

Emnerapport- fylles ut etter endt evaluering #155

Emnekode	GOV 360-2
Emnetittel	The Politics and Governance of Migration
Semester	vår 2023
Institutt	Institutt for administrasjon og organisasjonsvitenskap
Emneansvarlig	Regine Paul
Sist evaluert (semester/år)	never/new course

Emnets undervisnings- og vurderingsform

Blended learning approach --- some video lectures online before class, questions on key readings for students to prepare class, seminar sessions co-organised and chaired/moderated by teams of 2-3 students with aim to combine insights from the key readings with a self-researched case study on global migration governance (examples were discussed before class with the teacher)

assignments included: 2 research briefs (selection from 4 topics, the first was a test case for all); the co-chairing and prep of one seminar session in a team (self-selected groups); and 75% attendance of seminars --- there was a strong focus on student choice in the assignments to allow for interest-based decisions and student engagement

exam: 2500 word essay

Oppfølging fra tidligere evalueringer

this is a new elective without prior evaluations

Evalueringemetode(er)

Seminar evaluation and student evaluation

Sammendrag av studentene sin evaluering

Students found the topic highly relevant and the readings contributed highly to their learning (average score of 4, 5 being the highest). They spend roughly 7,5 hours per week on the readings, roughly 3 hours to prepare their own seminar activities, and attended 75 % of the sessions on average. They agreed that the course contributed strongest to their learning when compared to other courses in their program (a 5 out of 5). Students particularly valued the combination of in-depth reading followed up by class discussions of these readings (first 30 min) and intense student activities around a case study (second half of each seminar, led by students), and said this contributed greatly to their understanding and learning. They also liked the "extensive feedback" provided by the teacher both on the research briefs and on their seminar activities.

In terms of criticism, the workload seemed a lot and students would prefer not having to write 4 research briefs across the 2 chosen electives plus one seminar activity for each of them. They suggest coordination between the deadlines for assignments in the electives should be better to avoid too many overlaps. They also suggest that running courses in parallel instead of one after another (1 elective per week, for example) made it hard to coordinate their work.

Emneansvarlig sin evaluering

The design of the course as blended and student-based learning worked very well. Students came well prepared in terms of readings (and the quality of research briefs which answered three questions on the four key readings per session, delivered before class on MittUiB, was really high). This intense preparation made for high level conceptual and analytical discussions in class and paved the floor for in-depth work on case studies, which have also been prepared by the students themselves. I was really proud of the students for coming up with a highly topical and variable set of cases - from modern day labour slavery in the Middle East, to Texan-Mexican border controls, to propositions by the UN for Global Refugee Regime and the local politics of encampment in Kenya - and well thought

through material curation and exercises in class (based on videos, little polls, policy documents, role plays etc).

Despite the course design working well and leading to very good student performance (see karakterfordeling below), I sympathise with the sentiment that writing 4 briefs over 4 weeks as well as preparing 2 seminars over their two electives was a bit much. In addition, all the readings and preps for two 2.500 exam papers was an intense workload.

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

[Resultatfordeling GOV360-2.pdf](#)

Evt. kommentar til karakterfordeling

Students did very well in the course overall - with 8 As and Bs out of 11 submitted essays (plus 2 Cs - as the D got corrected to a C in the second sensur committee - and only one E) and the external sensor was impressed with the quality of the argumentation in the essays. We controlled against ChatGPT fabrication by using mainly pay-walled handbook chapters as course reading and students had to engage with the readings closely for their essays.

Mål for neste evalueringsperiode- Forbedringstiltak

I propose the following changes --- in line with what other elective responsables and Lise Rakner as program ansvarlige might suggest:

- 1) reduce assignment to 1 research brief plus 1 seminar co-design
- 2) add a new "light" assignment that students need to submit 1 substantive question on the readings for each reading bloc/theme before class to MittUiB (incentivising reading)
- 3) potentially add requirement to select ONE of the two electives as oral group presentation for a new Global Challenges Day towards end of March [this needs some further planning across the program and detachment of the presentation from 355]

To offer some variety in electives, I might opt NOT to offer the migration course in 2025 but a course on the global politics and governance of AI technologies instead (pending discussion with Simon Neby and Lise Rakner).

