

Emnerapport- fylles ut etter endt evaluering #117

Emnekode	GOV327
Emnetittel	Knowledge, Politics and Organization
Semester	vår 2023
Institutt	Institutt for administrasjon og organisasjonsvitenskap
Emneansvarlig	Zuzana Murdoch
Sist evaluert (semester/år)	I am not aware of any earlier evaluations

Emnets undervisnings- og vurderingsform

The course is structured using two types of contact sessions: lectures (ca. two thirds of the contact sessions) and seminars (ca. one third of the contact sessions). The lectures impart theoretical and conceptual knowledge to students, while the seminars are focused on presentation and commenting on students' draft papers, and the in-depth discussion of related course literature.

The exam takes the form of an essay of app. 4000 words (+/- 10%), on a topic of students' own choosing that utilizes literature from the course syllabus. Students can choose to review the literature assigned for one or more of the lectures, or to make an original research paper in which they apply some of the concepts and theoretical approaches to a particular issue or phenomenon.

In order to sit for the final exam, the students are expected to attend 80% of the contact sessions, submit and present a draft paper (min 1200 words) in a seminar, and comment on two draft papers submitted by other students in a seminar.

Oppfølging fra tidligere evalueringer

This course has been fully revised prior to V23. The main aim of this revision has been to make the course less 'topics'-based and more centred around a number of key concepts in the field of study. This allowed the revised course to incorporate examples from i) a wider range of political arenas (including Norway as well as other national and supra-national contexts) and ii) policy sectors (including education, health and climate). It also enabled iii) drawing increased attention to key methodological strategies for studying the role of knowledge in the real world, and thereby offer students insights into the available methodological toolbox critical to develop systematic empirical insights.

Evalueringemetode(er)

Observations from lecturers and course responsible.

Sammendrag av studentene sin evaluering

The previous student evaluation in V21 only had one response out of 11 course participants. This student was not very happy, but is hardly a representative sample.

The student evaluation in V23 achieved five responses out of 12 course participants. All but one of these respondents were happy with the content, quality and number of the revised lectures in the course. The only suggestion was to involve the students more in discussions during every lecture (this was now a core aspect of only 1/3 of the lectures, and clearly much appreciated by the students) and reduce the number of lecturers (in V23 almost every lecture was taught by a different lecturer - in order to present the breadth of expertise in the research group running the course - but this was deemed too many). Students were very happy with the course seminars, and they indicate having learned a lot from the presentations and discussions in those sessions.

One further comment was to provide information on the exam and assignment in the first lecture. This was originally planned, but had to be changed due to the illness of the course responsible. It will be done in the future.

Emneansvarlig sin evaluering

The revised course ran very successfully, and the students appreciated the new format based around concepts and the wider variety of examples and policy areas. The seminars were particularly successful, though student participation in the lectures could be improved (also due in part to some students failing to come to class sufficiently prepared, which

impedes their ability to engage in informed discussions).

**Last opp karakterfordeling her
(Du finner den i Inspera, alternativt kan
du ta kontakt med administrativ
kontaktperson)**

[Resultatfordeling GOV327 V23.pdf](#)

Evt. kommentar til karakterfordeling

The course grades were good.

Mål for neste evalueringsperiode- Forbedringstiltak

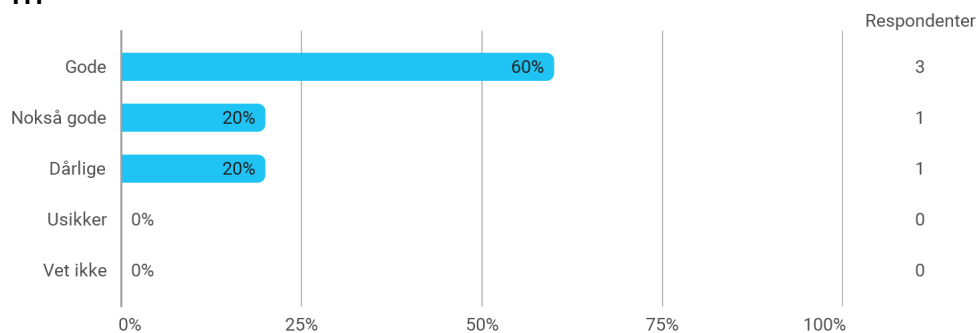
Three main changes will be implemented further to improve the course in future semesters.

