

## **Evaluation Report SAMPOL115 - Democracy and Democratization - Fall 2020**

This report summarises the evaluation survey of SAMPOL115, fall 2020. SAMPOL115 is a 15 ECTS credits course which is mandatory in the BA-SAPO and BA-EUR programme and is held in the third semester together with the mandatory methods course, MET102. Exam format is a five-day take-home exam of maximum 4500 words.

Leiv Marsteintredet has been course coordinator (emneansvarlig) and held six lectures, Matthew Gichohi held seven lectures, and Jonas Linde held two lectures. Mathea Loen assisted with MittUiB, organisation of group work and the holding of seminars.

The course saw several changes this semester mainly motivated by the Corona-situation.

First of all we introduced four mandatory group assignments: two summaries of readings of the curriculum published on MittUiB and two presentations of a case of democratic transition and a case backsliding in two seminars held by Gichohi, Loen and Marsteintredet. Groups were assigned, and not self-selected. Further they were given which readings to summarise or respond to, and were given two different regions from which to choose a case of transition and backsliding for their presentation. The seminars were held digitally on Zoom.

The reason for assigning group presentations was our experience with the corona-situation in the Spring 2020 where students did not continue attending seminars and lost their social contact. Mandatory group work could alleviate some of these problems and not put too much of a burden on students who takes SAMPOL115 with MET102, a method course with four mandatory assignments as well. Implementing group work also followed up on the external program evaluator's recommendation.

Teaching was planned as in-person lectures. We decided to split the student group into two groups since given restrictions no lecture room could house 200 students. Further, instead of letting students attend every other class, we decided to reduce the number of lectures from 18 to 15, but hold each lecture twice. The loss of lectures was compensated by adding two seminars. All lectures were recorded and posted on MittUiB as a courtesy to students prevented from attending.

Some changes to MittUiB were implemented as we started using Modules to better integrate the use of digital components such as recordings, in the MittUiB pages. The aim with the introduction of Modules was to provide a better digital design of the course. In order to better reach that goal, Video Notes should be better integrated in MittUiB to allow embedding videos on pages in MittUiB. We also introduced a lecture-specific syllabus after complaints on this previous years.

Due to two lockdown periods during the semester, about half of the planned lectures could only go digital. This affected in particular Gichohi's classes in the middle of the semester and the last two lectures. These were then mainly pre-recorded using Kaltura, as shorter video-segments, about two-three videos per scheduled lecture. After the first lockdown period we also merged the two student groups and held the lectures only once since less than 50% of the students attended the lectures.

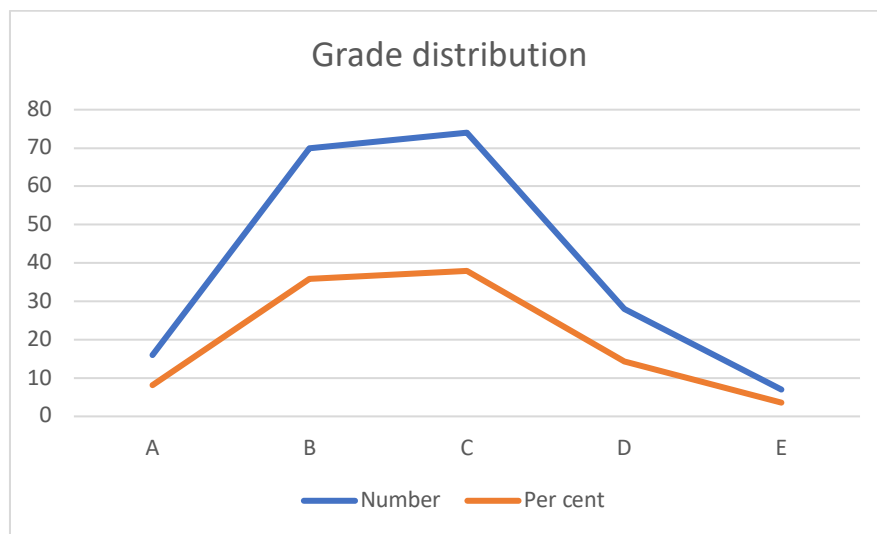
At the end of the semester we planned and did a survey to evaluate the course. Survey was published November 5 and taken down on November 23, right before the exam was dealt out.

### Summary - key insights and proposed changes to the course:

- Mandatory group work functioned as intended and is a positive addition to the course, which may in some form be upheld if resources are available
- Students found good use from response notes and group presentations, and group work had a positive social function as well.
- Students prefer physical teaching to digital teaching - exams indicate also a higher learning outcome from physical lectures
- Number of articles should be reduced according to students
- Modules worked well and should be continued.
- Lecture-specific syllabus worked well as there were no complaints about what to read when

### Exam results:

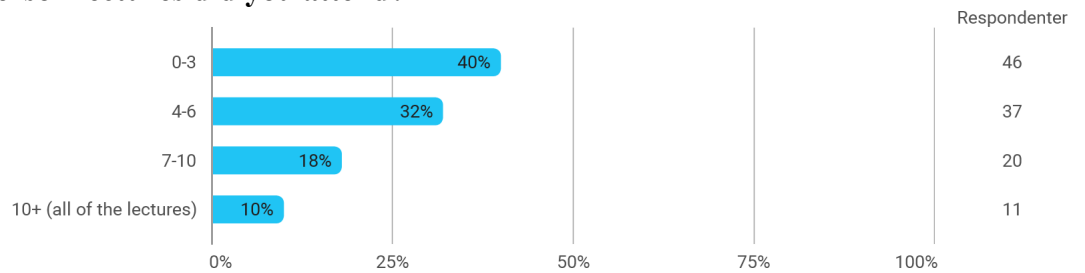
214 candidates were registered to take the exam of a total of about 220 students who registered for the mandatory group work. Of these, 197 students took the exam, and 195 passed the exam. One student failed the exam and one student did not submit the exam after having started it. About 60% of the students were women. C was average grade, but there were almost as many Bs as Ds this year.



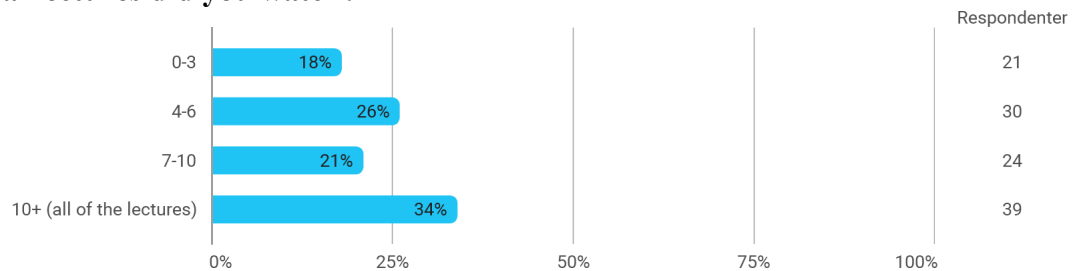
What follows is a summary of the survey. Over 50% of the active students responded. Some questions have 114 respondents, while 71 people responded all questions.

## Lectures

### How many in-person lectures did you attend?



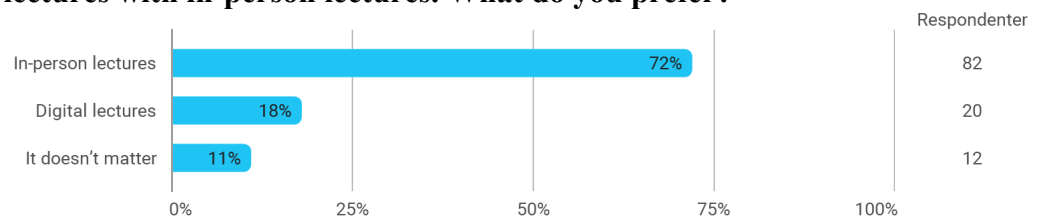
### How many digital lectures did you watch?



In-person attendance was quite low as experienced by the teachers. In particular the classes scheduled at 08.15-10.00 on Mondays were poorly attended. The Corona-situation and the fact that all lectures were also recorded reduced attendance from a normal year.