**FS754.001: Gjennomføringsfakta - emne**

Emne: GOV360-2 0

Undervisningstermin: 2024-VÅR

GOV360-2 0

Global: Politics and Governance of Migration

5 SP

184.15.12.00 Institutt for politikk og forvaltning

Studenter - studieprogram

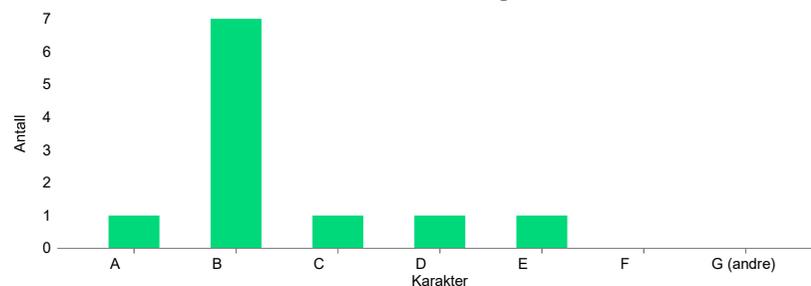
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	1	2	3	4	5	6	Annem	Bekr.	Bekr.	1	2+	1	2+					
MASV-GLGOV Master's programme in Politiv	0	11	0	0	0	0	0	11	0	11	0	11	0	11	11	0 0%	0	B
- Andre und./eks.meldt MED studierett	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
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Ansvarlig fagperson: Thea Tufte E-post: ttu006@uib.no

Lærerressurser: Thea Tufte, Regine Paul

Vurderingsordninger m / karakterfordeling

Vurd.enhet	Ordning	Antall studenter	Karakterfordeling							Resultatstatusfordeling							
			A	B	C	D	E	F	Andre	Bestått	Stryk	Avbrutt	Ikke møtt	Mangl. Lege-attest	Trekk før Annen		
2024 VÅR ORD	O Oppgave	11	1	7	1	1	1	0	0	11	0	0	0	0	0	0	0
		%	9	64	9	9	9	0	0								
		%	9	64	9	9	9	0	0								

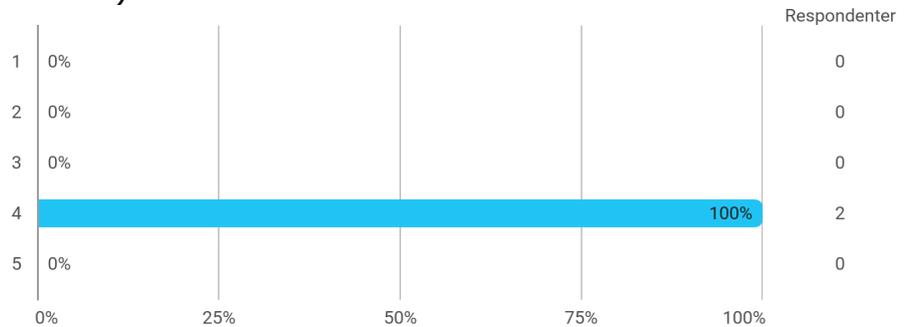
Karakterfordeling



Kommisjoner

Vurd.enhet	Kommisjon	Antall oppgaver
O 2024 VÅR	1	
	Cathrine Talleraas	Ekstern sensor
	Regine Paul	Intern sensor
O 2024 VÅR	2	

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.

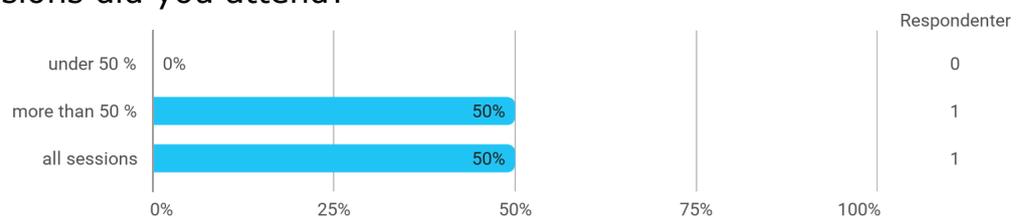
- The global refugee regime.
This was super relevant and gave me an understanding of how Europe's migrant politics have been developed etc. and why it is like this today
- I guess the topic and readings on mobilization were the most relevant for me since it is directly related to my current research (am I deanonymizing myself?). However, many other readings were interesting as well (forced vs voluntary migration and labour, for instance).

