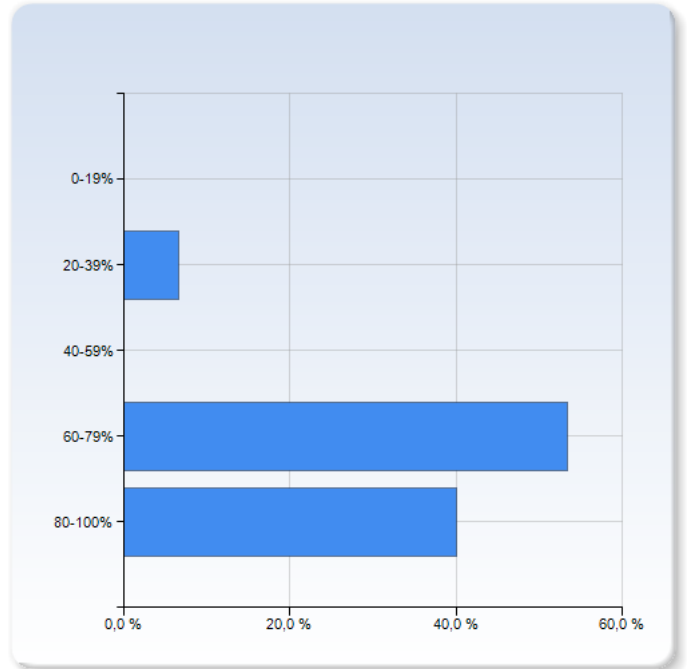


## CTR SASH76 SPRING 14

Respondents: 39  
 Answer Count: 15  
 Answer Frequency: 38,46 %

### How much of the teaching did you attend?

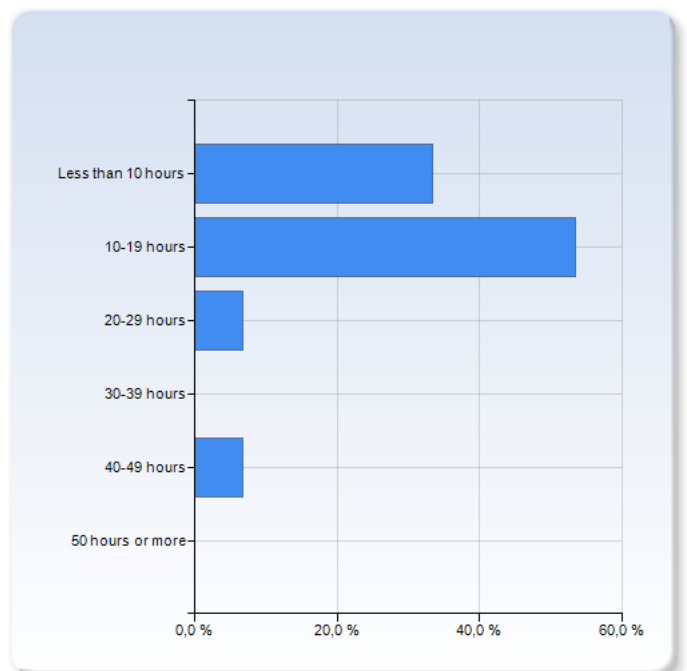
How much of the teaching did you attend?	Number of Responses
0-19%	0 (0,0%)
20-39%	1 (6,7%)
40-59%	0 (0,0%)
60-79%	8 (53,3%)
80-100%	6 (40,0%)
<b>Total</b>	<b>15 (100,0%)</b>



How much of the teaching did you attend?	Mean	Standard Deviation
	4,3	0,8

### How much time per week did you spend in total on your studies?

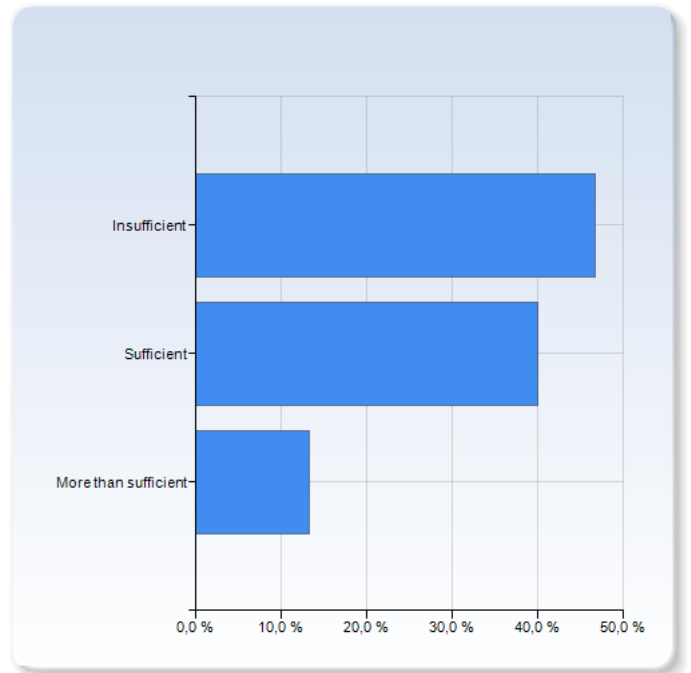
How much time per week did you spend in total on your studies?	Number of Responses
Less than 10 hours	5 (33,3%)
10-19 hours	8 (53,3%)
20-29 hours	1 (6,7%)
30-39 hours	0 (0,0%)
40-49 hours	1 (6,7%)
50 hours or more	0 (0,0%)
<b>Total</b>	<b>15 (100,0%)</b>



How much time per week did you spend in total on your studies?	Mean	Standard Deviation
	1,9	1,0

## How would you assess your prior knowledge at the start of this course?

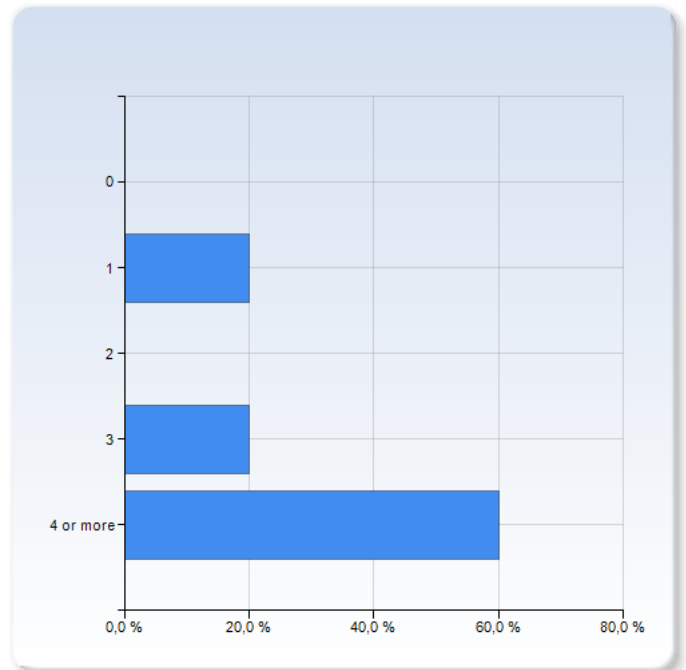
How would you assess your prior knowledge at the start of this course?	Number of Responses
Insufficient	7 (46,7%)
Sufficient	6 (40,0%)
More than sufficient	2 (13,3%)
Total	15 (100,0%)



	Mean	Standard Deviation
How would you assess your prior knowledge at the start of this course?	1,7	0,7

