practice. It can sound like a lot, but it is manageable by showing up to the class discussion of the course literature, attending the lectures and field trips.

The course has pre-requisites that is fulfilled by taking the introductory course in the ECM programme and most of the class had taken that, except two students. The two students with no prior communication-knowledge left the course after day 1, hinting at this course could be seen as challenging if you have no prior experience. This was stressed by a student who finished the course as well, they meant that the course could be improved by making the aims of the lecture and course very clear in the first week.

### LITERATURE

Each week has a theme for the literature (influence, interaction, communication and society) which helps in building your understanding of communication, as one student put it "going from communication as influence (narrow view) to communication and society (broader view), giving a very holistic view of communication". Each week had a literature seminar to discuss the different themes and involved filling out a matrix to understand theory and meta-theory better. The literature seminars and were much appreciated, students saying that they helped in understanding the literature and theory as well in preparation for the exam, project work and the field trips. A lot of students appreciated the real-life examples we discussed such as campaigns and excursions to both see how communication was done in practice as well as getting to get that experience ourselves from preparing our own communication projects.

### PROJECT WORK AND FIELD TRIPS

Many found the practical elements of the course to be their favourites, helping them in their learning by providing the opportunity to apply the theories they had learned in the course, The project work at Biotopia was much appreciated as it allowed an opportunity for oral presentation and feedback that later helped in the oral exam. The field trips were "very helpful in giving a realistic picture of what working with communication actually entails" and "showed how a future job of us could look like".

### TEACHING

The teaching style of focusing on using the whiteboard instead of prepared PowerPoint slides in the course was appreciated by most. The lecturer who did this discussed this with the class and was an attempt to rethink lectures to make it more collaborative. It had both positive and negative responses: One student means that the teaching style was confusing at first but later appreciated as it "helped in slowing down the pace of information flow into our brains, making class more relaxing and manageable + easier to understand and ask clarifying questions" while others say that it was "engaging during the lesson but harder to catch up than ppt/slides if you missed one lesson" and that slides with "key take aways" would have been helpful for learning.

### ATMOSPHERE

Many appreciated the lecturers in this course in helping to create an atmosphere where we could learn from each other, as one student put it: "this course is discussion-heavy and that is a great strength of it! I found it great to discuss together with student and teacher input mixing, creating a space for multiple perspectives to be heard". We had one session where students could present their own experiences with communication planning and strategies that was appreciated by all – allowing for students think about their own ideas of communication theory and strategy, as well as learning from each other.

Two students commented that the course dealt with equality and power structures and considerations about "hierarchies within classrooms and between the students and the lecturers, with discussion and disagreement being encouraged". However, they also said that the course could have dealt with the gender perspective more as one said that the lecturers and the literature was male dominated while another meant that the literature had a good balance of female and male authors.

### EXAM

The course is examined by a written hall exam and an oral exam, and one student summarized it well: "the way exams are constructed is also very creative, in a way that I can analyze a real-world case based on our theoretical understanding, which I believe is more effective than just testing our definition of these concepts".

Most of the class enjoyed the oral examination and felt like it allowed them to show what they had learnt during the

course. Most students had no prior experience of an oral examination, but most seemed to appreciate that they could choose their own topic, could dig deep into it, and that it was an opportunity to try to solve a real-life issue. One student put it “the oral exam was a perfect way to actualize the idea of reciprocity needed in interactions involved in communication!”.

The written exam got both praise and criticism – one student liked that it focused on the application of case/scenario analysis using theories we had studied in the course literature while two other students found the written exam “exhausting” and that it felt stressful to finish an analysis of a whole article in four hours. A suggestion from one student was to have a home exam instead to allow for a deeper analysis and more time to demonstrate what they had learned. However, this could mean sacrificing certain course activities that are important.

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