

## Emnerapport- fylles ut etter endt evaluering #164

<b>Emnekode</b>	GOV360-4
<b>Emnetittel</b>	Global: China in Global Politics
<b>Semester</b>	Vår 2024
<b>Institutt</b>	Institutt for administrasjon og organisasjonsvitenskap
<b>Emneansvarlig</b>	Esther Song
<b>Sist evaluert (semester/år)</b>	Spring/2024

### Emnets undervisnings- og vurderingsform

The course followed the principle of project-based learning, which centers on increasing students' self-efficacy in learning. To implement this framework the course consisted of student-led activities such as writing reading memos and leading discussion sessions.

Assessment was based on submission of reading memos, which was to ensure students' preparation and participation in the student-led activities; and final exam, which was a literature review of a chosen topic.

<b>Evalueringemetode(er)</b>	Survey
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### Sammendrag av studentene sin evaluering

Topic-wise, students were most interested in current events, such as censorship and China's role in global politics, compared to China's pre-70s history. Reading memos were considered as helpful assignments for learning, however there were some complaints about the workload, such as number of readings and the preparations for the final exam, which was a literature review. Also some students wanted more active role in discussions, while some liked organized, debate-style discussions.

### Emneansvarlig sin evaluering

There was less participation and class preparation in some sessions than I had anticipated, which could be due to varying student interests. However in some classes there was more participation, meaning there was some uneven interest across topics covered in class.

**Last opp karakterfordeling her** [Grade Distribution.pdf](#)  
**(Du finner den i Inspira, alternativt kan du ta kontakt med administrativ kontaktperson)**

### Evt. kommentar til karakterfordeling

Out of total of seven students enrolled; there were four Bs; two Cs, and one A. The external evaluator and I agreed that the distribution shows that students have performed well.

### Mål for neste evalueringsperiode- Forbedringstiltak

The course could use some developments - first, topic-wise I would cut down on history and add more materials on foreign policy, which the students were more interested in. Also, the literature review assignments could be given so that it is more tied with the course syllabus, rather than having students work on their topic of choosing, which seemed to have increased the workload. Lastly, teaching-wise I plan to introduce more student-led activities, such as having students lead discussion themselves rather than myself intervene and act as a discussion leader, which often happened when not all students were prepared for class. Motivating students to prepare for class by assigning more active roles in discussion will improve learning outcomes.



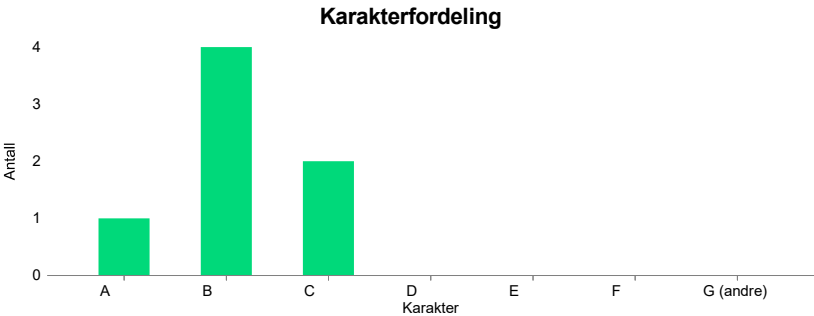
Studenter - studieprogram

Studieprogram	Utdanningsplan							Ikke		Und.meldt		Und.opptak		Eks. meldt	Best.	Stryk	Ikke møtt	Snitt kar.
	1	2	3	4	5	6	Annen	Bekr.	Bekr.	1	2+	1	2+					
MASV-GLGOV Master's programme in Politiv	0	8	0	0	0	0	0	8	0	7	0	7	0	7	7	0 0%	0	B
- Andre und./eks.meldt MED studierett	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	
- Studenter totalt MED studierett	0	8	0	0	0	0	0	8	0	8	0	8	0	7	7	0 0%	0	B
- Und./Eks.meldt UTEN studierett	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
- Studenter Totalt	0	8	0	0	0	0	0	8	0	8	0	8	0	7	7	0 0%	0	B

Ansvarlig fagperson: Thea Tufte E-post: ttu006@uib.no  
Lærerressurser: Lise Rakner, Thea Tufte

Vurderingsordninger m / karakterfordeling

Vurderingsordninger m / karakterfordeling			Karakterfordeling							Resultatstatusfordeling						
Vurd.enhet	Ordning	Antall studenter	A	B	C	D	E	F	Andre	Bestått	Stryk	Avbrutt	Ikke møtt	Mangl. attest	Trekk før Annen	
2024 VÅR ORD	O Oppgave	7	1	4	2	0	0	0	0	7	0	0	0	0	0	
		%	14	57	29	0	0									
		%	14	57	29	0	0	0	0							