## For how many semesters have you previously studied at a university/university college?

For how many semesters have you previously studied at a university/university college?	Number of Responses
0	0 (0,0%)
1	3 (20,0%)
2	0 (0,0%)
3	3 (20,0%)
4 or more	9 (60,0%)
Total	15 (100,0%)



	Mean	Standard Deviation
For how many semesters have you previously studied at a university/university college?	4,2	1,2

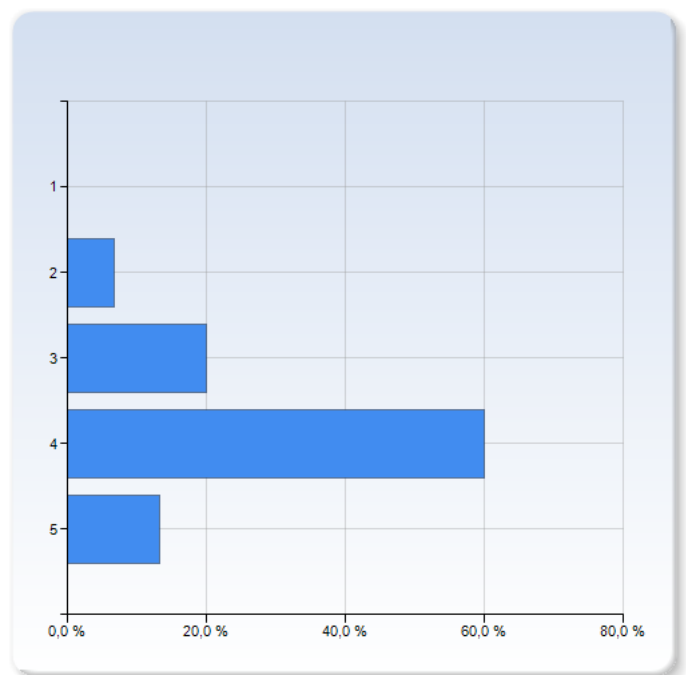
## Learning outcomes

The learning outcomes for the course are presented below. Assess first to what extent you feel these learning outcomes were addressed in teaching, in independent study and other learning activities on the course. Then assess to what extent you consider yourself to have achieved these learning outcomes yourself.

1=not at all; 5=to a very high degree

**Addressed in teaching - give a structured account of the consequences of migration in present-day Sweden on religious denominations and the relationship between religious denominations**

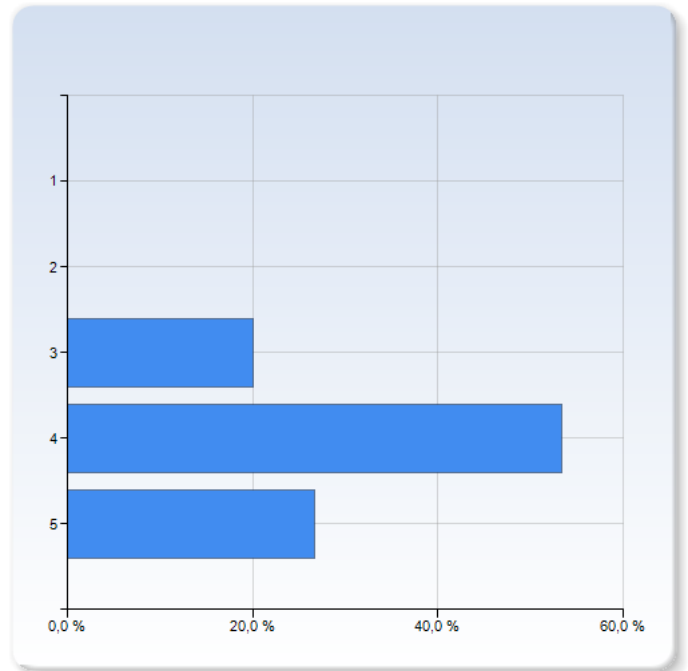
give a structured account of the consequences of migration in present-day Sweden on religious denominations and the relationship between religious denominations	Number of Responses
1	0 (0,0%)
2	1 (6,7%)
3	3 (20,0%)
4	9 (60,0%)
5	2 (13,3%)
Total	15 (100,0%)



	Mean	Standard Deviation
give a structured account of the consequences of migration in present-day Sweden on religious denominations and the relationship between religious denominations	3,8	0,8

### Addressed in teaching - fairly independently account for the impact of increased religious pluralism on Swedish society

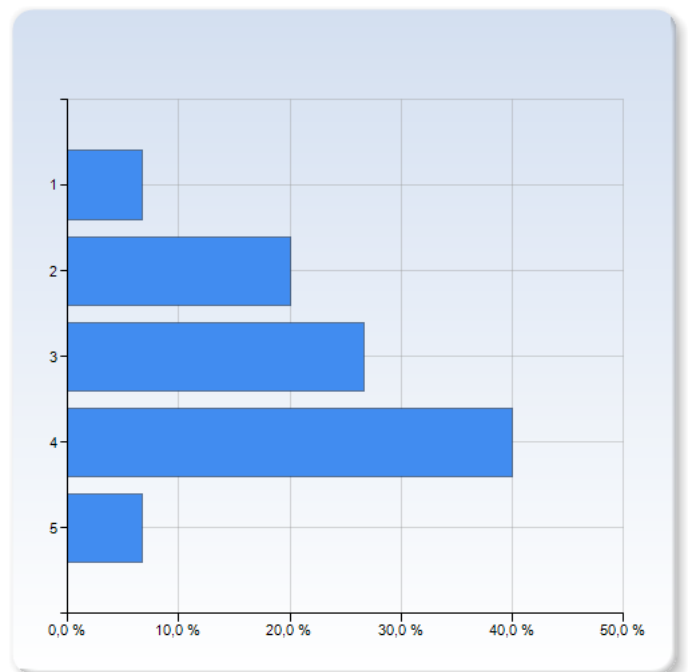
fairly independently account for the impact of increased religious pluralism on Swedish society	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	3 (20,0%)
4	8 (53,3%)
5	4 (26,7%)
Total	15 (100,0%)



	Mean	Standard Deviation
fairly independently account for the impact of increased religious pluralism on Swedish society	4,1	0,7

### Addressed in teaching - analyse the consequences of the changes in religious denominations due to migration on the basis of theories in religious studies and migration studies

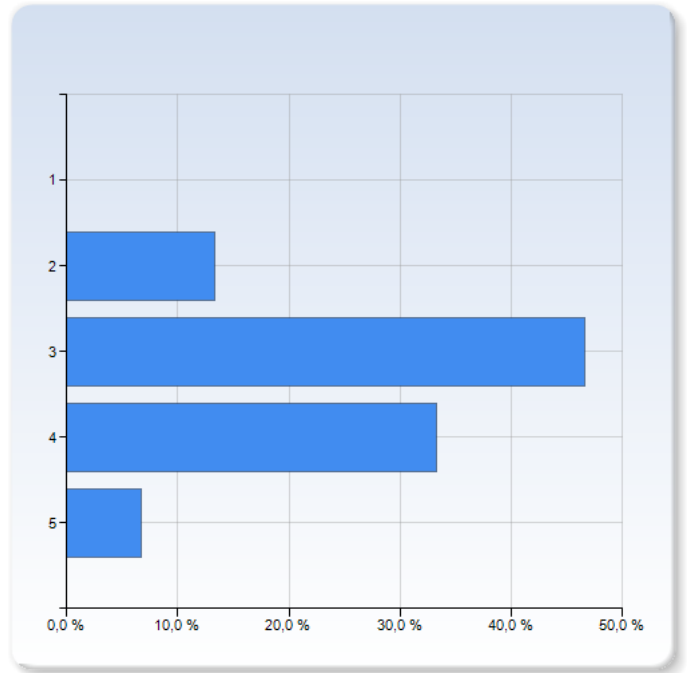
analyse the consequences of the changes in religious denominations due to migration on the basis of theories in religious studies and migration studies	Number of Responses
1	1 (6,7%)
2	3 (20,0%)
3	4 (26,7%)
4	6 (40,0%)
5	1 (6,7%)
Total	15 (100,0%)



