

GLODE308 three-year course evaluation (2023, 2024, 2025)

Name of course responsible: Haldis Haukanes (2023, 2024, 2025).

Year and semester of three-year evaluation: Autumn 2025 (written up in February/March)

Brief summary of the course with a focus on adjustments over time

The course is a 15-credit course which introduces students to Gender analysis in global development. It is run in the autumn semester of the 1st year of the Master study, and follows GLODE 300, Critical Approaches to Development. The first part of the course has a focus on theoretical approaches and concepts, while the second part of the course delves into more substantive issues. The course is taught as a combination of lectures and seminars. Two of the topics taught (Human rights and Empowerment) have been run together with GLODE 309 (Foundations of Health Promotion). Compulsory assignments comprise some compulsory seminars, including a seminar focused on academic writing and exam preparation, and one compulsory individual presentation of a self-selected topic. In addition, there is a compulsory student led component (Student led lectures), which is prepared through groupwork (normally 3-4 groups).

The course has 10 study places (+/-) for GLODE students and five additional study places for guest students (Erasmus or other UiB Master students). GLODE students can choose between specialisation in Gender in Global Development and Health Promotion, so the number of students vary according to how they divide between the specialisations. In **2023**, nine students followed the course (of whom one dropped out): GLODE 7, Erasmus 2 (*this year the full GLODE class was small- 14 in total*). In **2024**, 13 students followed the course: GLODE 6, Erasmus 6, UiB master 1. In **2025**, 20 students followed the course (GLODE 12, Erasmus/UK 7, UiB master 1).

Follow-up of previous evaluations

The course was transformed from a 10 ECTS to a 15 ECTS course in 2023. Since then, the course has not undergone any major changes, but minor adjustments have been made based on student feedback and staff evaluations of content, and pedagogical and practical considerations.

Some of the main adjustments are as follows:

1. **Changes in exam form:** for the autumn semester of 2025, we adjusted the course assessment from a 7 days' take home exam to a 5 days' take home exam + an adjusting oral examination. The background for this change is the introduction of AI in society and the wish to assess students' knowledge and understanding in a context where they do not have access to tools of consultation. Staff found the oral examination useful for assessing students' learning outcomes, but they also found the exam to be resource demanding (it requires 2-3 extra days of oral examination + preparations). Not all students were content with the oral examination, though; some reported that they did not feel well enough prepared for what was to come, that more information prior to the exam was needed, and that the exam situation itself was stressful.
2. **Changes to content:** No major changes have been made to the content of the course over the three years, but there is flexibility within the course structure to vary the topics taught, following both the interest of students and emerging societal issues. For example, in 2025 we included a lecture on Gender and the new Global right, and a lecture and a seminar on Gender and Migration (the latter previously being a Student Led Lecture topic). For the Student led lecture component, topics have also varied over the years; in 2025 the topic of Gender and Popular culture was for example added to the already existing topics Gender violence and conflict and Gender and climate change. The list of recommended readings is updated every year, in a process where some old pieces are substituted with more recent literatures. In course evaluations some students have asked for more literature about LGBTQ+ issues, and we have worked to include more such readings throughout the course.

There has also been requests for reading groups/seminars, which is something that we will look into for the next class (autumn 2026).

3. **Teaching/learning activities:** The course puts emphasis on student active learning, in combination with more classical lecture-style teaching. Over the three course runs we have included some activities on academic writing, as preparations for the exam. The student active learning parts of the course include quite a lot of group work followed by presentations in class. The student active part is appreciated by the students. However, in evaluations, some students have expressed that they find the presentations a bit stressful, and that they are too many of them. For the next class (autumn 2026), it is thus proposed that such presentations are somewhat reduced. The Student Led Lecture component, coming as the last activity of the course, has in general been positively assessed by the students, in particular the learning outcome they get from preparing a lecture themselves. The timing of the activity has been debated among students (whether to keep it as a last activity or not), but as the opinions are diverse and the last class did not express concerns about its placement on the schedule, we have decided to keep it as it is.
4. **Practical/structural adjustments:** The length of the course has largely been the same, but the distribution of activities has been adjusted. For example, due to the change in exam, we needed to shorten the period with teaching activities by one week. The course is quite condensed though, and student feedback shows that they would have wanted that the course extends over a longer period. Unfortunately, this is not possible due to the length and content of the Introductory course.

