

**SPA2116/4116 HØST-2013**  
**PERIODISK EMNERAPPORT**

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**Emneansvarlig:** Jeroen Vandaele  
**Andre lærer:** /

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**Innhold i den periodiske emnerapporten**

**1. Gi en vurdering av:**

- Pensum

3 MAS (MA-students) out of 4 say the *pensum* was “very useful” (svært god), 1 said “useful” (god). The replying BAS (BA-student) also said “very useful”. This seems to suggest that they were happy with the pensum although some may have worked harder than in courses with the same credits: 3 used more time, 2 did not use more time, none used less time than in comparable courses.

- Undervisning

One of the most challenging aspects of this course is that it is taught both on MA and upper-BA level. This was not perceived as having a negative impact on the teaching, apparently. The BAS write: “Læreren er av superb kvalitet, skulle ønske UiO hadde flere som ham!” The BAS fully agreed that the teaching was engaging and structured. Of the 4 MA respondents two did not come to class (but worked from a distance), as indicated by their answer (“irrelevant”) to the question if the teaching was engaging and structured. The other 2 said the classes were “very useful,” and “very engaging.” One found them “very structured,” one “structured.” One wrote a personal observation: “Emnet i seg selv syns jeg fungerer veldig bra.”

- Eksamen

3 MAS say that the papers were “very useful”, 1 that they were “useful”. The BAS also indicated “useful” and added the personal comment “God tilbakemelding.”

**2. Gir læringsutbytteformuleringene i emnebeskrivelsen en god beskrivelse av hva studentene skal kunne etter avlagt eksamen?**

The answers are positive, except for one, who writes that the information about the “vurderingsform” (*viz.* paper grading) could be better. This student in all likelihood is the student who did not attend classes but sent an extra evaluation report after receiving the mark for the final paper. In that report the student argues that the course should explicitly indicate it is not a distance-learning course and that important information is given in class. I argue that this is the world upside down: courses are not distance-learning courses unless they indicate so, and most “distance students” understand that not attending classes has disadvantages which they have to compensate for. Nonetheless, I always repeat in e-mails whatever practical information “distance students” may ask for.

**3. Fungerer emnebeskrivelsen tilfredsstillende? Sjekk følgende:**

- Statistikk over karakterer, frafall og klager.

7 MAS started, 6 finished and obtained the credits: 1 A, 2 Bs, 2 Cs and 1 D.  
2 BAS started, 2 finished and obtained the credits: 2 Cs.

- Tilbakemeldinger på informasjonen/veiledningen studentene får om emnet.

No complaints.

- Hvordan emnet fungerer i emnegruppene det inngår i.

4 MAS and the BAS said they took the course in part because “Jeg var interessert i emnets innhold”.

- Om emnet er riktig plassert med hensyn til nivå/anbefalt semester.

One MAS comments: «Jeg måtte velge dette emnet dette semesteret fordi det ikke ble undervist forrige høstsemester da jeg ønsket å ta dette. Har derfor tatt 40 poeng dette semesteret.» Two MAS indicated «Det passet bra å velge det dette semesteret».

#### 4. Har du gjort noen endringer siden forrige periodiske evaluering? Hvilke?

I have further worked on my text book for this course. It now counts 224 pages.

#### 5. Forslag til forbedringer.

I will further work on the text book.