

## #35

<b>Emnekode</b>	Sampol216
<b>Emnetittel</b>	Labour market policies in comparative perspective
<b>Semester</b>	Høst 2019
<b>Institutt</b>	Institutt for sammenliknende politikk
<b>Emneansvarlig</b>	Georg Picot
<b>Sist evaluert (semester/år)</b>	høst 2018

### Emnets undervisnings- og vurderingsform

Teaching: 12 lectures, normally taught by course convenor, Georg Picot. One lecture was taught by Siri H Pedersen and one lecture was a guest lecture by Stefano Sacchi (Director of Italy's National Institute of Public Policy Analysis and Associate Professor in Political Science at the University of Milan). The guest lecture gave students valuable insights into the practice of policy-making.

Assessment: 3-day take-home exam.

### Oppfølging fra tidligere evalueringer

I have substantially improved the course website on Mitt UiB. Each year I revise and update the topics covered, the readings, and each lecture. I have also adapted the teaching methods that I use within lectures. I start each lecture with a recap of the previous lecture and each lecture contains at least one interactive element, such as "discuss with your neighbour" and then collecting answers in the plenary. I have also introduced guiding questions that help students with the readings.

### Evalueringemetode(er)

Survey

### Sammendrag av studentene sin evaluering

The evaluation was mostly positive. Many students indicated in open questions that they were entirely happy with the course (especially with the lecturer) and did not have suggestions for improvement. Nevertheless, I am not satisfied by the results from one question. "How would you characterize your academic gain from the course?" (1 least, 5 most). 50% answered only 3, the others above (only one below). Since all other results from the evaluation are more positive (e.g. "Would you recommend the course to other students?", 79% yes, 21 % maybe), I am not too worried. Still, I see room for improvement.

### Emneansvarlig sin evaluering

I was very satisfied with how the course went. Student participation in class was relatively good (by local standards). Many students seemed interested and inspired.

Yet, there are challenges with teaching this course. Taught in English, it attracts many exchange students many of whom come from other disciplines. Hence, students come from a diverse range of learning cultures as well as from a diverse range of disciplines. However, both types of diversity (international and disciplinary) are also suitable for the course, which is comparative and to some extent transdisciplinary.

In addition, the policy focus of the course requires some technical knowledge. Obviously, this knowledge is not presupposed, but conveying this knowledge is part of what the course is about. Still, some students find it challenging.

Since I started the course in 2016 I have continuously worked on addressing these challenges and the evaluation results show that they are resolved adequately.

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du ta kontakt med administrativ**

**Evt. kommentar til karakterfordeling**

The modal grade is B, while the average grade is C. There were some As (14%) but not too many so that this is still an "excellent" and hard to achieve grade. In my view this is an entirely fine distribution.

There is a certain gender difference. The male distribution is flatter (more As, but also more Ds and Es). At the same time women had a higher average grade.

**Mål for neste evalueringsperiode- Forbedringstiltak**

I will continue to update the course each time. In particular, I constantly search for better readings as there are no good textbooks for this subject. I will consider introducing an obligatory mid-term assignment to ensure more active learning over the semester. I will also use more examples in the lectures, which was suggested by a few students in the evaluation.