1/3 of the students watched all lectures digitally, which is more than we expected, and more than half of the respondents watched half or more of the classes. We do register that 1/5 of the respondents hardly watched any of the lectures.

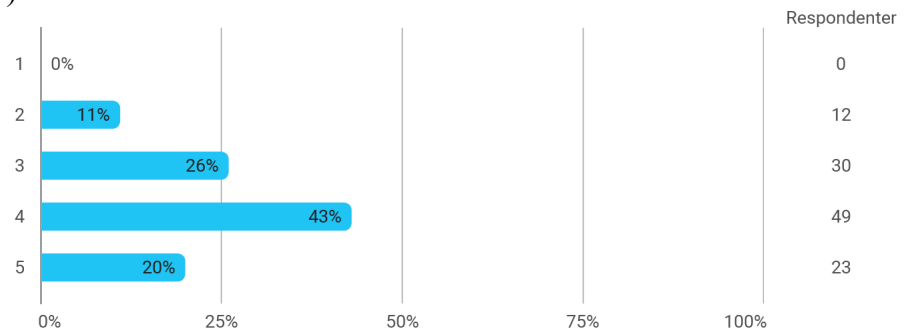
### Comparing digital lectures with in-person lectures. What do you prefer?



Consistent with what we find in other surveys, students largely prefer in-person teaching, 72% report this preference with 18% preferring digital lectures. This shows that our decision to aim for as much in-person teaching as possible is a correct one. Digital lectures dominated in the parts of the course focussing on democratic theories. From reading 43 exams the impression is that students this year focussed less on theory and more on concepts and empirics, indicating a lower learning outcome from digital lectures than physical lectures.

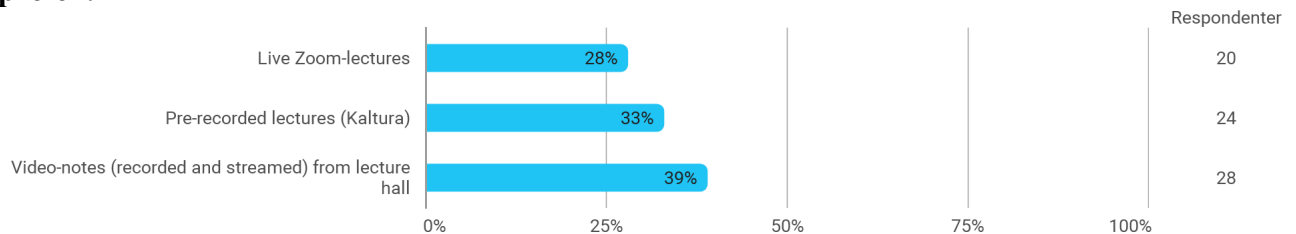
## To what degree have the lectures contributed to your learning?

(Where 1 is least and 5 is most)



On a scale from 1-5 on self-reported learning, 63% report the two highest scores of learning from the lectures. Only 11% report lower than middle scores on self-reported learning from the lectures. These numbers seem to indicate that the lectures have worked well even if many had to go fully digital.

## We might have to «go digital» also next semester. What type of digital lectures do you prefer?



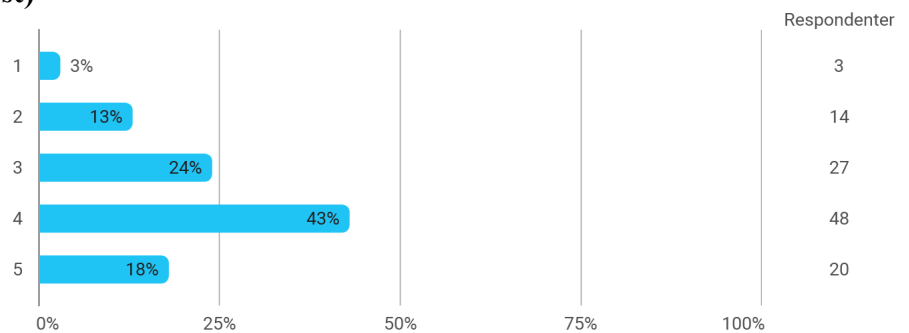
When asked about which digital format students prefer, there is a relatively even distribution between Live zoom-lectures (28%), pre-recorded Kaltura lectures (33%) and video-notes (39%).

## Readings:

SAMPOL115 is a very heavy reading course, with numerous articles and four key books. We therefore asked about how much time students spend reading each week. On average they report 8,5 hours per week. Given that they only have around 2,5 hours of teaching weekly, plus group work (estimated at an hour weekly) this means students spend ca. 13 hours weekly working on the course. 50% of a normal working week would be 19 hours.



**To what degree have the readings contributed to your learning?  
(Where 1 is least and 5 is most)**

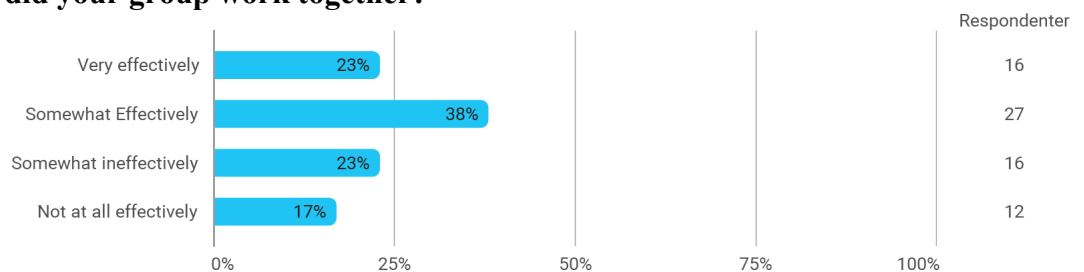


The readings seem to contribute to students' self-reported learning with 61% answering 4 or 5 on a five-point scale of learning outcome. Only 16% report the two lowest scores. As such the readings seem to contribute to learning as we hope. As in previous years many students complain that there are too many readings and too many articles making it difficult to get in control over the readings and the course.

Students were also asked to name which readings contributed the most to their learning. Answers vary, but we observe that articles and books that provide overviews, and are not extremely complicated methodologically seem to be preferred. From the exams we could confirm that there was a preference for qualitative works, and easy accessible readings such as Levitsky and Way, Levitsky and Ziblatt, etc.

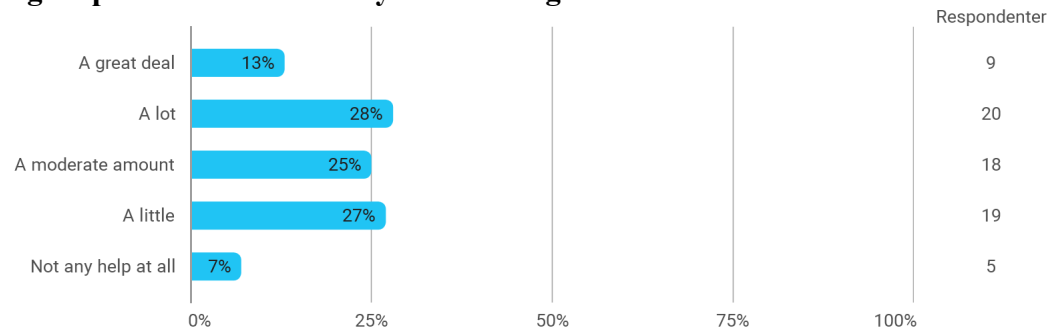
**Group work and group assignments:**

**How effectively did your group work together?**



61% report that groups worked together very or somewhat effectively. Given that groups were assigned randomly we think this is a good number. Although there were many complaints about implementing group work during the semester, and written comments in the survey display complaints as well, the overall assessment is positive among students. It must be added that many students highlighted both seminars and response notes as important for their learning, and several students in written comments asked for more of this. All in all, despite a lot of extra work on the teachers, the group assignments worked well given the circumstances.