First, the number of lecturers will be reduced, in order to allow a stronger 'bond' to develop between lecturers and students on the course. We will, however, maintain at least three lecturers (with a rotation across the years) in order to enable a proper showcasing of the breadth and depth of relevant research and knowledge at the research group responsible for the course.

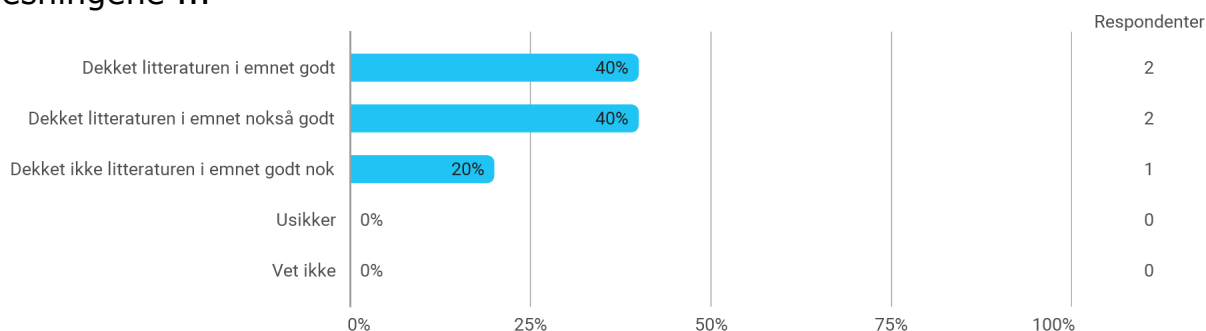
Second, develop more of the lectures with the inclusion of 'debate topics' or 'theoretical/empirical dilemmas' for in-class discussion. This was a core part of two lectures in V23, and will be extended in order to further activate students. Naturally, this only works if students themselves prepare for the lectures by reading the assigned material beforehand (as also a number of students pinpointed to be lacking among some of their colleagues), and opt to engage actively in these discussions.

Finally, the course responsible will provide info on the exam and assignments in the first lecture.

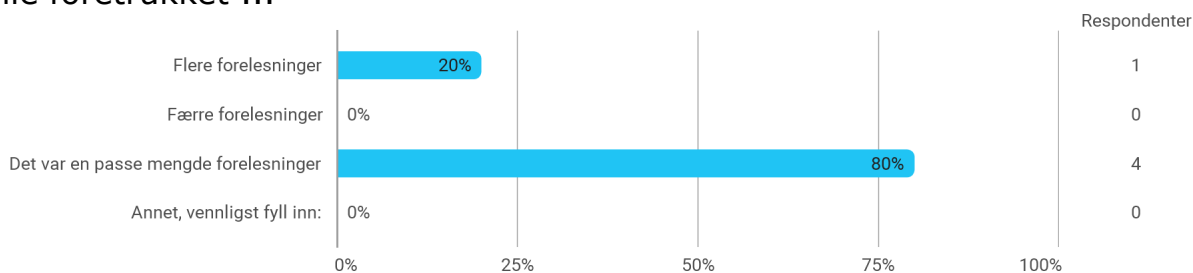
Forelesningene var ...



Forelesningene ...

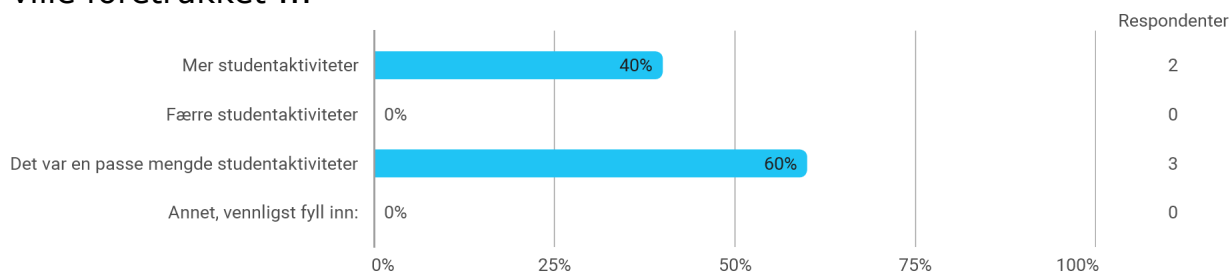


Jeg ville foretrukket ...