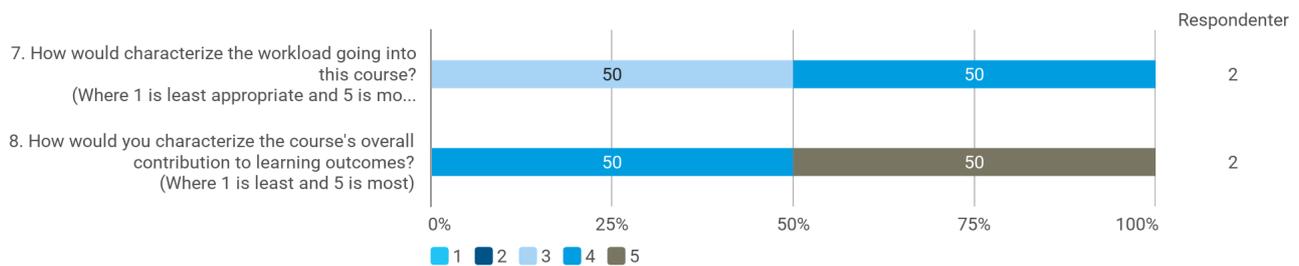
3. Which topic or reading in the course did you find to be the LEAST interesting and relevant? Please explain why this was least interesting to you or why the reading did seem less relevant or useful.

- Maybe the one on activism?
But not sure.. I felt all were relevant
- Nothing particular comes to mind as being completely irrelevant. Maybe, some of the chapters seemed a bit superficial or not as engaging as others but that is probably to be expected. (While I mentioned the readings on mobilization in the previous reply, I guess for me they might have been slightly superficial but that is probably to be expected of the review chapters.)



5. How many sessions did you attend?

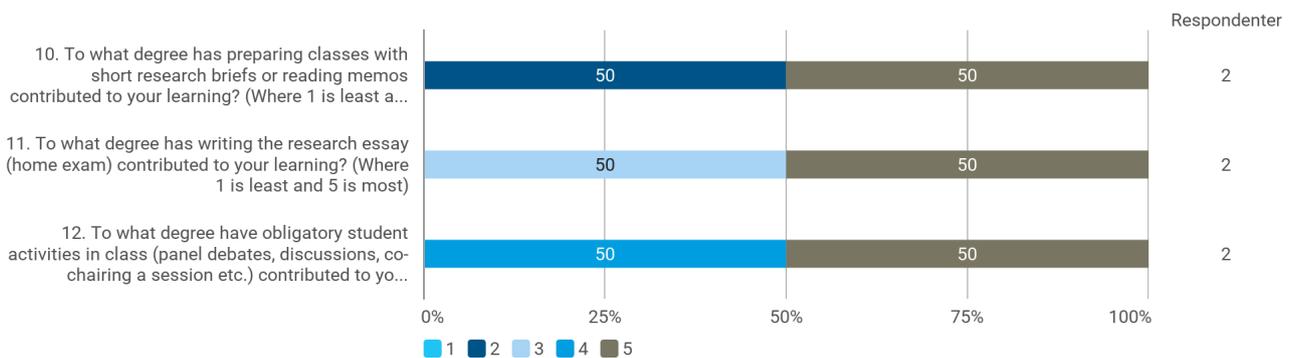




9. What parts or elements of the course have helped you most with your learning and which ones least?

- it helped having seminar discussions after having read the pensum. I learned more by discussing than writing the research briefs for example
- I guess the tasks that require independent work (research briefs, essay) have been the most helpful since they push you to concentrate and dig into the topic and obviously help hone your writing skills. Preparing a student-led seminar was also a useful experience.