	Mean	Standard Deviation
analyse the consequences of the changes in religious denominations due to migration on the basis of theories in religious studies and migration studies	3,2	1,1

**Addressed in teaching - analyse the societal changes caused by increased religious pluralism on the basis of theories in religious studies and migration studies**

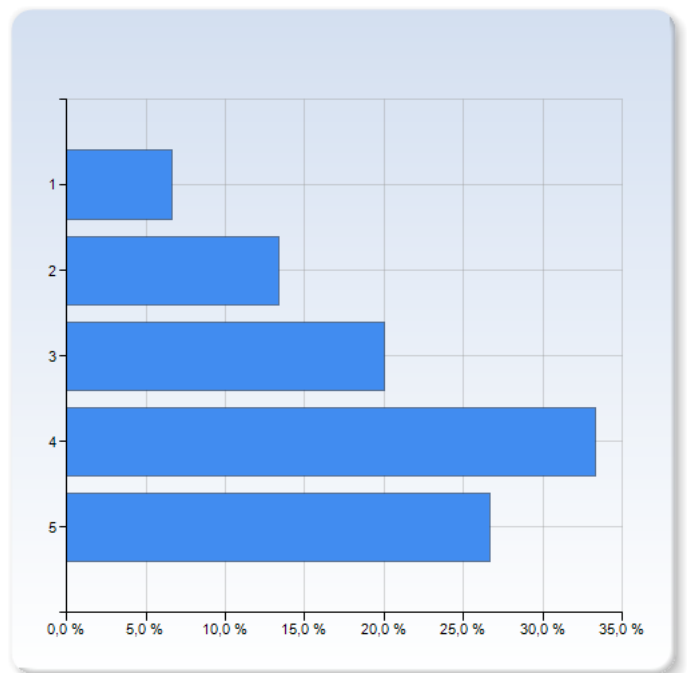
analyse the societal changes caused by increased religious pluralism on the basis of theories in religious studies and migration studies	Number of Responses
1	0 (0,0%)
2	2 (13,3%)
3	7 (46,7%)
4	5 (33,3%)
5	1 (6,7%)
Total	15 (100,0%)



analyse the societal changes caused by increased religious pluralism on the basis of theories in religious studies and migration studies	Mean	Standard Deviation
	3,3	0,8

**Addressed in teaching - analytically and critically problematise the concepts religion and migration**

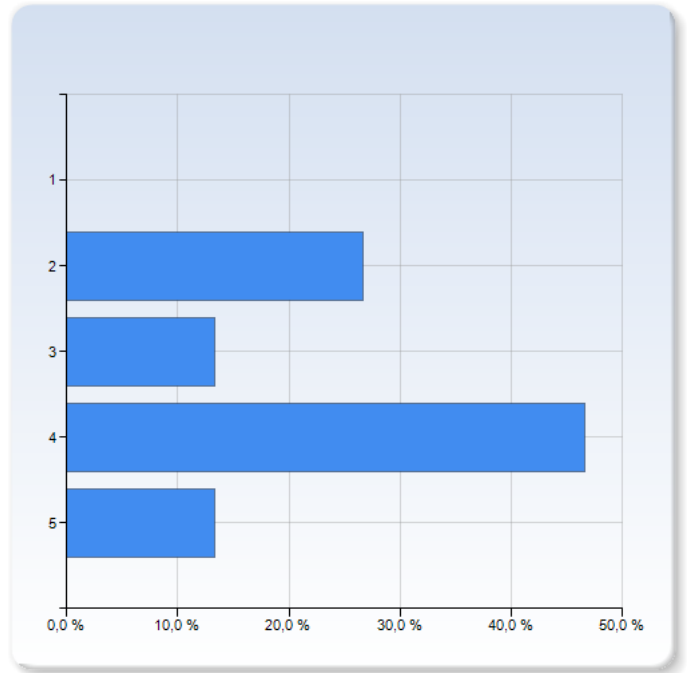
analytically and critically problematise the concepts religion and migration	Number of Responses
1	1 (6,7%)
2	2 (13,3%)
3	3 (20,0%)
4	5 (33,3%)
5	4 (26,7%)
Total	15 (100,0%)



analytically and critically problematise the concepts religion and migration	Mean	Standard Deviation
	3,6	1,2

**Addressed in teaching - assess the changes in religious denominations due to migration from the perspectives of gender and power**

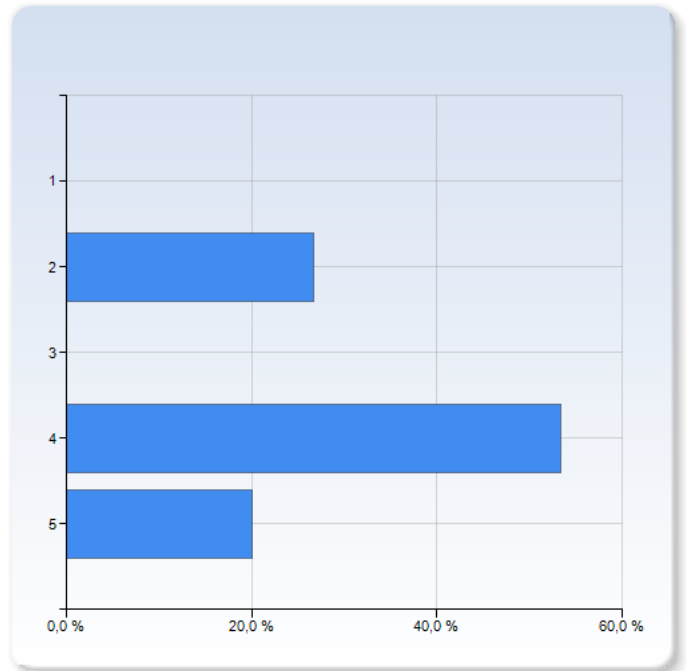
assess the changes in religious denominations due to migration from the perspectives of gender and power	Number of Responses
1	0 (0,0%)
2	4 (26,7%)
3	2 (13,3%)
4	7 (46,7%)
5	2 (13,3%)
Total	15 (100,0%)



assess the changes in religious denominations due to migration from the perspectives of gender and power	Mean	Standard Deviation
	3,5	1,1

**Addressed in teaching - critically assess the impact on society of increased religious pluralism from the perspectives of gender and power**