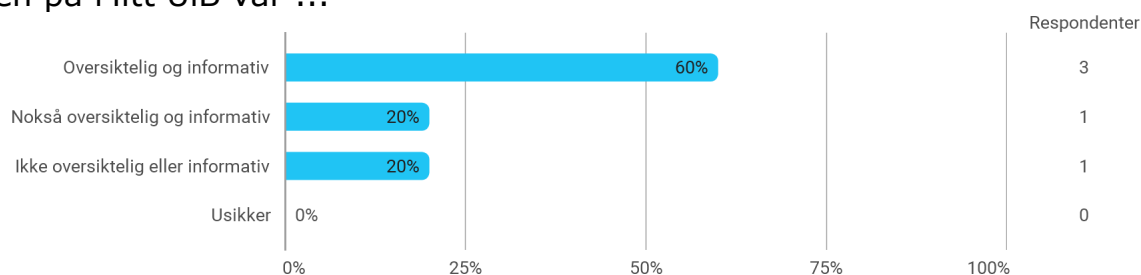
Jeg ville foretrukket ... - Annet, vennligst fyll inn:

Jeg ville foretrukket ...



Jeg ville foretrukket ... - Annet, vennligst fyll inn:

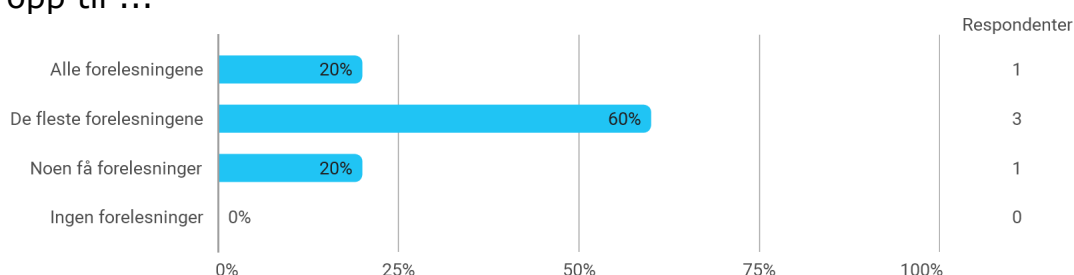
Emnesiden på Mitt UiB var ...



Ville du endret noe ved undervisningen?

- Alt
- Informasjonen om hva den obligatoriske oppgaven og hjemmeeksamen skulle inneholde burde vært gitt helt i starten av forelesningsrekken istedenfor etter siste forelesning. Flere kunne brukt tiden på skriving bedre dersom informasjon ble gitt tidligere.

Jeg har møtt opp til ...

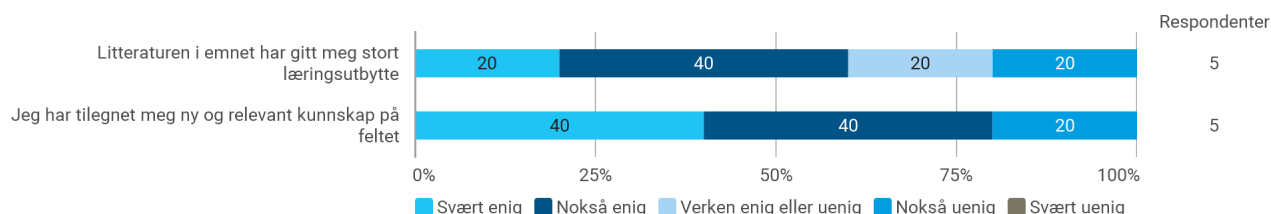
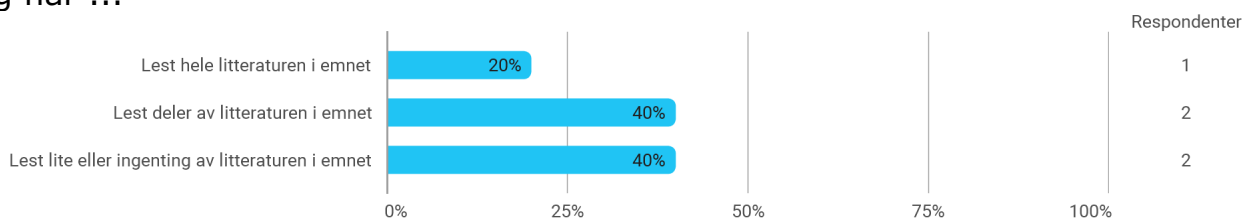