## How did the reading responses contribute to your learning?

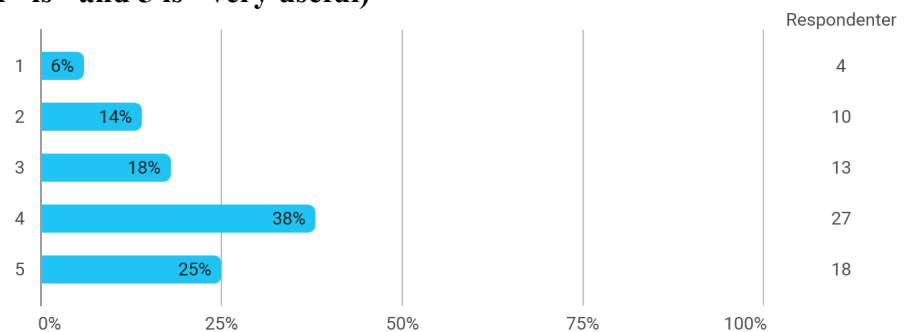


41% report that reading responses contributed a great deal or a lot to their learning. 25% say a moderate amount and only 7% not any help at all. As such, the reading responses seem to work satisfactorily even though improvements such as more detailed commenting from the teachers would be beneficial to learning. Feedback was only given on a very general level given lack of resources to follow up. Students were encouraged to consult all reading responses before the exam, and several comment in the survey that this helped them read for the exam.

## Mitt Uib and Corona

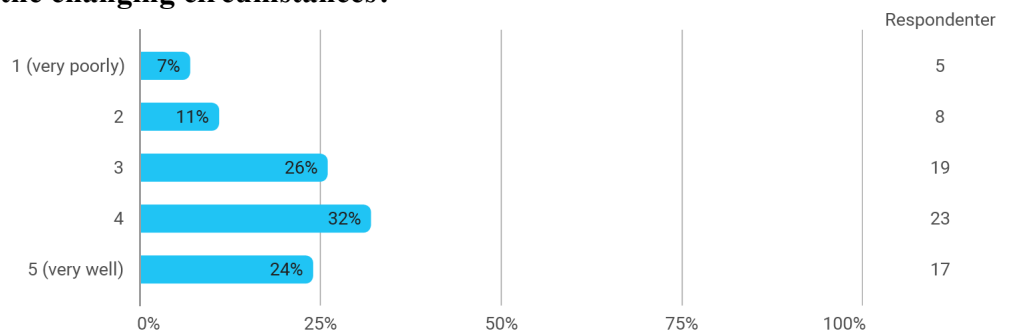
We introduced modules in MittUiB this semester since we believe it integrates different elements of the course in a more efficient manner.

## We are using the learning interface Mitt UiB. What is your impression of Mitt UiB? (Where 1 is "not useful at all" is" and 5 is "very useful)



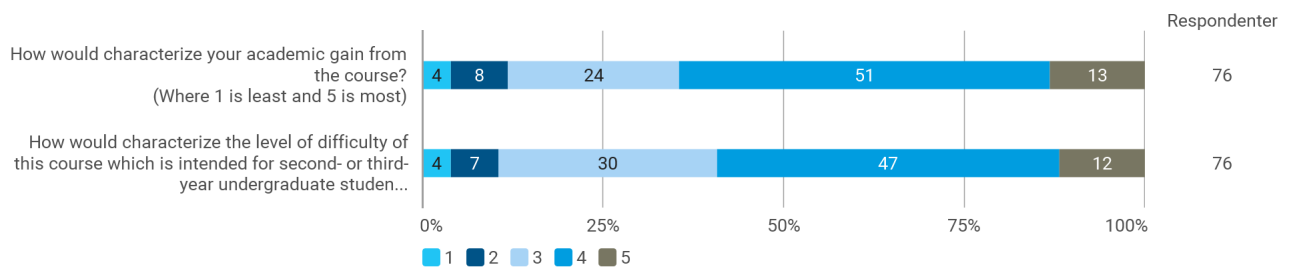
Students responded relatively positively towards this. On a scale from 1 (not useful at all) to 5 (very useful) 63% responded the two highest scores and only 20% the two lowest scores. Many students report in writing that they liked the interface, but that readings were hard to find (they are in a separate link on MittUiB belonging to another system, Leganto). We also believe that there were maybe too much information on MittUiB and that at one point there was an overkill of information to compensate for lack of personal contact with students. Overall, however, the shift to Modules seems to have been a moderate success.

**We have been in midst of a pandemic this semester. How do you think this course has managed to adapt to the changing circumstances?**

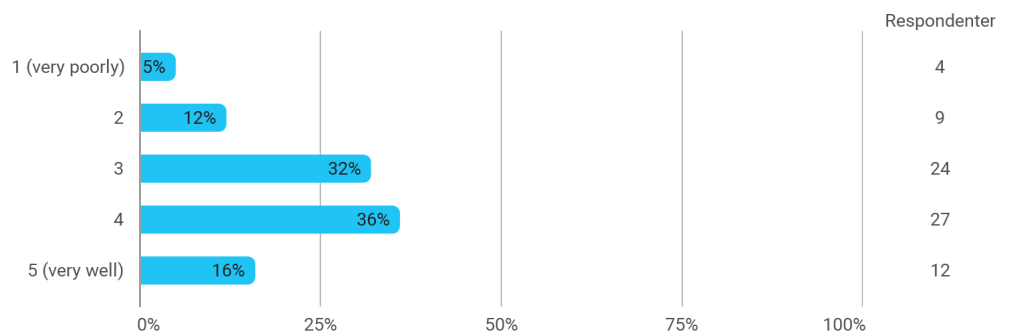


We asked students on how we had fared with dealing with the pandemic. 82% responded average to very well, only 18% reported the lowest two scores.

**Overall assessment:**

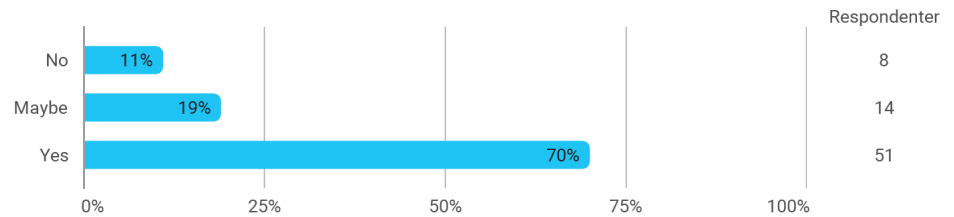


**Taking into account the academic gain as well as the level of difficulty, how would you evaluate the knowledge and skills gained from this course relative to other undergraduate courses that you have completed? (Where 1 is weakest compared to other courses, and 5 is strongest compared to other courses)**



On academic gain 64% report the two highest scores, 24% a medium score and only 12% the two lowest scores. The course is also considered quite difficult considering its level as a second year BA-course. 59% give it one of the top two scores on difficulty, only 11% the two lowest scores, with 30% reporting the medium score. SAMPOL115 is a challenging course, which is our aim, but it seems that students also report high levels of academic gains from the course. Asked to take level of difficulty and academic gain and compare this with other courses at the BA-level, 52% report the two highest scores compared to other courses, 32% the medium score, and 17% the two lowest scores. We believe this is a strong indicator that the course holds a high level, which yields good results in terms of learning outcomes for the students.

## Would you recommend the course to other students?



70% report that they would recommend this course to other students, 11% that they will not do this. The results are consistent with the impression from other questions and answers in this survey.

### Appendix:

Here are written comments to questions. Some answers are edited to anonymise lecturers or students.