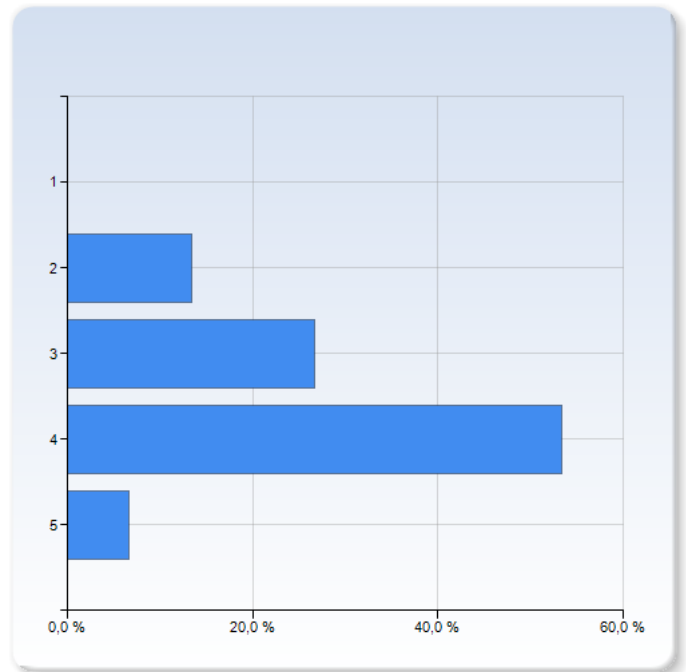
critically assess the impact on society of increased religious pluralism from the perspectives of gender and power	Number of Responses
1	0 (0,0%)
2	4 (26,7%)
3	0 (0,0%)
4	8 (53,3%)
5	3 (20,0%)
Total	15 (100,0%)



critically assess the impact on society of increased religious pluralism from the perspectives of gender and power	Mean	Standard Deviation
	3,7	1,1

## Your own achievement - give a structured account of the consequences of migration in present-day Sweden on religious denominations and the relationship between religious denominations

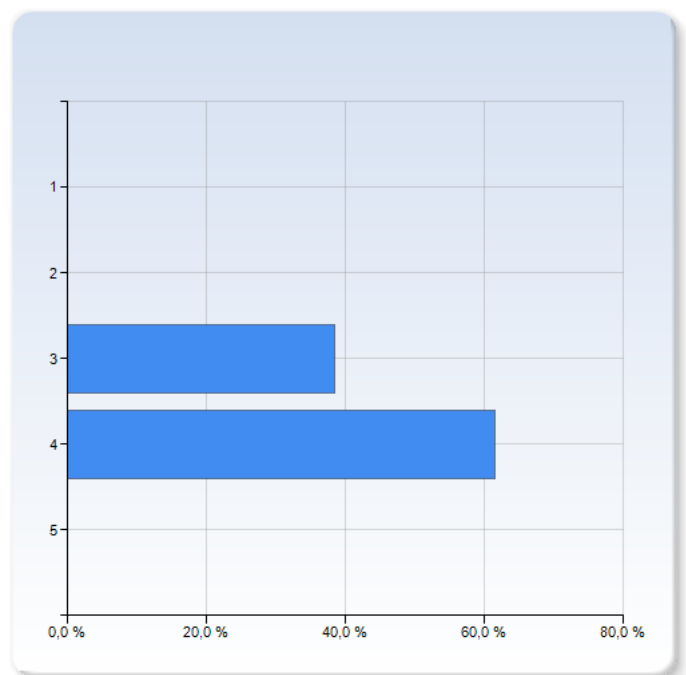
give a structured account of the consequences of migration in present-day Sweden on religious denominations and the relationship between religious denominations	Number of Responses
1	0 (0,0%)
2	2 (13,3%)
3	4 (26,7%)
4	8 (53,3%)
5	1 (6,7%)
<b>Total</b>	<b>15 (100,0%)</b>



give a structured account of the consequences of migration in present-day Sweden on religious denominations and the relationship between religious denominations	Mean	Standard Deviation
	3,5	0,8

## Your own achievement - fairly independently account for the impact of increased religious pluralism on Swedish society

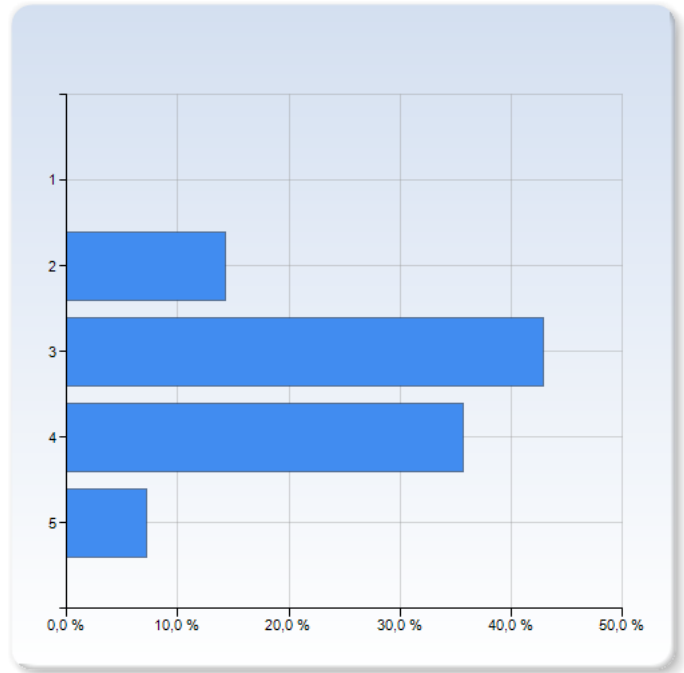
fairly independently account for the impact of increased religious pluralism on Swedish society	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	5 (38,5%)
4	8 (61,5%)
5	0 (0,0%)
<b>Total</b>	<b>13 (100,0%)</b>



fairly independently account for the impact of increased religious pluralism on Swedish society	Mean	Standard Deviation
	3,6	0,5

**Your own achievement - analyse the consequences of the changes in religious denominations due to migration on the basis of theories in religious studies and migration studies**

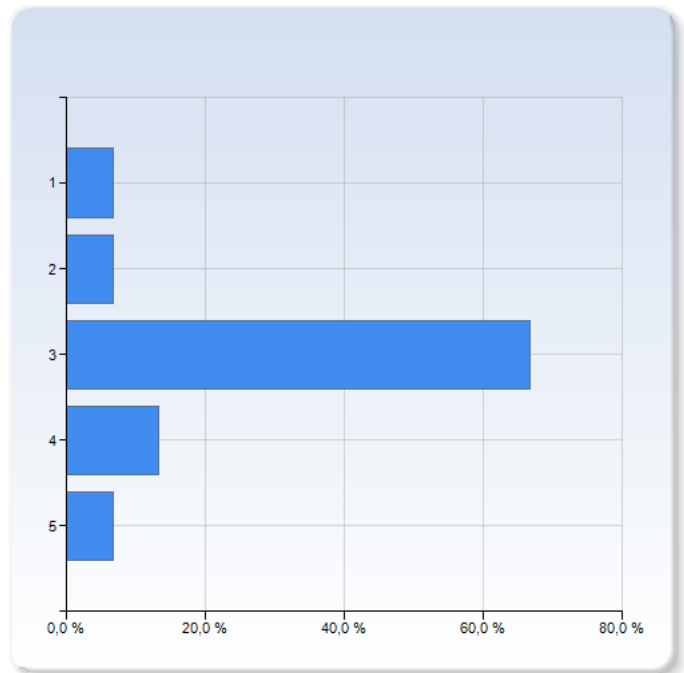
analyse the consequences of the changes in religious denominations due to migration on the basis of theories in religious studies and migration studies	Number of Responses
1	0 (0,0%)
2	2 (14,3%)
3	6 (42,9%)
4	5 (35,7%)
5	1 (7,1%)
<b>Total</b>	<b>14 (100,0%)</b>