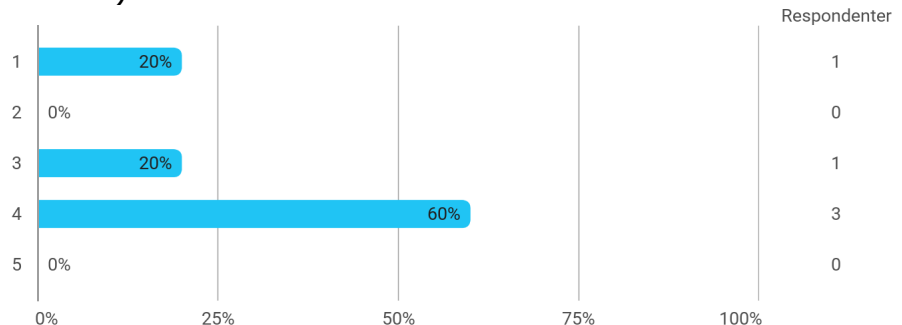




### Kommisjoner

Vurd.enhet	Kommisjon	Antall oppgaver
O 2024 VÅR	1	
	Esther Song	Intern sensor C
	Hans Jørgen Gåsemyr	Ekstern sensor C

1. To what degree have the readings and materials shared contributed to your learning?  
(Where 1 is least and 5 is most)

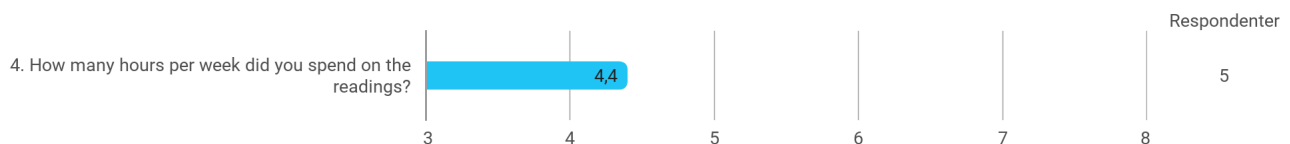


2. Which topic or reading in the course did you find to be the MOST interesting and relevant? Please explain why this was most interesting to you and how the reading helped you gain knowledge.

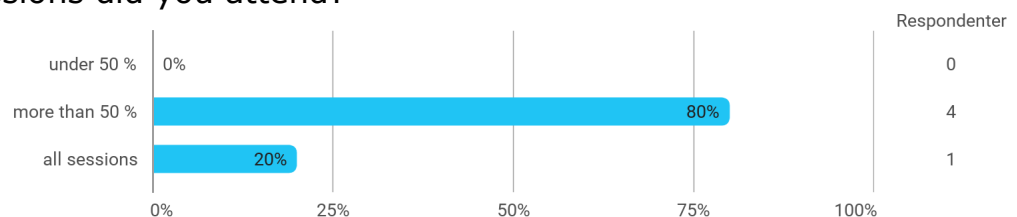
- I liked the topic regarding media and internet since that was relatable and easy to relate to my previous knowledge, but also about the regime since I knew very little about China and the CCP's history.
- Session 3- Governance, Protests, & Media as Weapon of Control
- x
- Chinas rise in the global order. Following discussions about Chinas true intentions.
- Sessions 3-5 were overall the most interesting ones as their topics were very current and they highlighted the position China is in. Readings in general were pretty diverse and tried to convey different views.