Grade distribution:

	A	B ²	C	D	E	F	Antall besvarelser
2023	0	3	4	0	0	1	8
2024	0	6	5	2	0	0	13
2025	3 (4)	11 (7)	5 (7)	0 (1)	0	0	19 ¹
Sum	3 (4)	20 (16)	14 (16)	2 (3)	0	1	40
Prosent	7,5 (10)	50 (40)	35 (40)	5% (7,5)	0	2,5	100

1. 20 students registered, one withdrew during the exam
2. Numbers in parenthesis = grades before adjusting oral examination

Student evaluations: The course has been evaluated each year by students through individual electronic questionnaires with open ended questions on the final day of teaching. The oral examination component was evaluated In January 2026 through a student led discussion (only Master students present – the exchange students had left by the time it was conducted).

Student evaluations have generally been very positive regarding content, course readings and teaching and learning activities. As indicated above, there are instances of improvement suggested by the students, such as organisation of reading groups, more diverse forms of seminar activities, and, not the least, better preparations for the oral exam. As also indicated above, students have expressed in evaluations that they find the course very intensive – a lot to learn in a short time. In the 2025 there were for the first time some students who expressed the opposite point of view, i.e. that the course appeared as too “easy” - i.e. too much of an introductory course. We acknowledge

that, for students with extensive prior knowledge in Gender studies, the course may perhaps feel somewhat basic, but within the time frame and resources available, it is not possible to expand the course in depth if we are to cover a reasonable range of theories and topics. It is thus important to calibrate expectations with what is actually taught in the course, to clarify that this the course what it is – an introductory course to Gender analysis in Global Development. However, the organization of reading groups where students examine diverse texts (including classical pieces), in detail, could be one way of strengthening students in-depth learning.

Peer review: The antecedent of the course (GLODE305) was evaluated by our external programme auditor in 2021, but the course GLODE308 has not been evaluated by our external auditor in its current form (i.e., from 2023->)

Assessment of coherence between course learning outcomes, teaching and learning activities and assessment forms: Our assessment is that there is good coherence between the learning outcome descriptions and the teaching and learning activities. We strive to keep a good balance between teacher led activities (lectures), student active learning in groups (structured seminars with cases, debate, film w/discussion, student led lectures) and individual activities (writing and reading tasks and oral presentations). The topics covered in teaching (lectures, seminars, and student led lectures) are specifically tied to learning objectives. Further, the seminars are specifically connected to topics addressed in lectures. The coherence between the learning objectives, teaching and learning activities and the assessment form is strong, as the exam task in general asks for description, application, and critical discussion of course concepts in the context of gender and development. Written and oral communication is an explicit learning outcome of the course and this is facilitated through the written take home exam, different oral presentations and (since 2025) the adjusting oral exam. While the course is strong on opportunities for students to practice oral presentation through a range of learning activities (discussions, debate, individual oral presentation), writing tasks are less prevalent in the course and not formally included, with the exception on a compulsory seminar on academic writing and exam preparation. As such, the written exam may be slightly on the side of what is practiced in the course, and as such may constitute a space for further improvement. It can be noted, however, that in GLODE 300- the first course in the Master programme- students get to practice written work with staff feedback. The course progress and structure are in line with the aims of the course and that of the programme as a whole.

Assessment of the course as a specialization course in Gender in global development: The course is an introduction course to Gender in Global Development and is structured in three parts: The first part of course, which is theoretical in nature, outlines a brief history of the field of Gender studies, and introduces some core concepts and debates, including perspectives from the global south/postcolonial perspectives. The mid part of the course focuses on Gender in (global) development policies (including the UN), and Human rights issues, while the final part of the course dives into more substantial issues. The latter in particular is adjusted according to societal trends and developments and course leaders/teacher's individual profiles and interests. The 3rd semester (internship or courses) and 4th semester (thesis writing) constitute the two other components of the specialization.

Since it was run for the first time in its current form in 2023, the course has settled well, and besides minor adjustments and updates to literature, teaching content, activities and assessment form, the course has been run the same way for three years. We consider this a strength as it was necessary to test the structure with several groups of students before making major changes. Student evaluations have been largely very positive. We do however see that there is room for improvement in relation to communication with students, including communication about the oral exam, and the organisation of some of the seminars. Further, we continuously assess whether topics taught need updating, and we update the literature.