### Is there any part of the course that you are especially satisfied with?

- the courses
- I like the group assignments.
- The part about democratic performance. Good lectures. Good material on the reading list. Little enough to get through it before the lecture.
- Lunde and marsteinsrede
- .
- All parts have their ups and downs. Nothing specific comes to mind
- i found some of the in person lectures good
- Jeg synes dere er veldig hyggelige og imøtekommende, dere svarer fort på mail, som er veldig positivt. Og dere viser forståelse, som mange andre på uib ikke har vist. Har alt i alt vært meget fornøyd med dere i dette faget, og sitter igjen med bare positivitet fra faget, selvom jeg ikke var det som snakket høyst i timene :)
- No
- Liker veldig godt hvordan jo mer jeg lærer, jo mer forståelse får jeg for verden og hvordan det faktisk er teorier og grunner til ulike faktorer i samfunnet, For eksempel valget i USA og hvordan man kunne forutse demokratiets tilbakegang
- the lectures
- The lecturers/group leaders were all very good. They really knew their stuff and I feel as though they were all very helpful.
- Gode forelesere.
- Part 3, part 4 and part 5 I liked the most. Part 1 and 2 was alright. But I had problems seeing part 5 in perspective to the rest of the course as a whole.
- The lectures have in been overall nice.
- Yes, I really liked Leiv's lectures. It made me think a lot about modern structured policy. And it was very possible to follow.
- It is very interesting and important for the current situation the world is in.
- Very good professor. Leiv is the best, not so much Jonas. Leiv also answers all our questions quickly. Also sooo good that they recorded the lectures - when the course is so heavy its important ot have the lectures to look back at.
- Democratic backsliding was fun
- The recordings of lectures.
- The content of the lectures, and how they linked to the readings was very well done, especially when the current climate allowed for lectures to be held in person as opposed to online.
- Mostly all parts. The beginning of the course was easier to follow.
- The lectures contained allot fo interesting information.
- Interesting lectors!
- Jeg likte godt seminarene.
- Democratic backsliding
- Very interesting topics and some lectures
- -Democratic performance
- The in-person lectures
- Haven't seen enough to answer.
- Democratic Backsliding
- .
- .



- The group work, especially now during the pandemic. It is a positive change of pace to be able to work with other students on articles and cases.
- The lecture holders. All have been good at breaking down concepts and talking about them in a good manner
- That it included seminars, summary writings, and presentations. I think this was an improvement compared to the last time I took this course. I also really like how structured the course was compared to last time, both with the thorough explanations of the different topics but also the way all of you held the presentations. I also think given the situation, it was the right decision to prioritize having physical lectures. I have really appreciated this.
- Response notes
- I really liked the group tasks
- I liked the lectures, which gave a great overview, and the all off the books we read were quite good
- I enjoyed most of the course. But the parts of autocracies and democratic breakdowns were my favorites
- The digital lectures that intentionally were made digitally (not the ones that just filmed the professors in front of the presentation, but those with the professors voice in the background to a video of the presentation) were easier to follow than what I thought they would be! I really found those helpful and organized.

Additionally, it is nice that the full curriculum is correctly referred to in the modules in MittUiB.

- The part about democratic backsliding was good.
- Nei
- lectures
- I enjoyed the group projects. I was very lucky with my teammates, so I felt like I was able to learn a lot through discussion in preparation for the presentations
- The (access to all) obligatory response notes  
I have read almost all of them - rewritten many of them to learn better. This is extremely valuable.

They are a must in future 115 subjects!

Together with exam papers from the beginning of the semester. (to practice on - and to understand what I am aiming at / how I should "cultivate" and organize the things I am learning)

- I liked the seminars and assignments in some ways. my group worked together well and had meeting either in person or over fb and zoom and worked with the presentation in a google doc/presentation. About the presentations, it worked for me, at least after we got contact with all of the members. Of course it is a bit more difficult planning now under covid 19, but The assignments made us dip deeper into the articles wich is good. On the other hand I felt that without any feedback at all, and the fact that the last of them is so close to exam, they felt a bit, eehm not pointless, but maybe a waste of time? I see the point of it, and it gives us training in writing and the fact that all groups shares is great for an understanding of the textes while reading to exams.  
I also like that many of the articles is linked to what happens in the world today (newer cases...)

The fact that the course is in different parts makes it quite clear.

- Democratic backsliding og QoG
- Presentations on democratization/democratic backsliding
  - give comparative empirical insight
  - serve well as group assignments
  - good basis for discussion and interaction
- video lectures and videos!!
- I like the presentation in groups. And also that we stick to the same groups in both presentations and also on the response notes. You should also continue with making the groups and not letting the students choose. This has been a security for me and others.
- lecture
- Jeg synes det er spennende å se på democratic backsliding. Tidligere emner om demokrati har det for det meste vært fokus på demokrati generelt, men ikke noe spesielt om land som går fra demokrati. I tillegg synes jeg Leiv er ekstremt flink foreleser.
- The response notes I really enjoyed righting. It was a usefull exercise.
- I thought the literature was overall very good, and also the lectures. I thought the seminars were a good fit.
- Democratic backsliding
- The seminar groups
- Leiv sine forelesinger var et høydepunkt.
- I think that part 6 about democratic backsliding was the part i learned most from.
- I really liked the theme of the course, and the syllabus. It was very highly relevant and exciting.
- Liked the amount of mandatory work, found the response notes to be a really good way of understanding not just the literature we wrote about, but also some bigger pictures.
- The lectures were great! and a lot of interesting curriculum.
- Very satisfied with the lectures. I though the lecture-holders this course were really good and very good at explaining things. The lectures of Leiv are always very structured and easy to follow, even if you havent read the littetature. Matthew's lectures are very good at building on the readings and explaining what might have been unclear in the

articles as well as drawing out the main points. I liked especially well how Leiv and Jonas referenced to the literature when holding lectures so that we may look it up ourselves or reference to it in our exam.

- I thought that it was extremely interesting and loved the literature (a bit much, but we got through it with kollovie).

I would really like to point out how amazing Leiv is as an educator and at explaining! The other professors did good as well!

- I am very satisfied with the discussion of just how and why democracies may fail and loose satisfaction. As well as how it may not necessarily lead to the most stable regime either. I think the course gave a great output that didn't come from a total "western-perspective".
- I was especially satisfied with the layout on SAMPO115 mitt uibs layout which was extraordinary. It made it easier for me to find what i was looking for and also helped me keep track of things. Resposenotes and presentations were a good implementation, i recommed you keep it in the next years to come aswell.

I am also especially satisfied with Leivs outstanding work. I was lucky to have him in SAMPOL106, and during this course he countinued to impress

- Gode forelesere som kan mye og er flink å forklare
- I think both lecturers and the administration / others involved have been solution-oriented and helpful in a difficult time. I reckon that it can be another home semester in relation to the corona and being in the risk group. It would have been a great help if the lecturers repeated questions from the audience so that we who are at home understand what is being answered. It would have been useful if it was possible to send a message to the lecturer during live streaming, so that we who sit at home can ask questions.
- I really liked that the curriculum was so up to date.
- I really liked Linde and how he conveyed the material in his lectures.
- very sturctured lectures. good readings for the most part
- Not sure.
- Democratic performance

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

- no
- Not really.
- I liked that we had group assignments As it's very valuable to get input from other students, but the nature of the assignments made it difficult to organize the work and divide it between us. A two page summary is very little and hard to put together by a group of five people. The same goes for the presentations. Showing the trends of a whole region vs a country in only 10 minutes is hard to do in a good way.
- Nothing in particular
- Unfortunately, I experienced this course to be poorly organized in that much important info about assignments and such were in my opinion unnecessarily hard to attain. Mostly because the information was several different places instead of being all gathered up in one place, as well as the excel sheet with info for the differents groups being unclear.

When me and my fellow students in my group were starting our planning and organizing for the assignments and presentation, an unnecessary amount of time was spent on figuring out what we were going to do when etc. We were confused by the excel sheets postet with the assignments for the groups, and experienced uncertainty about whether we have got all the necessary info about the assignments, or are we missing something

- Everything
- Veldig mange artikler, men det er vel slik det er på dette nivået.
- No seminars, and just two presentations.
- The number of readings was overwhelming to the point where I froze and couldn't do many of them at all.
- Muntlige fremføringer i grupper.
- Must be part 5, but after all it was okey.
- The groupwork

Its a good thought, but the randomness of who is placed into group with who creates an unfair time requirement that had to be put into the different assignments.

for some the response note, that initially doesnt need to take that much time, made student not be able to read any of the set curriculum for that week.