Probably, the least helpful were the sessions for which I did not write the research briefs simply because I wasn't able to devote as much time to the readings on these topics (which is unfortunate and I regret this).



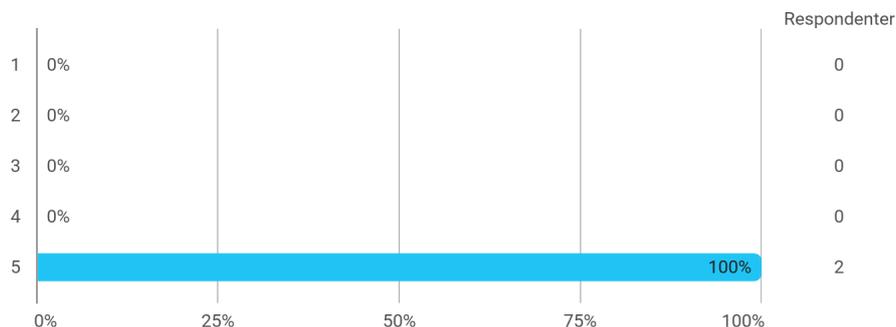
13. How do you evaluate the student-led activities in relation to your learning and skills development? What worked well and what could be improved?

- super!
- nothing!
- It was a bit difficult to combine writing a research brief (and another brief for a second course) with preparing a student-led seminar (although I hope we did manage).

Nevertheless, the student-led activities made the course more engaging and the double sessions did not seem daunting because of that. It was of course also interesting to try being an instructor or group facilitator and see other students doing the same. I think this is a good way to prepare for an academic or teaching career. And it was a nice opportunity to be creative and try something new.

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?

- seminars and relevant pensum readings
- Getting extensive feedback on each of the tasks was very exciting and encouraging and of course useful as well. Leading a seminar was also a great experience (but I have already mentioned that above).

Content-wise, the fact that the course literature openly challenges some of the mainstream approaches was especially appealing to me.

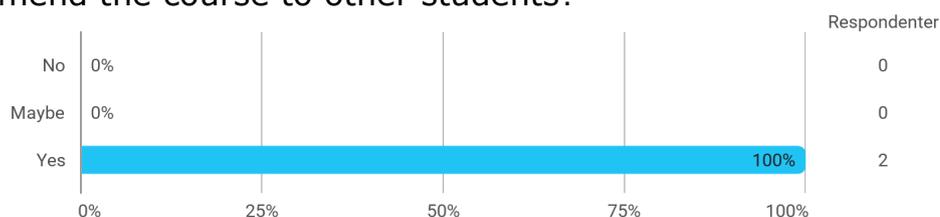
16. Is there any part of the course that you are especially dissatisfied with?

- maybe that it was 4 hours every other week
- I wanted to somehow mention the workload and the distribution of the sessions. The double sessions themselves were okay but doing the readings for both sessions and the research brief for one of them appeared to be challenging, so I personally was unable to do all of the readings, even though I would have been glad to dig into all of them. The same goes for the preparation of the student-led seminar, it would probably be better if we had more time for it. I guess all of this depends on the overall length of the course though, so I understand why the course was so intense.

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

- two hours every week, and having just 1 research brief
- If possible, make the course longer or at least devote one day per session/topic. Maybe, add some readings besides the handbook chapters (e.g. empirical articles focusing on particular cases, regions, etc). Although, on the other hand, the chapters are plenty by themselves :)

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?

- the coordination between them wasn't so good. Everything overlapped, and not so fun now with the two exams in two days over the easter break
- Great choices, it seemed a bit unfortunate that we could attend only two courses (or, well, at least I thought we could attend only two, although with my two courses, a third one would probably be too much). In my case, there were some overlaps in terms of the research brief deadlines that made one week more intense than all others but that was probably to be expected.

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

- the china course
- Something region-specific like "China in Global Politics" but, for instance, for Eurasia/Russia/Eastern Europe. Also, something related to Law and Politics since there's LawTransform :)

Samlet status