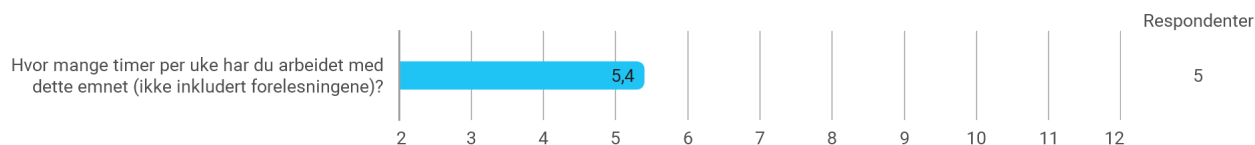
Hvordan vurderer du egen deltakelse på forelesninger og seminar?

Vurder i hvilken grad du stilte forberedt, gjennom å ha lest anbefalt litteratur, om du stilte spørsmål og deltok i eventuelle studentaktiviteter.

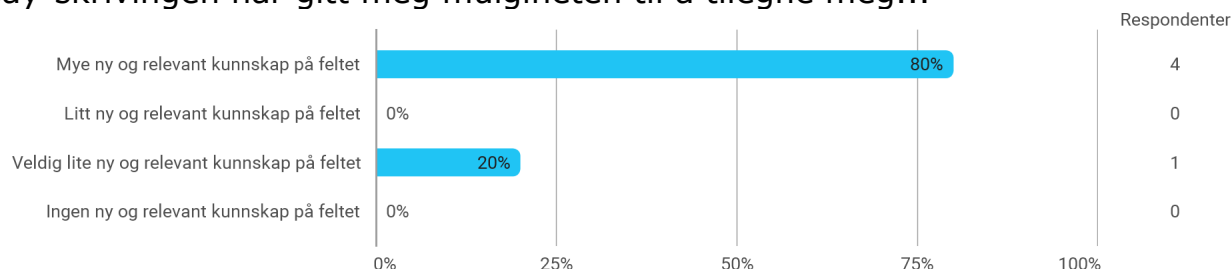
- For mye pensum til alle forelesningene og ikke nok deltakelse
- I participated actively in the course, even though I missed one of the lectures.
- Jeg er av den oppfatning at jeg selv stilte godt forberedt både på seminar og forelesning. Litt kjedelig at det ikke var flere som deltok like aktivt.
- God deltakelse på seminar. Lest lite litteratur.

Jeg har ...