- Yes, the readings, as mentioned. And the group-works. Especially in Corona-times. We met via Zoom of course, but it was really stressfull and would have been a lot easier to do 4 to 6 exercises during the semester for ourselves and not 4 group-works which made it even more difficult to do more readings than the specific ones for the group-works.
- In the beginning i felt overwhelmed with the amount of litterature, but it has worked out surprisingly well. I do not feel like the presentations has helped me at all, they have been a huge waste of time. We have spent a lot of time on zoom meetings, that I would much rather have spent on writing an essay about the topic instead. I do not understand what Matthew is saying. Hes vocabulary is too advanced for me, who has attended international schools for two years.
- THE GROUPS. Being divided into groups was so bad, many of the people in the group didnt answer or participate. Also there is so much mandatory work before the exam? It would have been much better to have seminars, as in MET102.

- Group assignments
  - I bit difficult to find the needed information, some of the recorded lectures was cut before they were finished. It was very difficult to do the group assignments as the other student were extremely silent/non-responsive.
  - The groupwork, perhaps especially the presentations, did not add much to the course to me. While I like the response notes, they could easily have been doen individually making for less energy being spent hounding after groupmembers that did not contribute or respond. I see the point of ensuring everyone keeps up with the course and don't cram at the end of the semester, this way of doing that did not seem like a balance between effort and benefit.
  - None in particular. An all-round good course.
  - The amount of articles, some that seemed unnecessary or not contributing enough to the subject for the amount of reading it was.  
The writing responses did not seem like an apropritate use of time. I strongly missed normal Seminar assignments from sampol 100, 103, 105 etc.  
The lack of writing assignments made it so i felt like was walking in the dark for most of the subject not really seeing the bigger picture, and i lack of practice with using the curriculum to answer questions about the subject.  
In my opinion the reading responses does not fullfill this issue
  - The groups did not work at all. I think it would have been better if it was a choice between working in groups and working alone. Preferably choosing your own groups. I spent so much more time on the response notes then needed if I work idependently.
  - nei.
  - Found Part I and II were hard to get my head around. Might be with my still 'vacation' feeling.
  - no
  - No
  - The moduels on MittUiB. Very messy. Also, some digital lectures have had very low sound quality.
  - Concepts, Too complicated
  - no.
  - Cannot think of any.
  - Not really, but I wish we had some more seminars (1-2) discussing the assignments, and what/how we should focus our narrative. Especially on the first Response, I felt I was fumbling in the dark, not really knowing what I was aiming for.
  - Not in particular
  - Too much to read per part of the course. Would've preferred less articles so one can deep dive.
  - just everything beeing digital
  - I did not like the fact that some digital lectures were posted later than when it was actually was supposed to be (on thursdays), and would have preferred the digital lectures to be on zoom, instead of short videos. Group tasks was also sometimes difficult to coordinate and suggest that most tasks should be individual, with one or two group tasks, instead of four.
  - I can't say I was dissatisfied with anything.
  - Having the physical lectures on Salem's premises was uncomfortable and felt somehow unsafe, considering Salem's views on my sexuality. I quickly decided never to attend those and was relieved when I heard few enough were attending so that UiB could stop renting their premises at least once a week.
- Finding out what curriculum was relevant for the week was hard as you had to go all the way into the modules and find the right lecture before you see the curriculum. I wish there was a way to see all of the curriculum and when it was all due.
- I did not like the group assignments, especially the presentations. It was hard to coordinate in a way that made the end-result good and in a way that I could learn from every part. I ended up learning a lot about my assigned part(s), but not the others.

I also found some parts, especially the start of this course, confusing and A LOT. I understand that there are a lot of different concepts, definitions, texts, theories etc. on democracy, autocracy, democratization etc., but I ended up not knowing where to start and how to wrap my head around all the information.

- Nei
- Group assignments.
- I miss the questions we needed to prepare before seminars in my previous SAMPOL courses
- YES. As long as one can sign on to a cours within the 31st of August - You cannot have a deadline to sign people into groups - before the 31st. Nor should you expect shuch people to finish a groupwork by the 5th of september.

MOST importantly - YOU NEED TO PUT OUT MORE OF THE mittuib INFORMATION ON THE WEB PAGE OF THE COURSE uib.no/...

I am not a SV student - so until I choose my subjects I won't have information that is exclusivly on mittuib.

- As mentionned maybe some kind of feed back on the reading assignments, and a better and easier explaining on what to do..
- Defining democracy
- Not really. Just understanding how exactly the response notes worked was a bit challenging.

- group projects was somewhat hard to organize
- There is a lot to read, but I guess one should just expect that.
- group assignments, a pain to organise from the student end of things and did not prove my understanding of the topic at hand.
- De aller fleste studentene som tar dette emnet, tar også met102, og har da til sammen 8 arbeidskrav, og de fra metode og sampol havner ofte på samme uken. Personlig har jeg selv gjort det dårligere i metode og heller satse på andregang-innlevering, fordi jeg ikke vil skuffe resten av gruppen min i sampol. Da havner kanskje førstegang-innlevering samme uken som innlevering i sampol, og andreganginnlevering samme uken som fremføring i sampol. Fra det jeg vet tidligere om Sampol115, så har det vært for lite arbeidskrav og for lite oppfølging, så jeg synes ellers at det er bra med arbeidskrav!
- Group assignments. I liked the assignments but having to work in groups added additional stress.
- The lecture notes were not something I thought added to my understanding of the subject in a meaningful way.
- No
- The large amount of readings that are outdated
- Skjønner at det kan være utfordrende å instille seg på digitalt opplegg, men syntes det var mye forsinkelser med publisering av visse forelesinger, og tekniske problemer (er en forelesing jeg ikke får åpnet), men dette skjønner jeg er vanskelig.
- no
- I did not like that we were divided into random groups for the response notes and presentations. Students are very different and work differently, so the differences within the group became too great. Some end up doing everything.
- No
- I think the presentations and response notes were great ideas, but it was some problems with getting it done. I know several groups have struggled with peoples in their groups doing little or the absolute minimum. It was at times difficult to get contact and some didn't answer at all.
- I was not very satisfied with the presentations. I thought that holding them was terrible to do over zoom and a huge source of stress. It was okay to get some empirical examples, but I think it would be better if we were put together in groups of five and each person got their own region and prepared their own presentation to give to only the other five in your group. Or just not have the presentations.
- I did not like when the professors asked and answered the students that attended. Bc I have family in danger group" bc COVID, couldn't I attend. It was very hard to hear what the students were saying and the professors were not so good at repeating the questions.

I have dyskeksia, so for me it is quite difficult to take notes in English and listen at the same time. Sim words were used in the leactures that wasn't properly explained. I get that you cant go in detail with every concept, but this is just p reminder!

- I am dissatisfied that some of the lectures that were held didn't really have a "red-thread". It was sometimes quite hard to understand that the professor changed topics, such as when talking about "input" and "output" of democracies, I struggled with understanding that QoG is in fact only on the output side, as the professor jumped back and forth talking about these two phrases.
- I am also dissatisfied with the seminars, at some extent. As I understand that during these times, one cannot meet a group of 20 students. But I've had other courses this semester with 9 students, and the learning quality was far greater than here. The seminar assignments were partially ok, I enjoyed writing the response notes, but wished for more discussion afterwards; i.e. commenting each others notes, discuss, etc. to actually receive some feedback on my thoughts and perspectives, as well as my writing.
- No
- I did like absence of seminar, because we didn't discuss any of the things we learned. The group work was also terrible organised with a lot of student not responding. Also we didn't get good enough information about how to write a response note.
- The fact that we had to do group assignments and presentations.
- there was at some times so much reading that i would get overwhelmed and skip it.
- The amount of readings made me feel overwhelmed in the beginning of the semester and made me feel like there wasn't any point in trying to keep up because reading it all wouldn't be possible anyways.
- No

### In your opinion, how could this course be improved?

- getting information earlier about the next semester
- I don't know.
- Maybe less group assignments and in stead make them more extensive. The response notes can for example be written individually and the presentastions can be more extensive and done as a group assignment.
- The task did nor help me at all. It was awful to work with a group, because i had to do everything. They had no motivation.
- A tad less articles. Makes it slightly easier to get through them all by the exam.
- By having a seperate page within SAMPOL115 on mittuib, where you can clearly see all relevant information for your assignments. Instead of having to find the deadlines one place, the description of the assignment in a different place and practical info in one another place, it would be better to have all this info, regarding the assignments and

presentations all gathered in one place. This would allow students to spend less time figuring out where to find necessary information, and rather be able to spend this time on working with the assignments.

