

TV8001 (Theoretical Perspectives on Learning and Digitalization, HT 2025, Halmstad, H1212)

Number of possible respondents: 24

Answers: 16

Response rate: 66,67 %

Study pace: 100 %

Examiner's course analysis

Based on the course evaluation result - which are the strengths of the course?

The course demonstrates high overall satisfaction (88% satisfaction index) and strong alignment between teaching, learning activities, and examinations, with particularly high ratings for opportunities to demonstrate learning outcomes (87%). Students consistently highlight the strong theoretical foundation, clear links between learning theory and digitalization (including AI), and the depth of critical reflection encouraged throughout the course. Teaching quality is described as a major strength, with lecturers perceived as enthusiastic, supportive, and pedagogically skilled. Seminars and structured group discussions are especially valued for helping students connect theory to practice, while collaborative assignments are reported to foster not only conceptual understanding but also transferable skills such as negotiation, leadership, and active listening. The workload is generally seen as well balanced in relation to the study pace.

Based on the course evaluation result - which are the weaknesses of the course?

Although the overall evaluation is very positive, some areas for improvement emerge. Some students report stress related to the number of assignments and parallel demands (written tasks, forums, and in-class participation), suggesting that workload distribution may at times feel intensive. Others request clearer explanations of complex theories, more structured reading guidance and feedback, and clearer assessment instructions, particularly for students from diverse academic backgrounds. A few comments highlight the need for greater sensitivity to cultural and educational differences within the student group and more structured support for building collaborative relationships early in the course.

Comments about the collaboration with the course ambassadors

Two course ambassadors were appointed with whom a meeting was organized in the second half of the course, before the major holidays. The meeting was constructive, with some wishes for clarifications regarding the upcoming exam and assessment criteria, which were addressed during the course. Overall, the evaluation suggests that there has been meaningful dialogue and responsiveness between course leadership and students. Where the ambassadors have been active, their input has contributed to maintaining strong alignment between course design and student experience.

Conclusion and suggestions for course development or already made decisions

Overall, the evaluation with students have elicited what works well in the course (including teachers, content and communication with students). Therefore, we deem that it does not require major structural revision; rather, it would benefit from targeted pedagogical refinements. The main point for further development – deemed from conversations with students and in the opinion of the course director – will be issues around intercultural communication and collaboration. For this, we will seek consultation from external parties (such as the International office and Student Health department), for example for further developing the "workshop concept" which was introduced this year.

Other comments

This course was taught in English.

The course has undergone major revisions – with ostensibly good results – compared to the first and previous year. Notable changes since, are a decreased number of teachers, which has facilitated course co-ordination and communication, and fewer, more focused readings of the course literature, which allowed for deeper learning of the core content.

I am overall satisfied with the course.

	Number of responses	Distribution (%)	Index (%) I am overall satisfied with the course	88
0 = I definitely do not agree	0	0%		
1	0	0%		
2	0	0%		
3	3	19%		
4	3	19%		
5 = I definitely agree	9	56%		
No opinion	1	6%		
Total	16	100%		

How much time have you spent on the course in relation to the course's study pace?

	Number of responses	Distribution (%)
Less time than the course study pace	0	0%
Corresponding to the course study pace	14	88%
More time than the course study pace	2	12%
Total	16	100%

The design of the course (teaching methods, literature, pedagogy, etc.) has been well adjusted to help me achieve the learning outcomes in the syllabus.

	Number of responses	Distribution (%)	Index (%) The design of the course (teaching methods, literature, pedagogy, etc.) has been well adjusted to help me achieve the learning outcomes in the syllabus.	
0 = I definitely do not agree	0	0%	82	
1	0	0%		
2	1	6%		
3	1	6%		
4	9	56%		
5 = I definitely agree	5	31%		
No opinion	0	0%		
Total	16	100%		

During the course examinations, I have had the opportunity to show that I have achieved the learning outcomes in the syllabus.

	Number of responses	Distribution (%)	Index (%) During the course examinations, I have had the opportunity to show that I have achieved the learning outcomes in the syllabus.	
0 = I definitely do not agree	0	0%	87	
1	0	0%		
2	0	0%		
3	2	12%		
4	5	31%		
5 = I definitely agree	7	44%		
No opinion	2	12%		
Total	16	100%		

I have experienced the social study environment as good during the course.

	Number of responses	Distribution (%)	Index (%) I have experienced the social study environment as good during the course.	
0 = I definitely do not agree	0	0%	82	
1	1	6%		
2	0	0%		
3	1	6%		
4	8	50%		
5 = I definitely agree	6	38%		
No opinion	0	0%		
Total	16	100%		

Course satisfaction index

Satisfaction index % (summary of all statements)	85
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