

Egenvurdering på emne- og programnivå

Emnenivå: Fylles ut av emneansvarlig

Programnivå: Fylles ut av programstyreleder (fagkoordinator)

Emne/program	SAS 13
Semester/År	Høst 2024
Emneansvarlig/ Programstyreleder (fagkoordinator)	Sarah Hamilton
Samlet vurdering av gjennomføringen av emnet/programmet	<p>Based on students' course evaluation, overall satisfaction with the course was high. Students generally found the course well structured, informative, and valuable for understanding Norway. Many highlighted the clarity of the overall narrative, the range of topics, and the usefulness of the readings.</p> <p>At the same time, students noted some variation in lecture quality, especially among guest lecturers, and a few commented on dense or lengthy readings. The field trips were widely appreciated and seen as engaging, though some students wanted a clearer link to course content. Overall, the course appears to function well and is meeting its learning goals effectively.</p>
Emne: Er emnet student-evaluert? Hva kom i så fall fram der?	<p>Students completed a course evaluation via mitt.uib. There were 36 submitted responses in total, of a total of 136 originally enrolled in the course.</p>
Program: Funn i eventuelle programsensorrapporter sist år.	<p>Lectures and content: Many students found the range of topics valuable, including Sami history, gender, welfare state development, oil history, and political history. Several singled out the premodern and Sami lectures as especially interesting. A number of comments explicitly praised the overall structure, the clarity of slides, and the course responsible's teaching. Critiques focused on inconsistency between guest lecturers, occasional lack of interaction, and a preference from some students for fewer guest lecturers and more lectures from the course responsible.</p> <p>Readings: Students generally found the readings useful and interesting. Specific praise went to readings on oil, political and welfare history, Viking age, and Sami history. Several</p>

	<p>students said the textbook <i>History of Norway</i> helped them understand the broader narrative. At the same time, some students experienced the reading load as heavy or the language as dense and academic. A few mentioned that certain texts (for example the Iceland loom weaving article, some Statoil and Alta case readings) felt long, hard to read, or less clearly connected to the lecture content. Some students suggested reducing the number of readings or being more selective and explicit about which are most crucial.</p> <p>Field trips: Among students who answered this question, 14 stated that the field trips were interesting and contributed to their understanding of the material, 9 that the trips were interesting but not very relevant to their learning, and 1 did not attend. Overall, the field trips are clearly appreciated and seen as engaging, but a notable minority perceive the link to learning outcomes as weaker, which suggests a need for more explicit integration with lectures and assessments.</p> <p>Assessments (obligatory assignment and final exam): Responses were predominantly positive. Many students wrote that the obligatory assignment was a good way to practice for the final, get feedback, and reflect more deeply on course topics. Several stated that the take-home format allows time to read, think, and structure arguments. A few concerns appeared: one student felt it was not fair that the entire grade is based on the final exam, and others would have liked to know what grade the obligatory assignment would have received.</p> <p>Overall comments: Open comments were strongly positive. Multiple students said the course made living in Norway “more interesting,” that they would “definitely take it again,” and that the teacher is “great.” Suggestions for improvement included reducing reliance on less engaging guest lectures, paying attention to speaking speed and accessibility of slides, delving more deeply into specific cultural aspects and older history, and technical issues such as making readings easier to annotate digitally.</p>
<p>Var det noe som ikke fungerte godt nok? Er det behov for å foreta justeringer eller sette inn tiltak for å forbedre emnet/programmet? Hvilke?</p>	<p>The data suggest three main weaknesses or tensions:</p> <p>1. Variation in lecture quality and engagement While many lectures were praised, several students noted that some guest lectures felt less prepared, less interactive, or less clearly connected to the main course themes. There is also feedback about slides being too text heavy in some</p>

	<p>sessions and about the pace of delivery being challenging for some students.</p> <p>2. Reading load and clarity of purpose Although students valued the content of most readings, some struggled with length, density, and the sheer number of texts. A few explicitly said that some readings did not seem closely tied to the lectures or that it was not clear what they should focus on in each reading.</p> <p>3. Assessment design and perceived fairness Several students expressed discomfort with having the entire final grade rest on a single exam, without any indication of their likely grades throughout the semester.</p> <p>Based on student comments, the complete course redesign that I undertook following the Høst 2022 semester has been successful. As emneansvarlig I now give six of the eleven course lectures; topics I have added to the curriculum are consistently singled out as those most valued by the students; the new textbook is popular.</p> <p>While I cannot feasibly give more of the lectures myself, I will be more explicit when asking guest lecturers to incorporate interactive elements and clear connections to course themes, and to build in more pauses and short moments for questions or reflection.</p> <p>The length of the reading list is set by the department (1200 pages), but I will put together reading guides for next semester to provide more explicit guidance about what students should focus on in each text.</p> <p>While I am in complete sympathy with students' wishes for continuous assessment my understanding is that this model is not possible at AHKR.</p>
Andre kommentarer eller innspill	