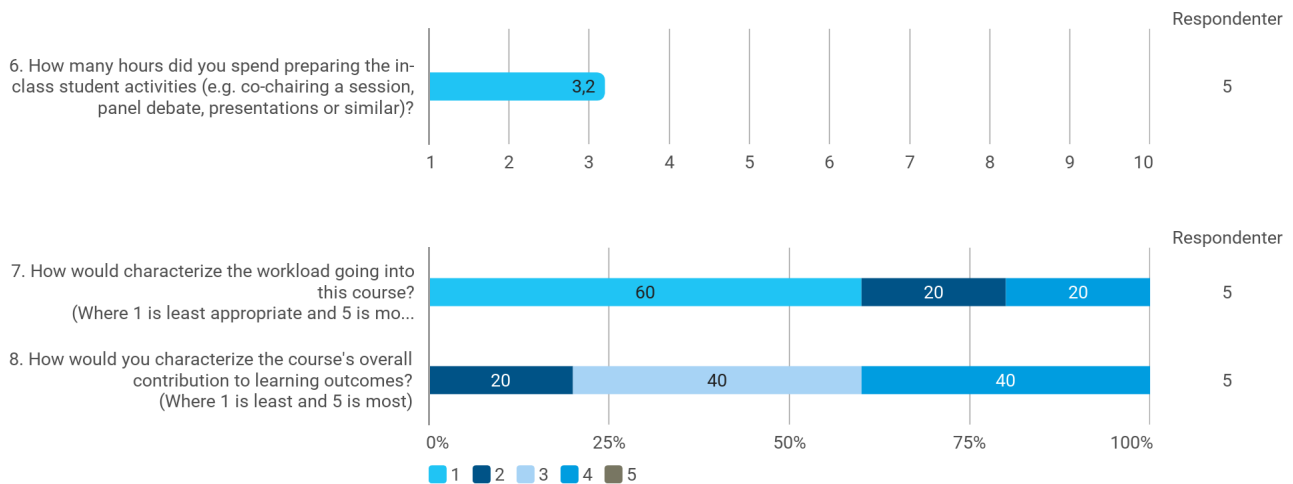
3. Which topic or reading in the course did you find to be the LEAST interesting and relevant? Please explain why this was least interesting to you or why the reading did seem less relevant or useful.

- In the beginning I hated reading about the history since it didn't align with my expectations for the course as well as being difficult to understand and discuss, but in the end I was happy that I did that because everything else was related to China's history.
- Session 2- Politics and Economy of the Reforms (1978-)
- x
- History of China, Mao-era.
- Even though I'm quite the history geek, sessions 1 and 2 probably had too much of a focus on the history (granted, knowing the basics is important to understand why China is in the position it is).



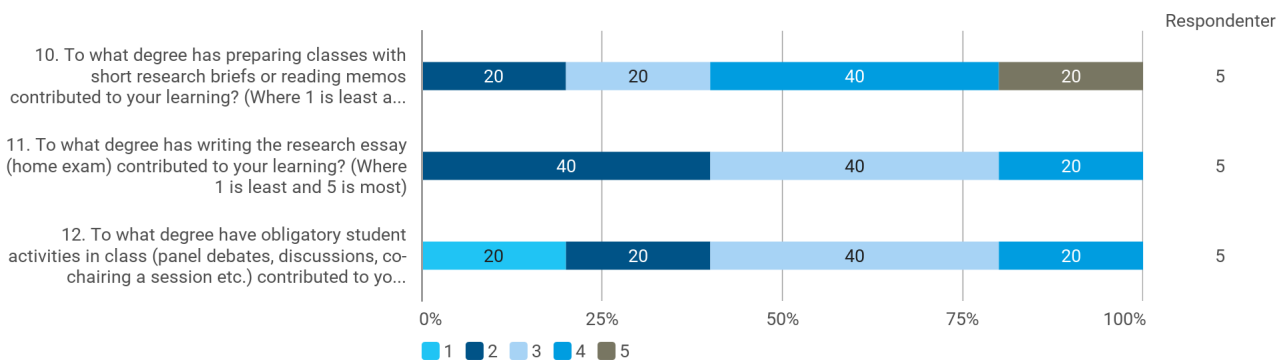
5. How many sessions did you attend?





## 9. What parts or elements of the course have helped you most with your learning and which ones least?

- The readings with memos, discussions and presentations.
- Definitely reading memo. It was somewhat difficult to manage the various aspects of the assignments that have no relation to the exam. In this case, the reading memo. Although it was useful, since we had topic proposals, annotated bibliographies and presentations... I think it ended up being too much work and the reading memo wasn't relevant to the assessment.
- X
- The idea of writing research briefs was good, but the workload was too much. This leading to delivering unfinished or bad research briefs. I think less literature for the research briefs would work better.
- Generally discussing the readings in class was ideal.  
Sessions 1-2 were too presentation heavy (understandable due to the focus on history) with a lot of history related information in a relatively short period of time making it difficult to absorb all the information.



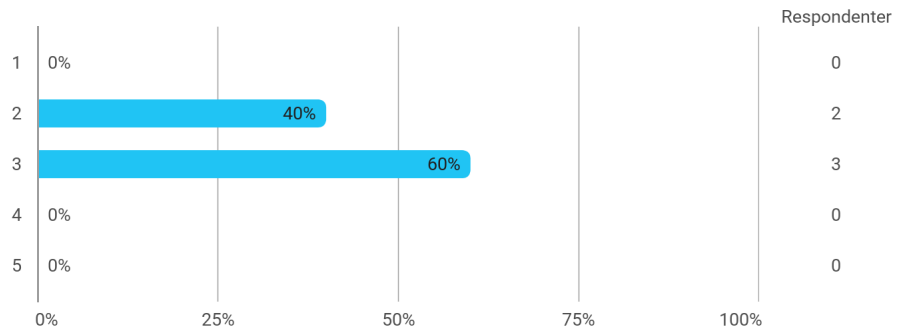
## 13. How do you evaluate the student-led activities in relation to your learning and skills development? What worked well and what could be improved?