- There could be more lectures, like in MET102, where the curriculum is smaller than SAMPOL115, but they have more lectures -> easier to learn and to be in tact with the curriculum
- vet ikke
- would rather have a more ordinary seminar, than two presentations
- Less obligatory readings per week would really make it easier to keep up, yet the mandatory assignments should stay as they are since they help us engage with the readings we have.
- Faget kan forbedres ved å droppe muntlige presentasjoner i grupper, her møter ikke alle elver opp til tiden, gjør sin del eller uteblir fullstendig frem til innleveringsdato. Her fungerer det bedre med skriftlige oppgaver, som elevene kan velge å løse hver for seg eller i gruppe for de som ønsker det.  
Hold kurset på norsk ettersom det er det språket brorparten skal levere eksamen på, vil komme til å bruke i jobbsammenheng og mestrer faget best med.  
Få orden på forelesningene på nett og mitt uib tidlig da dette har vært et hinder for mange.
- I found it very good. Maybe a little bit too much readings at times, but at the same time i gained some knowledge from every article I read.
- maybe make group work optional, maybe smaller groups.
- As I wrote before...
- By having more essay work that sums up the course.
- Drop the group assignments, have seminars. Make the course smaller, 15 points is a lot and the course is so big together with MET102 the semester is suuuper stressfull.
- Fewer readings
- Individual assignments rather than group assignments. Especially during this time of "crisis".
- If I have understood correctly this course is supposed to have additional lectures that had to be cut due to the pandemic restrictions this year. This impacted the course, which greatly could have benefitted by either cutting the amount of readings in general, or at least spreading it out to more frequent lectures.
- Focus more on group work.
- More Seminars about the subject, like it was in 100, 103, 105 etc.  
Including seminar assignments following the same pattern.
- Seminar every week and independent submissions. Way too many readings.
- dersom covid er over, så håper jeg det er mulig med fysiske seminar.
- I would like to want some more from the middle east. While I understand why it is not it would be good
- Not quite shure
- more seminars
- No answer.
- Drop the moduels in MittUiB. Also, make a clear plan/sheet of dates, lecture number, theme and litterature.  
AND PLEASE, always record lectures and post them. It helps so much to watch them again, pause when I need, or see them when I haven't been able to be there physically.
- More active participation for the students
- Jeg syntes at det er veldig positivt for læringsutbytte med seminarer og obligatoriske oppgaver. Men jeg syntes ikke dette semesterets oppgaver har gitt meg noe optimalt utbytte. Jeg tror jeg ville fått mer utbytte av de obligatoriske oppgaven hvis vi heller f.eks. hadde skrevet en oppgave, i stede for presentasjoner. Dette tror jeg hadde vært bedre, mtp eksamen er en skriveoppgave og ikke en muntlig presentasjon. Derfor hadde jeg heller ønsket å øve på skriving ovenfor presentasjoner.  
Response notene syntes jeg var bra på noen områder, da vi har en oppsamling av alle artiklene. Men ved å jobbe i grupper hvor ikke alle er like investert, blir det vanskelig å samarbeide, og fordele at arbeid som jeg syntes burde blitt gjort alene eller en mindre gruppe.
- I personally think that semester assignments (e.g. like those we've had in MET102 in the same semester) is a good way to get an understanding of what we're working with. The group projects are good, but feels less concrete than other assignment forms.
- Physical lectures as much as possible, and some written assignment (with an exam-like question) that we have to hand in before exams.

For me, that gives me greater motivation to complete all readings, as opposed to now, where I haven't had the motivation to read much more than a few articles outside of what I had to read to write the responses

- Some adjustments on the curriculum
- not sure
- It could be improved by having in-person lectures, or if that is not possible, zoom-lectures, fewer unnecessary articles and fewer group tasks.
- i dont have any points on this part
- Having physical books that covers more than just a part of one module would have helped.

Providing an overview of the curriculum and when we were going to have a lecture about each article.

- LESS LITERATURE!!  
At the very start of this course, I made an overview of each week and the texts belonging to them. My initial reaction

was that I would never be able to get through all of the literature, and that there was no point even trying. It isn't very motivating to see that one has up to 9 assigned texts for one week! We do have other courses to focus on too! I for example have had 2 additional courses (I'm in my 5th semester) because of the 200-level courses with 10 points. I have been at university for 3 years now, this is my 4th. I have never had so much reading to do, and I do not see the point!

I do understand that the theories, concepts etc. on democracy and democratization are many and "heavy". But isn't it better to make sure the students actually know (and remember!) the content, than it is to throw all of this information at the students? It has left me overwhelmed, unmotivated and with no hope of getting through all of it. I'm a somewhat slow reader, and I like to really understand what I'm reading. I have no chance of doing so with the amount of readings we have had in this course!

Not to mention that this semester, for some reason, has been extremely short. We have had about 3 months for this course! 3 MONTHS, and assigned literature that would last me for at least 6 months if I wanted to properly learn from it.

And in addition, we have to have a great overview of the readings as we are expected to write close to 4500 words in 5 days on our exam! How are we supposed to do all of this in just 3 months??? In addition to another (or more) course(s)??

It would be better to cut down on the main readings required, and then maybe supplement with the lesser important readings for those who want and have time to read them.

As a last note: especially now with corona going on, it is even harder to study properly and keeping motivated. If you absolutely insist on making this course this comprehensive, "heavy" and difficult, maybe you should have considered the extraordinary situation we are in right now and at least made it somewhat easier for the students while corona is going on. We as students WANT to get good grades, and we don't mind doing the work, but it would be nice if the university didn't make it more difficult for us.

I took 4 exams last semester and got 2 As and 2 Bs. This semester I have no hopes whatsoever of getting grades above a C, maybe even a D. Since week 1, I have been more behind on my reading than I have ever been, and it is NOT because of the other courses.

- uten Corona hadde det vært et bra fag
- Drop the group assignments. We didn't manage to communicate or find time to work together in my group. It was more a burden. The corona situation didn't help either. Seminars over zoom are rubbish.
- I do not know
- More focus on writing off as a TOOL for memory - eg. not writing an essay, not an assessment - but a TOOL.

With recorded lectures (not livestream) I can choose a slow play pace (0.75 - 0.50)! That was great. More of recorded lectures - AND they don't need to be out all semester, only a week.

Add these as suggested readings:

-The Production of Money; How to Break the Power of Bankers (2017) by Ann Pettifor

- Sannhetens kår makt, medier og politikk i illusjonenes tid (2009) av Christian Borch [Lettlest!]

-Kicking Away the Ladder: Development Strategy in Historical Perspective (2002) by Ha-Joon Chang

- Maybe we could discuss a bit more in the lectures. Not in every single one of course, but a bit more. Speaking for myself I think I would come more prepared to the lectures then.
- Gjøre det mer forståelig f.eks. bruke religioner, kulturer, kontinenter. Modellene er utrolig vanskelig å forstå.
- By communicating some of the goals a bit more clearly, although there was always a quick response whenever questions came up
- no group projects?  
less articles  
individual quizzes?
- By updating or check the reading list every semester to see whether the readings are in the correct order - so that we don't start with the heaviest theory.
- remove group assignments
- Kanskje prøve å korrespondere mer med Met102. Planlegge litt bedre når de forskjellige oppgavene skal inn osv. Det er forventet å ha mye innleveringer som student, noe som jeg ikke klager på, men det er veldig kjipt å måtte gjøre alt på samme tid.
- Maybe by pointing out which article is the most important of the week. There was a lot to read and some times you had to skim through it to get to it al. It would have been helpfull to know which one (or two) to focus on.
- Focus on the seminars, if they are continued, and drop the notes. Maybe add another seminar aswell.
- Use of the same sites to publish digital lectures
- Skip a lot of readings and just focus more on what's important to learn
- vanskelig å si.
- maybe talk a bit more about the articles in the lectures
- I think either smaller individual tasks, one presentation or one response notes per person is good, or 2 and 2, so you can choose your partner yourself.