	Mean	Standard Deviation
analyse the consequences of the changes in religious denominations due to migration on the basis of theories in religious studies and migration studies	3,4	0,8

**Your own achievement - analyse the societal changes caused by increased religious pluralism on the basis of theories in religious studies and migration studies**

analyse the societal changes caused by increased religious pluralism on the basis of theories in religious studies and migration studies	Number of Responses
1	1 (6,7%)
2	1 (6,7%)
3	10 (66,7%)
4	2 (13,3%)
5	1 (6,7%)
<b>Total</b>	<b>15 (100,0%)</b>

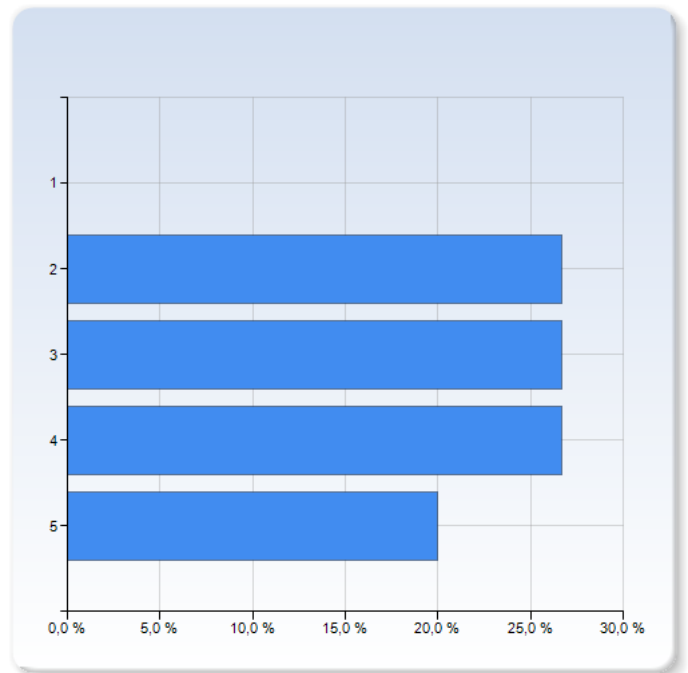


	Mean	Standard Deviation
analyse the societal changes caused by increased religious pluralism on the basis of theories in religious studies and migration studies	3,1	0,9



## Your own achievement - analytically and critically problematise the concepts religion and migration

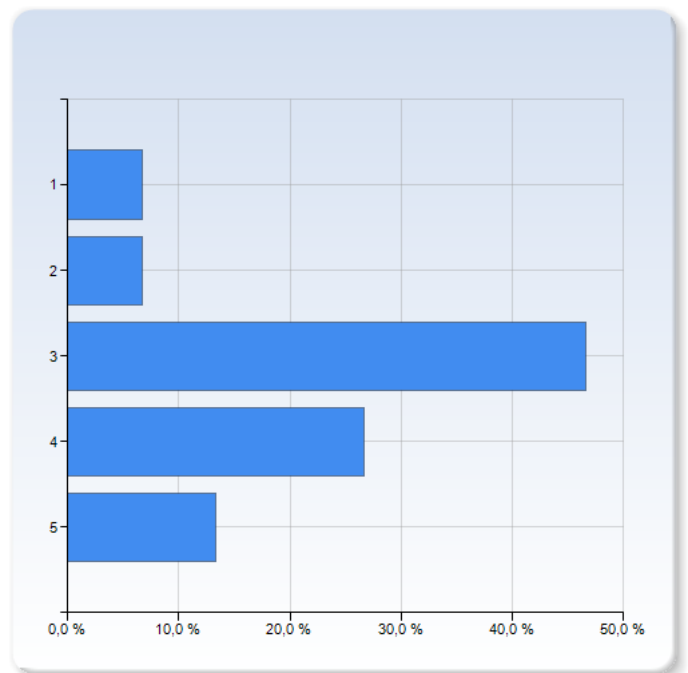
analytically and critically problematise the concepts religion and migration	Number of Responses
1	0 (0,0%)
2	4 (26,7%)
3	4 (26,7%)
4	4 (26,7%)
5	3 (20,0%)
Total	15 (100,0%)



analytically and critically problematise the concepts religion and migration	Mean	Standard Deviation
	3,4	1,1

## Your own achievement - assess the changes in religious denominations due to migration from the perspectives of gender and power

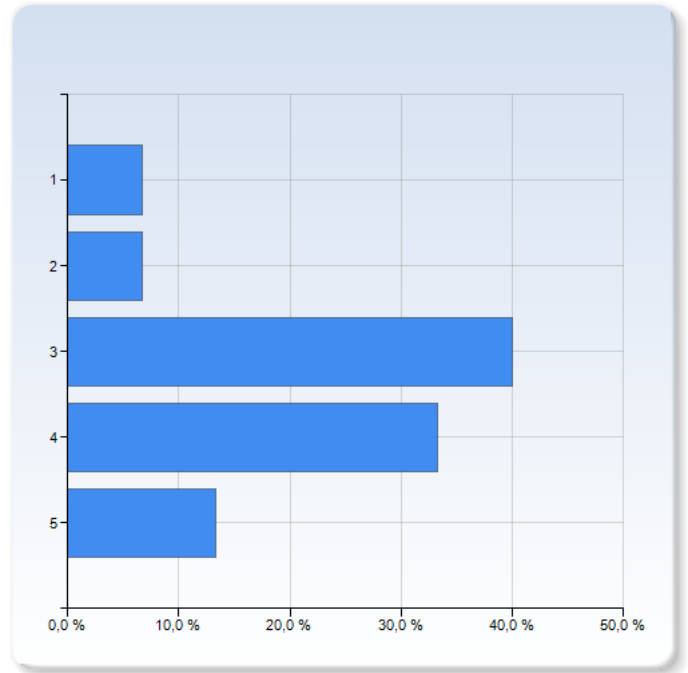
assess the changes in religious denominations due to migration from the perspectives of gender and power	Number of Responses
1	1 (6,7%)
2	1 (6,7%)
3	7 (46,7%)
4	4 (26,7%)
5	2 (13,3%)
Total	15 (100,0%)



assess the changes in religious denominations due to migration from the perspectives of gender and power	Mean	Standard Deviation
	3,3	1,0

## Your own achievement - critically assess the impact on society of increased religious pluralism from the perspectives of gender and power

critically assess the impact on society of increased religious pluralism from the perspectives of gender and power	Number of Responses
1	1 (6,7%)
2	1 (6,7%)
3	6 (40,0%)
4	5 (33,3%)
5	2 (13,3%)
Total	15 (100,0%)



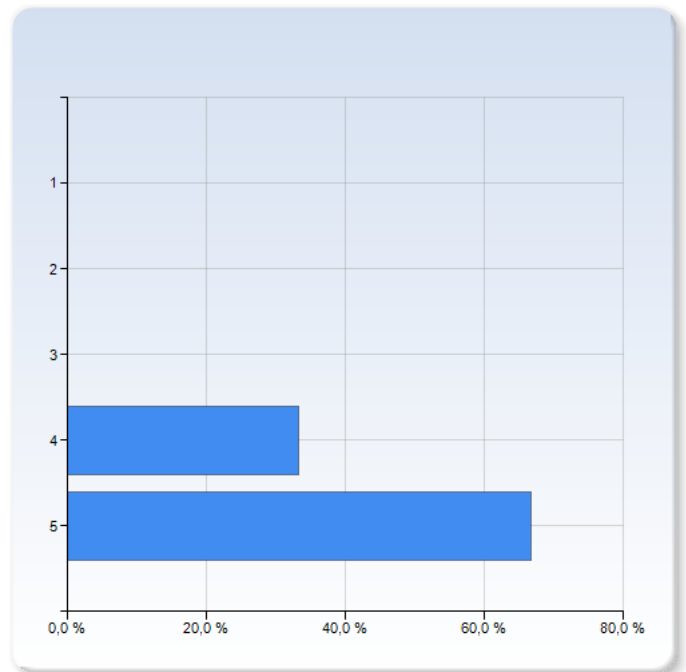
critically assess the impact on society of increased religious pluralism from the perspectives of gender and power	Mean	Standard Deviation
	3,4	1,1

Consider the following statements.