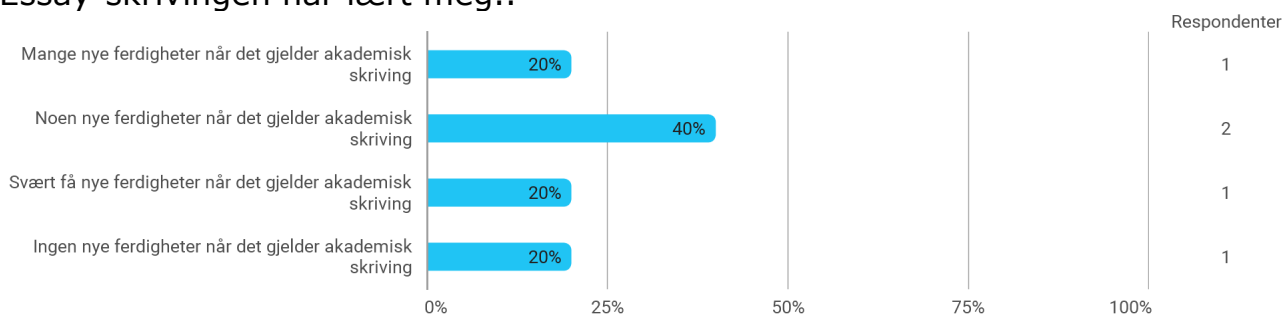




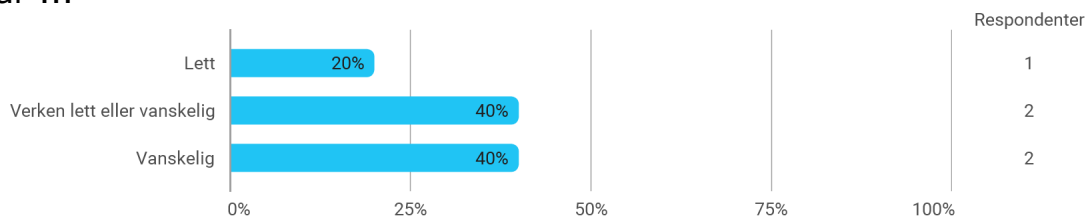
Essay-skrivingen har gitt meg muligheten til å tilegne meg...



Essay-skrivingen har lært meg..



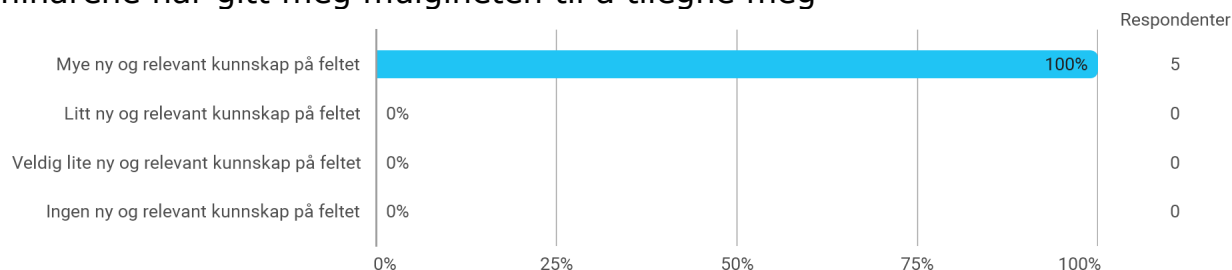
Oppgaven var ...



Hvordan vurderer du skriveprosessen og oppgaven?

- Var vanskelig i henhold til dårlig informasjon om essay skrijvingen
- Bra

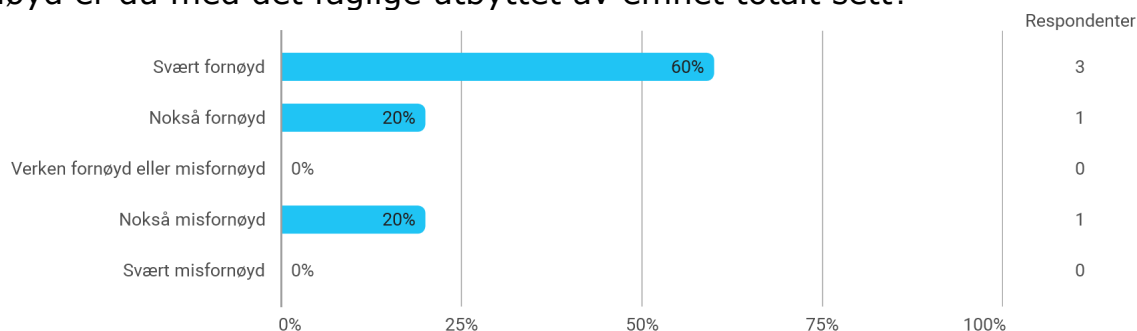
Seminarene har gitt meg muligheten til å tilegne meg



Hvordan vurderer du seminarne?