- Perhaps by making the page on MittUiB a bit easier to maneuver, or by highlighting, to a further extent, what literature is the primary literature for a lecture, so if one only has time for one or two of the readings, it is easier to prioritize.
- Since it is a lot of readings in this subject I would like to have seminars. Maybe after every part. It would have been great to have an arena where we could discuss the curriculum and the lectures. It would have helped a lot with a seminar leader and other fellow students to help explain if there was something I did not understand from the subject.

there were also some articles that were a bit old. articles where one think the arabic spring will lead to democratization in the Arabic world for example. or the one from 2003 (?) where they define Russia as a democracy and on a positive development.

- By mending the presentations part a bit. And also with more reference to the readings and page number when holding the lectures, it is great how you did it now but even more because it was very helpful!
- Whit repeating the students answer in the lectures
- I think in the future, it would be great with seminars that aren't digital. The response notes could be "graded" by different groups within each seminar group so that they can have a discussion and a more broad perspective. The PP presentation should also maybe be swapped out with a written assignment.
- Exactly what i wrote in the paragraph above.

Also, some of the articles were at a more advance level than the students comprehension. I did not mind, seeing as you could get a more in depth look at the course - but it certainly took more time to understand.

- —
  - Better feedback on assignments, and an approximate placement on grades. As it is today we get passed or failed on our assignment. Without knowing where we are on the grading scale, it is difficult to know what to work towards and with what towards the exam. Does nothing if I have passed the assignment if it is bad.
  - Cut out the group work and have a seminar once a week to discuss the course.
  - It could be improved by being done individually.
- I personally think the way it was structured last year in some of the subjects where you have to write papers, is a better way of preparing for you exam. I now feel out of practice with writing papers, and insecure about my own skills in this subject, and also on the level we are supposed to be on.
- More structures and compact reading list. More seminars for discussion and less of the curriculum being 3 chapters form an online book
  - Maybe less readings, but I'm not sure that's the way to go. My lack of motivation this semester didn't come mainly due to many articles to read.

It is an interesting course and I'd love to be able to read it all, but I wasn't able this time. So the possibility to read so much can be quite positive for those with the motivation.

- More real examples

### What did you learn about working in a group from this project that you will carry into your next group experience?

- talking about the lectures and articles makes it easier to understand
- Communication is very important.
- I will try to make more room for engagement from the others in my group.
- I dont know
- I do not like working in groups and hope there will be no more group assignments
- Being open-minded about the work load and kind of work you have to do. Just staying positive.
- nothing in particular
- 0
- that I don't want to do it again, I don't want to be dependent on other students to be able to qualify for an exam. I would rather have more individual submissions.
- Samarbeide mer og ikke bare fordele oppgaven til hver enkelt
- That teamwork works
- Write everything down in my calendar from the start of the semester, never rely on others to warn you about deadlines and people can be really hardworking if you just tell them where to start.
- Læringsutbyttet er ekstremt varierende ettersom folk yter enormt forskjellig innsats i gruppearbeid. Som regel ender 2/3 person opp med å gjøre jobben til 5 pers.
- That communication and planning is key. My group had good communication is everything went well.
- sometimes its good to just be clear and set the path so we can be more efficient. if not one else does it, i do it.
- Sorry, nothing at all. Universities are not made for group-works. It's always fake. Hold it back for real- and worklife.
- What I have always known; I don't functions well in those types of settings
- NOTHING
- Avoid group projects at all costs, especially during a pandemic
- That even in a group you have to rely on your own work.

- Everyone works differently and need different degrees of help and cooperation. It is something that needs to be made clear, and if expectations are made clear in the beginning then group work is likely to happen in a smoother nature.
- The value of working together despite the ongoing pandemic and the problems following this.
- Splitting the work up too much is detrimental to studies.
- People disappoint you.
- Bedre strukturer, mer diskusjon og bedre kommunikasjon.
- It is hard to work together. In my group only 2 out of 5 studied the same (SAMPOL) while other was taking 115 as free point or on exchange (students). With work etc it was hard to actually split the work and meet up
- Not too much to be honest
- planning is everything
- Nothing of note.
- To be honest and open with my group. If I'm struggling with something, they are often willing to help.
- Timing. Group Working
- .
- It is good to start early, and delegate different parts of the assignments so that everyone knows perfectly well what they are supposed to focus on.
- Communication is hard, and planning ahead of time is important.
- -
- Don't stress so much, and sometimes just go with it even if the result will be shit, lol.
- yes
- That I will have to depend on myself more.
- Groups can be easy to work with and they can be hard to work with. The correspondence between people who initially don't know each other worked splendidly and I was initially negative to working with people I don't know. I thought it would be inefficient, but I was proven wrong. I will have more optimism in my next group project.
- Absolutely nothing.  
No one was engaged, we had no standard to aim for rather than passing, and we didn't work together on anything. We took a slide or two each for the presentations and those that didn't want to work too much with the presentations volunteered to single-handedly write the reading responses while putting all of our names on their work.  
This worked out for us, and this is how I imagine it will be next time, although I'm pretty sure this wasn't how you planned for this group work thing to work out.
- Nothing, other than getting reminded why I don't like group work.
- bare få gruppemedlemmene på samme side og jobb ut i fra det
- rely on yourself
- Nothing new
- Totally (100%) random groups are terrible.
- I learned that sometimes it is a good idea reading the assignments written out loud and together see if it's understandable, accurate and grammarily good. And that giving feedback on each other before a presentation is nice, and maybe something to do even more.
- At det funker.
- Clearly communicating the individual roles in the group
- same tidsfrister is important
- to not do it
- Tror ikke jeg har lært noe mer med å jobbe i gruppe nå enn i løpet av videregående.
- .
- Probably to do more videocalls so we can discuss
- Alternative methods like zoom
- a lot of great things and perspectives that I didn't think about.
- Jeg likte ikke presentasjon på engelsk, men fikk generelt god kunnskap på kort tid over empiriske eksempler verdifulle til eksamen, og muligheten til å jobbe med hyggelige medstudenter.
- I don't know
- I learned that there takes a lot of patience and that we are all so different and prioritize differently
- Planning group work over Zoom is not the easiest, but I think the way we distributed work was good.
- Maybe that one person has to take the lead and just delegate tasks to the other members.
- That it is very important to be prepared for each meeting even if it is only a group project with peers. If noone is prepared then the meeting will go very slow and the outcome will almost always be that everyone goes home and reads and then we meet again another time.
- That is good to Get to Know others and work out of your comfortzone
- That meeting in person would be great if possible.
- Teamwork is and will always be a great lesson to many of us. Especially when being so independent as a student, it is great to have yourself "tested" in such a manner.
- —
- That I do not want to work in groups next semester. As an adult student, groups has been challenging and mentally difficult. I understand that young people do not want to work with someone at the same age as their own parents. As an adult, you experience good old-fashioned "outfreezing", I have talked to several adult students and have not yet



talked to anyone who has experienced group work as hassle-free. Adults are often more experienced and more careful about keeping appointments and deadlines, as they often have other obligations that limit flexibility. I and other adults have experienced that the group arranges meeting where they forget to inform the "old" one in the group, and where they are told that "we have decided that ... and we worked together yesterday ..." and that adults do not get reply to messages or contributions, ect ect. It is great with groups and many student benefit greatly from it, as an adult you often have the experiences you get with group work already, and it all becomes very uncomfortable, the feeling that you are not wanted is not a good feeling. It is also clear that some young people find it difficult to relate to adults.