- Especially the "debates" were horrible and very unnecessary. I liked the discussions where we controlled the questions and Esther could answer or explain further if we were completely stuck like the session about media and internet.
- It was difficult to give the reading memo the proper significance and because the reflection had less repercussions compared to the other courses.
- X
- The workload in this elective did not add up to it being 5ects. Too much work leading to a lot of stress, having to hand in 'unfinished' work.

- Generally discussing readings and incorporating the information from readings is really beneficial. Biggest issue, however, was that only a minority seemed to have read the literature meaning that especially the debates were usually just the same 2-3 people talking with the rest remaining silent.

14. How would you evaluate this course relative to other courses that you have completed with regard to your learning?

(Where 1 is weakest compared to other courses, and 5 is strongest compared to other courses)



15. Is there any part of the course that you are especially satisfied with?

- Even though it was a uphill battle, I have learned a lot about China both as a country and global actor.
- Not much to highlight at the moment.
- x
- I think the way the discussions was organised was fun. Having a debate av views from two sides.
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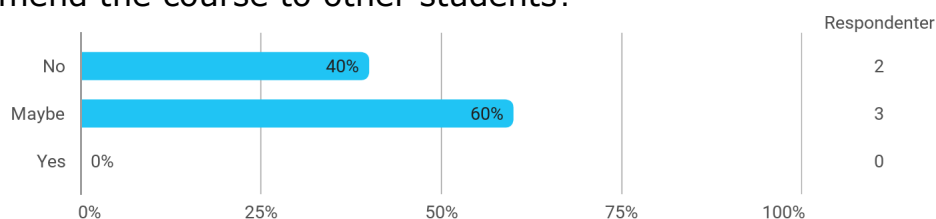
16. Is there any part of the course that you are especially dissatisfied with?

- It felt unorganised and not as fun and interesting as other courses. The teaching and teaching style is not my favourite, and I do regret choosing this course even though I learned a lot. The "debates" were so uncomfortable and the amount of reading was way too much.
- No.
- x
- Workload and misperception of the required work from the students leading to a lot of misinformation, specially related to the mandatory work.
- -

17. In your opinion, how could this course be improved?

- Less readings, more structures presentations and lectures, better obligatory assignments.
- Perhaps it has something to do with my expectations. But I expect more focus on China's foreign policy rather than domestic policy. Similarly, although the focus on the economy is relevant from an information point of view, I don't think its interest is as relevant considering our field of study.
- x
- Creating a common understanding and guideline with the other electives on what is expected and mandatory in the courses. And a common understanding of how much workload each research brief should rely on.
- Comparing this course to the other electives, they present real global challenges. This course, however, struggled a bit to do so. In my opinion it would be good to re-frame the course in the future so it maybe deals with something along the lines of "Different forms of government" or "Authoritarianism vs. democracy" with the first maybe the 2 sessions dealing with those government forms and the later sessions than using China for example to illustrate this form of government.

## 18. Would you recommend the course to other students?



## 19. How would you evaluate the overall choice of electives (4 à 5 ECTS and 4 à 10 ECTS) in 2024, and the coordination between them?

- It's unfortunate that we know so little about them before we have to decide (before February 1st) which courses to sign up for, and the 5ECTS courses was WAY too much work.
- It could be better, especially more coordination in terms of the workload (assignments and mandatory readings).
- x
- I think the idea of having two 5ECTs or one 10ECTs is good but now I don't think the workload of two 5ECT electives equals 10 ECTS. Again for this to work I think a common clear understanding of the workload is needed, because reading a few pages of literature is completely different from reading several chapters. Also need clear communication on what is the requirements in each course, because now it seems like all the lecturers think they have a common perception of what was required of us in the subjects, but they don't, which also led to misinformation in both the electives I took.
- Overall good, good spread of topics, workload was generally okay (bit of a temporary struggle in cases in which we had 4 sessions a week)

## 20. Name one topic for an elective that you would have loved to attend.

- Welfare around the world // children around the world
- Chinese environmental policy
- x
- The political economy of Taylor Swift
- Terrorism, (nuclear) disarmament

## Samlet status