- Seminarne var bra fordi hun som ledet var flink til å gi gode tilbakemeldinger og vurdere essayene våre nøye
- Liker formatet på seminarne veldig godt. Liker at det stilles forventninger til oss, men unødvendig mye tid ble brukt på å iverksette de som ikke stilte forberedt.
- Gode. Lærer tok initiativ til at vi deltok, og dette hjalp.

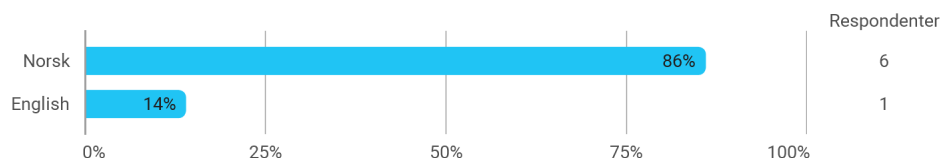
Hvor fornøyd er du med det faglige utbyttet av emnet totalt sett?



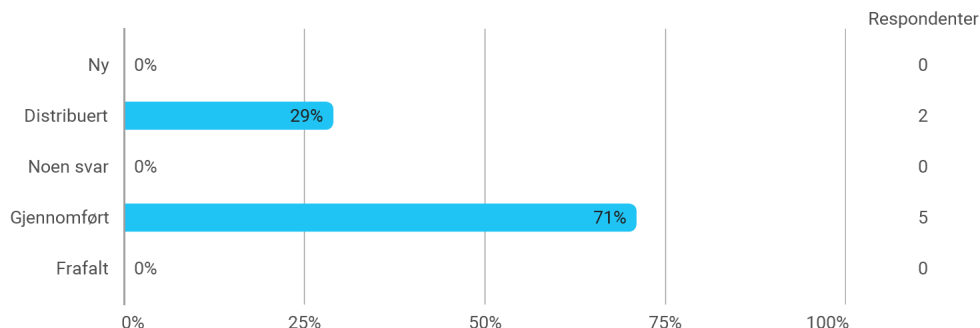
Hva synes du var bra med emnet, er det noe ved emnet som kan forbedres?

- Mye som kan endres i henhold til litteratur og få studentene mer engasjerte
- Positive sides:
 - Dedicated and knowledgeable teachers, in particular the coordinator.
 - Great location (the renovated UPhil)
 - I liked we were an international group, with students with very different backgrounds.
- Room for improvement:
 - Maybe reduce the number of teachers? Even though a different teacher almost every lecture gave variation, it was difficult to create a 'bond'. Also logistically less teachers might have some advantages?
 - Maybe create more room during the lectures for student interaction, and by that increase student motivation. In some lectures interaction came naturally and/or it was actively stimulated, but not always (a lot of 'sending'). Particularly because we were a relatively small group, more interaction was possible. For example, by confronting students with a theoretical dilemma or debate question, or giving them a small group assignment.
 - Maybe specify the requirements for the home exam on Mitt UiB more. The description now says: "You can choose to review the literature assigned for one or more of the lectures or to make a short analysis in which you apply some of the concepts and theoretical approaches to a particular issue or phenomenon." Some students had a different interpretation of what a literature review could be than what was actually required.
- Muntlig gjennomgang av hva som forventes i obligatorisk oppgave, gjerne på en forelesning. Slik kan man begynne å jobbe tidligere, uten å være redd for at man har bommet på hva som egentlig forventes.

Språk



Samlet status



**FS754.001: Gjennomføringsfakta - emne**

Emne: GOV327 0

Undervisningstermin: 2023-VÅR

GOV327 0

Kunnskap, politikk og styring

10 SP

184.15.12.00 Institutt for politikk og forvaltning

Vurderingsordninger m / karakterfordeling

Vurd.enhet	Ordning	Antall studenter	Karakterfordeling								Resultatstatusfordeling						
			A	B	C	D	E	F	Andre	Bestått	Stryk	Avbrutt møtt	Ikke Mangl. Lege- attest	Trekk før Annen			
2023 VÅR ORD	O Oppgave	14	0	4	4	2	0	0	0	10	0	0	1	2	0	0	1
		%	0	40	40	20	0	0	0								
		%	0	40	40	20	0	0	0								