- To be independent and take control when others don't.
- That it sucks, and that it (in this case) is better to work individually in a group rather than working together.
- dividing tasks is good.
- Not really sure if I learnt that much. I believe I applied what I already knew, and that worked fine.
- to see each others in real

### In your opinion, what can we do to improve our teaching during the pandemic?

- name each ppt from lecture with lecture number
- I don't know.
- Shorter digital lectures, played in beforehand if the option of having them in person doesn't exist. Also maybe think about the fact that a lot of people are either not home or able to meet for group assignments which complicates the work of the group.
- Some of the lessons that were digital came out way past the date they said.
- There have been a lot of technical issues with the lectures. Including the lack of sound
- Overall I'm happy about the way the institute handled the pandemic. A problem not truly related to the pandemic was having slight problems to keep up with some lecturers as well as certain lecturers not having a clear system on their powerpoints. Making it difficult to understand what information goes under what theme.
- more clear and organized use of mittuub. Also, coordinating group work is extra challenging when we do not meet up together, so I personally would prefer to not have groupwork and rather have individual assignments
- 0
- Why would you start with mandatory group submissions in a midst of a pandemic? I think you should go back to how it was last fall.
- Ha seminar og mer oppfølging
- hard to tell.
- Maybe the option of zoom seminars would have been welcomed.
- Ha helt klart og tydelig for dere hvordan dere skal bruke live funksjonene til de ulike mediene dere velger å holde forelesningene på. Her er det ofte mangel på lyd, hakkete bilde etc. Svarer derfor at jeg foretrekker digital undervisning med allerede innspilte forelesninger som blir postet etterhvert på spørsmålet under.
- It was a bit irritating when lectures didnt come out in time during the "mini-lockdown" in september. But at the same time its challanging for everyone, so not to bad.
- a face-to-face seminar would have been a nice addition. to help connect the different lectures to each other and discuss empirical cases.
- It was really helpful to have video-recordings. And I think all the teachers acted very student-friendly. Jonas Linde even thanked us one time for coming physically and I never heard a teacher before thanking students for attending lectures. I felt really welcome.
- More contact with the students. More seminar work where we could have had discussions
- Have video-notes. Is super important for our learning, the course is heavy so having the opportunity to look back at previous lectures is so important.
- Drop the group assignments
- Make sure the recorded lectures are complete. Digital seminargroups would be a huge help. Discontinue the group assignments and presentations.
- I did not enjoy the pre-recorded videos that replaced lectres when everyone was working from home - I much preferred the videonotat's of the professor in the lecture halls alone. I understand that is not possible when those areas are closed to everyone, but I gained more from that form of digital lectres than the videos. It might be a necessary compromise though
- Again focus more on group work between the students.
- Recroded lectures tends to be shorter and contrain less crucial information than the in-person lectures. Making digital lectures as close to normal lectres as possible should be a goal. Streams from lecture halls are much preffered
- The technical didnt always work, and that was frustating, especially when watching a lecture live.
- Lite å gjøre med det.
- I think you've done a good job. My personal motivation went down after both lockdowns, but your transition I think was good
- Don't have any comments
- more seminars
- More structured digital lectures.
- Technical improvements, like quality of sound. More structural overview of the leactures by number, theme and dates.

- Maybe, project work that students should prepare during the semester
- .
- I believe the measures that have been taken are as good as they can be.
- Have a better option for streaming/playing back lectures. At times, either when watching a recording or when watching live, there's a disconnect between audio and screen, making it hard to navigate the recording.

Pre-recorded lectures feel less important than regular lectures, especially when they're split into multiple parts. I understand that it is tiresome to record yourself talking for two hours straight, but the more "normal" an online lecture is, the more I feel I get out of it.

- -
- x
- not sure, improve the information,
- more zoom lectures, and proper feedback to the work we hand in.
- In the beginning of the semester there was a lot of issues with the publication of the Digital lecture - so it may help by improving technical knowledge. Overall I think the teaching are good and has been good throughout the pandemic
- I hate to say it but at this point, all I want is a consistent system without changes every week - which would mean to make it all digital. Physical lectures are absolutely better than digital lectures but taking notes and remembering what was different from lecture to lecture has been overwhelming. Without a constant way of doing this, it is hard to find one strategy to best learn what needs to be learnt.
- A lesser amount of readings and an exam that isn't as heavy and vast as this one.
- Vanskelig å si, gjøre mitt uib mer brukervennlig
- drop the seminars and group assignments. Its frustrating to not be able to do a good job because of the lack of communication
- Improve the digital seminars sound quality
- .
- First, good job.

I both like following over stream, and watching later and then have the oppurtunity to pause or go back. I also like when the lectures is prerecorded and devided in shorter videos for different themes in about 15 minutes (when dividing like that is logical ofc)

- Gi et tilbud til studentene
- I think you did very well, were always accessible and open to questions, which made it easy for me as a student to keep track and be able to focus on my studies.
- digital lectures and videos
- x
- not having group asignments.
- Dette med å ha litt bedre oversikt hvor man eventuelt kan finne livestreams. Synes også livestream er et mye bedre alternativ enn å filme 5 forskjellige deler og poste dette i løpet av uken. Jeg har mye lettere å føle meg motivert av å se en forelesning live, enn å konstant utsette å se de klippene som blir postet. Zoom igjen da er enda bedre.
- I think you did a really good job! having as many lectures in person as possible and you were quick to give out information.
- I think it has been adapted well
- A little tricky figuring out which pp had one or two lectures in them, and what lectures ( lecture 1, 2, 3, etc).
- focus more on creating good digital lectures that are focused and concrete. we need to know the most important typology
- Keep holding lectures live and record it! I usually view them live, and the recorded version just before exam, to prepare! I do not enjoy the smaller video-clips recorder at home or at the office of the professor, it is difficult to follow.
- I was very happy whit the way you dealt with the lectures during this semster
- To be honest, I am not sure. Everything is so difficult and hopeless in this pandemic, but I really have no better solution myself.
- I think Zoom and Video-notes are great, because it does not feel like there are any big changes to the content, so it almost feels normal to attend those lectures.
- Some of Matthews digital lectures was posted a bit late sometimes. So I prefer when the videos are out to scheduled time, it makes easier to have a rutine and plan the study.
- I miss having day-to-day normal concersations about the syllabus in the hallways and in the breaks of lectures. I feel like talking about the syllabus with peers in an informal manner makes it easier to wrap your head around concepts and gives a greater understanding and practice in using and explaining parts of the couse. I, and probably next years students, would love if there was an arena created where we could have such discussions. I know it is difficult to create, but perhaps by creating small groups like they have in rettslære in UiO where you talk around five people in breakoutrooms in zoom about questions surrounding the litterature and a seminarleader can pop in and ask how it is going and then move on to next group. :))
- I think that the university has done a not so good job at managed the pandemic for the students. We don't have the proper reading space, witch effect our mental health. I think that during the pandemic every course should be : bestått/ ikke bestått

- As mentioned - the seminars should have been in-person (if wanted), and with the option on catching up on Zoom if one cannot meet. The groups could be divided more, and the students could discuss more frequently than only 2 times during the semester. I think this was especially hard for many exchange students, as they had to do this mostly alone.
- More zoom lectures and video notes. Stay far away from pre-recorded lectures seeing as they turned out terrible this time around.
- —
- Give students at home the opportunity to ask questions during lectures ... via chat ect. I think it will help that student can get answers to things when the teaching is going on, in addition I think it will make students feel a little more included and a little less alone.
- More information, more organisation, more communication, less self-organised group work.
- I think the teaching is done well, and believe that the improvement can be done with the organizing of it all. As mentioned the "home" page, but also where the lectures can be found (all in one place).
- ask the students more questions for discussing, since we dont have seminars it would be nice to have some discussion questions for kollokvie
- The presentations and the response notes this semester has been quite useful, but I think I'd found it a lot more useful to have a seminar every week where we could meet up and discuss the readings of the week. That gives me a weekly incentive to read the readings but also an extra way to learn by discussing it. So if it was up to me I'd maybe keep one or two of the presentations/response notes but also add a non mandatory weekly seminar.

I've noticed that people aren't very interested in discussing over zoom, so the best would be to have these in a seminar room, but if people are interested and motivated, i believe it should work online as well. And I believe one can make this possible by not making it mandatory. Then hopefully only those that are motivated to discuss would meet.

With seminars such as these I believe I wouldn't have fallen off as much as I did.

- I don't know, maybe less work because it's very consequent