1=disagree completely with the statement; 5=agree completely with the statement

Information on the structure of the course, timetable, examination and required reading was clear.

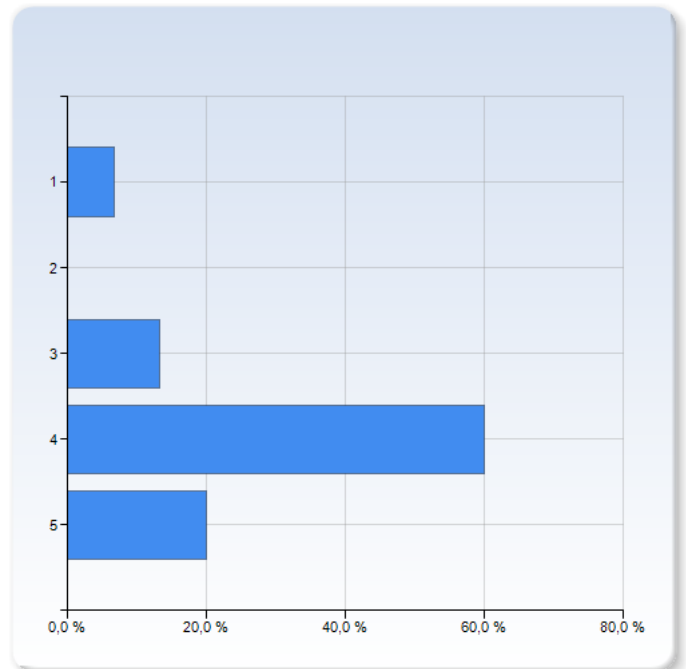
Information on the structure of the course, timetable, examination and required reading was clear.	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	0 (0,0%)
4	5 (33,3%)
5	10 (66,7%)
Total	15 (100,0%)



Information on the structure of the course, timetable, examination and required reading was clear.	Mean	Standard Deviation
	4,7	0,5

The examination tested whether I had achieved the course's learning outcomes.

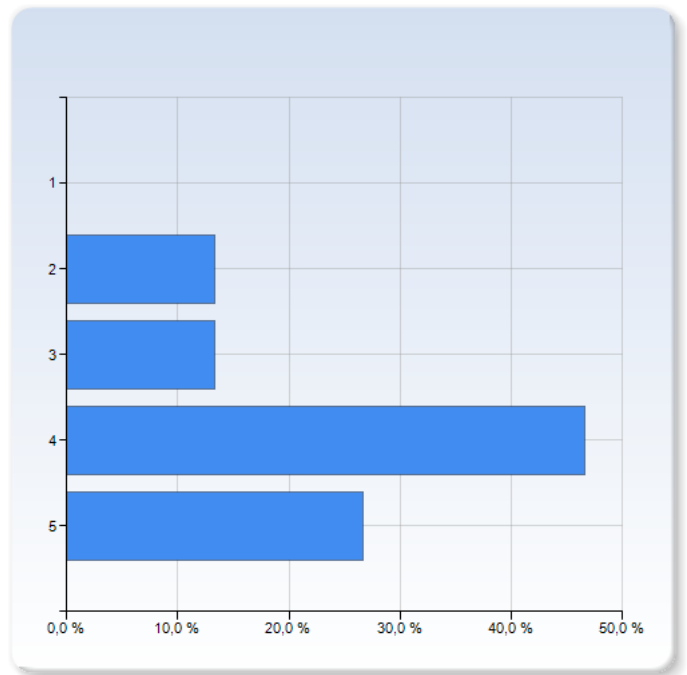
The examination tested whether I had achieved the course's learning outcomes.	Number of Responses
1	1 (6,7%)
2	0 (0,0%)
3	2 (13,3%)
4	9 (60,0%)
5	3 (20,0%)
Total	15 (100,0%)



The examination tested whether I had achieved the course's learning outcomes.	Mean	Standard Deviation
	3,9	1,0

**The lecturers were able to answer relevant questions about the course and the course contents.**

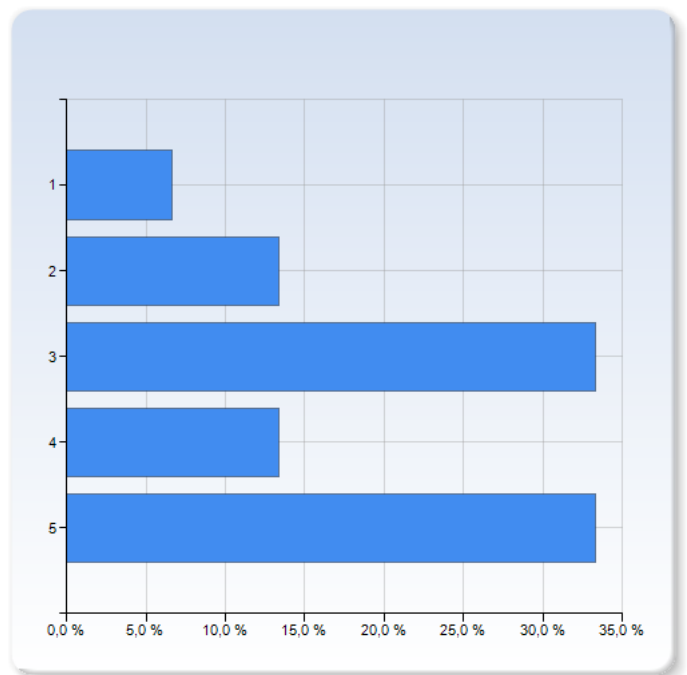
The lecturers were able to answer relevant questions about the course and the course contents.	Number of Responses
1	0 (0,0%)
2	2 (13,3%)
3	2 (13,3%)
4	7 (46,7%)
5	4 (26,7%)
Total	15 (100,0%)



The lecturers were able to answer relevant questions about the course and the course contents.	Mean	Standard Deviation
	3,9	1,0

