

Evaluation AORG320 – English course Fall 2014

STUDENTMAS

Semester	N	Of those registered	Women	Men	Average Age	Years Of Studies	Background(exchange student or MPA)
Fall 2014	11	50%	55%	45%	32	4-5 (54%)	Exchange 45% MPA 55%

Benefits of the course

Average, (1 = low, 2 = fairly low, 3 = either / or , 4= fairly large 5= large)

Semester	Benefits of the lectures	Benefits of the Curriculum	Benefits of essay	Benefits of comments from lecturers (essay)	Benefits of comments from fellow students	Benefits of giving comments to fellow students
Fall 2014	4,36	4,18	4,45	4,18	3,64	4,09

Assessment of the course

Average, (1 = low, 2 = fairly low, 3 = either / or , 4= fairly large 5= large)

Semester	General Satisfaction	Satisfied with practical information	Satisfied with essay seminars
Fall 2014	3,82	4	3,82

Students own participation

Median – the most chosen option

Semester	Attended lectures	How much of the curriculum was read
Fall 2014	12-14 (100%)	500-750(50%) 250-500(36%)

How students prioritize the course:

90 % of the students divided their time equally between the courses. 10% did not give the course any priority , because of another course.

Qualitative feedbacks

About the essay seminars and the lectures:

- more orientation is good
- In seminar session, it will be good if, at least two seminar members assigned for comment because, it may drive more insight with variety of perspectives as h/she feel.
- I really liked the lectures with Julia. She could put the ideas of articles and the over-all idea of course in a comprehensive relation.
The literature was sometimes a bad pick there had been better articles and especially books on those topics.
The presentation of the students were really good most of the time, but to summarize and present on or two articles is quiet an easy task for a MA student. I wished instead of having an exam in the end the paper we had to right was coping with "our own" little research question.
The content of the course is very redundant with courses from the BA level.
I will not recommend this course to fellow students.
- They were very instructive because instructors chip in for clarifications and elaborations in the end of students' presentation. It helps student link what was presented from articles to a wider knowledge and understanding. This becomes much more insightful than self reading
- too vast for short semester
- Needs to increase no of classes.

About the benefits of the course:

- comment model need to improve
- comment from lecture basically focused on original text rather than essay prepared by student. It will be better to discuss based on essay and link it with original text
- The discussion with the students of the course was the biggest benefit. It led to different perspectives on the topics. I hope in future courses there will be more room for discussion instead of presentation.
- The course is overloaded with a lot of reading materials, in a short period of time.

About priorities: (Why did you priorities the course/ Why did you not prioritize this course?) :

- for survey research
- Did not get enough time to read the all the reading list due to giving more emphasis on the AORG 321.
- I have equally prioritize both of the mandatory course AORG 320 and AORG 321.
- In the beginning of the semester I prioritized this course, but with the start of the topic policy making/ evaluation/implementation my interst in it decreased rapidly because of the redundance to courses I had before.
- Both courses were equally important. Both had some compulsory assignments and submissions and readings that needed to be given importane
- mandatory course for me

Challenges with the curriculum (Was there articles/books in the curriculum which was hard to understand? Which ones?) :

- good
- layder
- Specially March and Olsen's work
- NO
- 1. Policy Implementation (Hill and Hupe, 2009)
- 2. Governance (Cristensen and Laegard, 2012)
- The books were not the best pick. Reading them was more referable to bachelor level.
- 1. Seo, M-G. et al. (2004): "Dualities and Tensions of Planned Organizational Change." in Van de Ven, A.H. (ed.) Handbook of Organizational Change and Innovation. Oxford: Oxford Univ. Press.
- 2. Hil, M. and Hupe, P. (2009): Implementing Public Policy. London/Thousand oaks/ New Delhi: Sage.
- The difficulty is not in reading, but they are too much to read in a semester where there are also assignments and other courses to attend. The curriculum is too much demanding and revision is very difficult because you can neither finish reading the books and articles nor understand which ones to prioritise.
- Yes
- Generally the articles are too many and it is difficult for a student to read all of them
- Institutional Design in Democratic Context, By Johan P Olsen

Comments about the curriculum, is there something missing:

- A golden thread! Their have been many topics targeted but all on the surface.
- The curriculum covered most critical issues, nothing of significance is left out
- Hope 'NO'