**The teaching motivated me to do my best.**

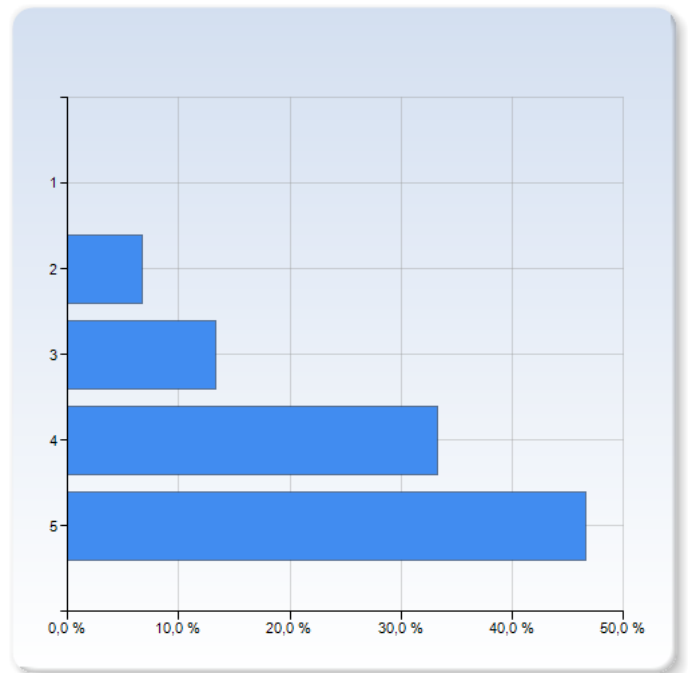
The teaching motivated me to do my best.	Number of Responses
1	1 (6,7%)
2	2 (13,3%)
3	5 (33,3%)
4	2 (13,3%)
5	5 (33,3%)
Total	15 (100,0%)



The teaching motivated me to do my best.	Mean	Standard Deviation
	3,5	1,3

### I took responsibility for my own learning during this course.

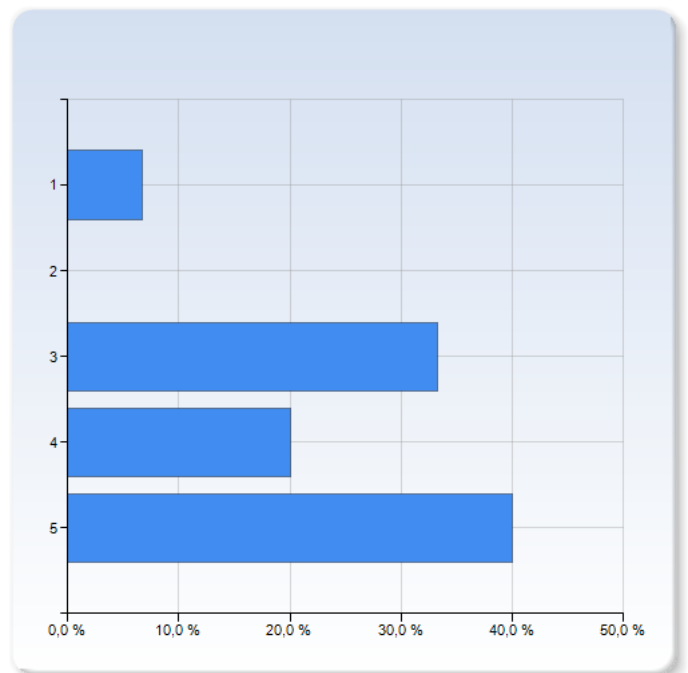
I took responsibility for my own learning during this course.	Number of Responses
1	0 (0,0%)
2	1 (6,7%)
3	2 (13,3%)
4	5 (33,3%)
5	7 (46,7%)
Total	15 (100,0%)



I took responsibility for my own learning during this course.	Mean	Standard Deviation
	4,2	0,9

### I contributed to a good learning environment during this course.

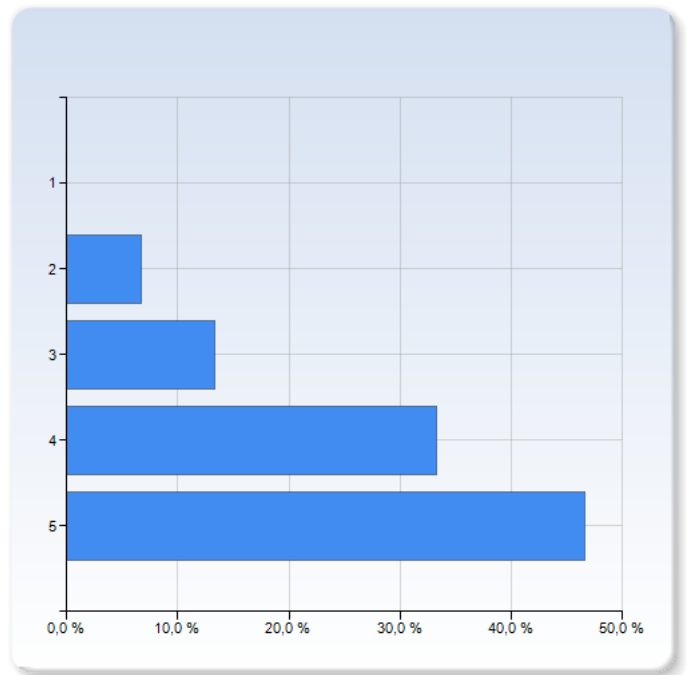
I contributed to a good learning environment during this course.	Number of Responses
1	1 (6,7%)
2	0 (0,0%)
3	5 (33,3%)
4	3 (20,0%)
5	6 (40,0%)
Total	15 (100,0%)



I contributed to a good learning environment during this course.	Mean	Standard Deviation
	3,9	1,2

**Communication with the lecturers on the course worked well.**

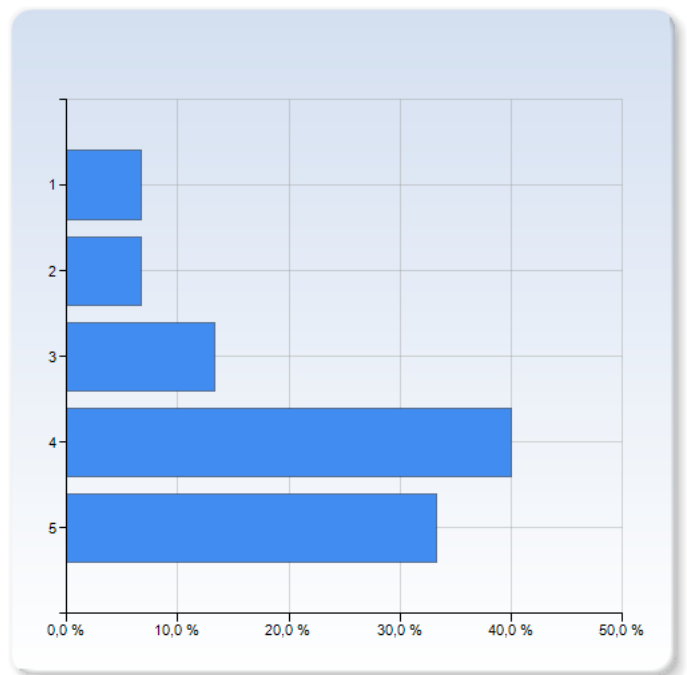
Communication with the lecturers on the course worked well.	Number of Responses
1	0 (0,0%)
2	1 (6,7%)
3	2 (13,3%)
4	5 (33,3%)
5	7 (46,7%)
Total	15 (100,0%)



Communication with the lecturers on the course worked well.	Mean	Standard Deviation
	4,2	0,9

**I received good information on what was expected of me on the course.**

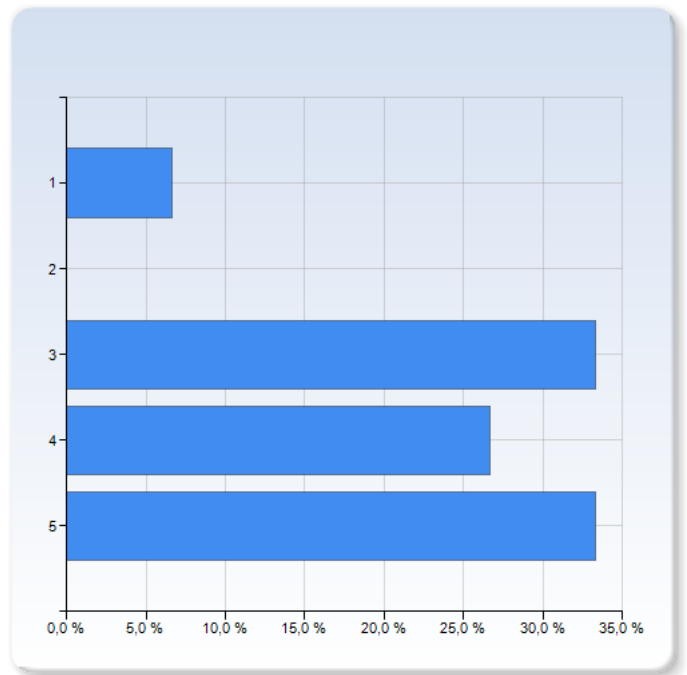
I received good information on what was expected of me on the course.	Number of Responses
1	1 (6,7%)
2	1 (6,7%)
3	2 (13,3%)
4	6 (40,0%)
5	5 (33,3%)
Total	15 (100,0%)



I received good information on what was expected of me on the course.	Mean	Standard Deviation
	3,9	1,2

### My cooperation with other students on this course worked well.

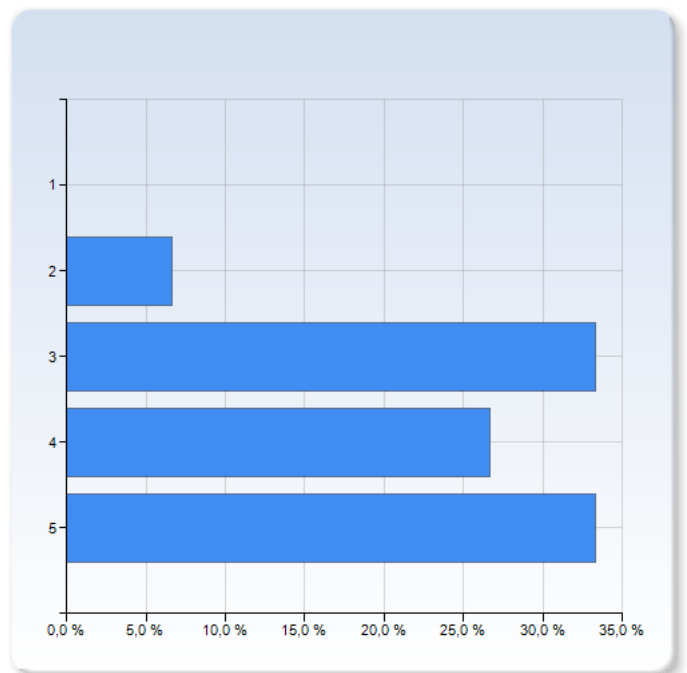
My cooperation with other students on this course worked well.	Number of Responses
1	1 (6,7%)
2	0 (0,0%)
3	5 (33,3%)
4	4 (26,7%)
5	5 (33,3%)
Total	15 (100,0%)



My cooperation with other students on this course worked well.	Mean	Standard Deviation
	3,8	1,1

### The examination/forms of examination motivated me to learn.

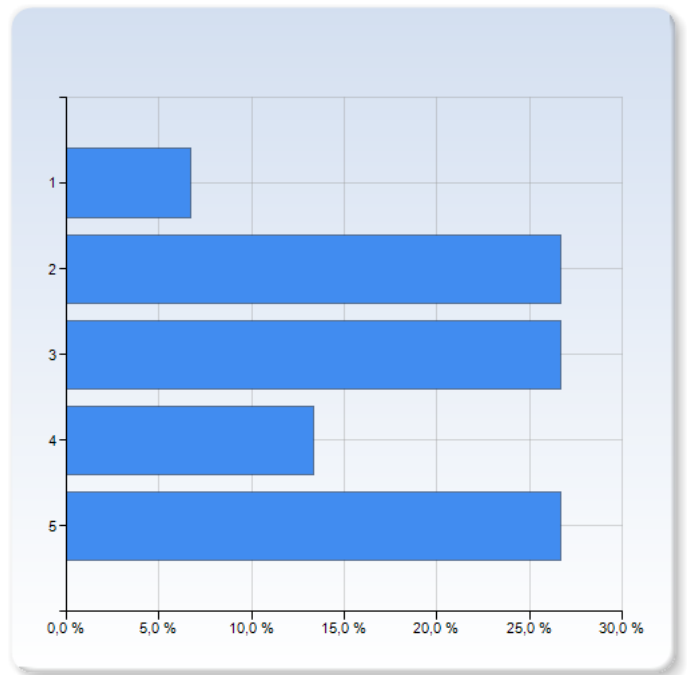
The examination/forms of examination motivated me to learn.	Number of Responses
1	0 (0,0%)
2	1 (6,7%)
3	5 (33,3%)
4	4 (26,7%)
5	5 (33,3%)
Total	15 (100,0%)



The examination/forms of examination motivated me to learn.	Mean	Standard Deviation
	3,9	1,0

**The work effort required of me during the course was too great.**

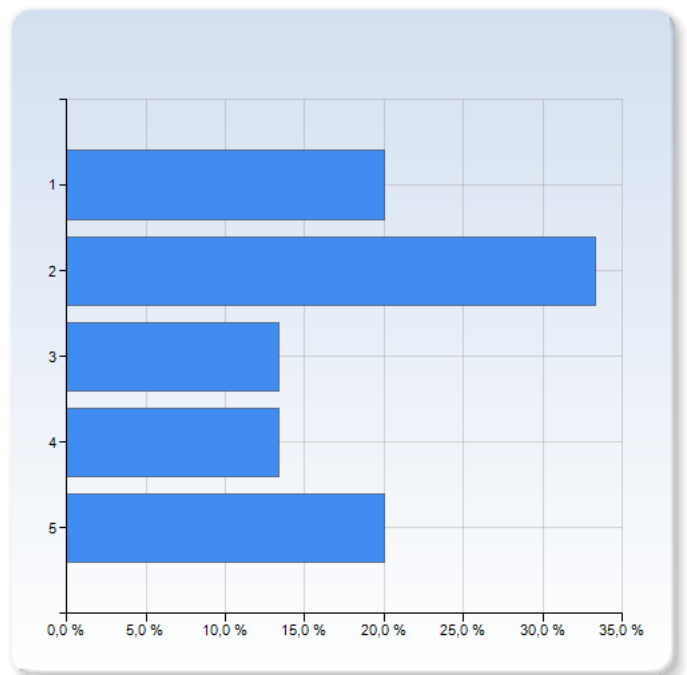
The work effort required of me during the course was too great.	Number of Responses
1	1 (6,7%)
2	4 (26,7%)
3	4 (26,7%)
4	2 (13,3%)
5	4 (26,7%)
Total	15 (100,0%)



The work effort required of me during the course was too great.	Mean	Standard Deviation
	3,3	1,3

**During the course I received valuable comments on my study performance from my lecturers.**

During the course I received valuable comments on my study performance from my lecturers.	Number of Responses
1	3 (20,0%)
2	5 (33,3%)
3	2 (13,3%)
4	2 (13,3%)
5	3 (20,0%)
Total	15 (100,0%)

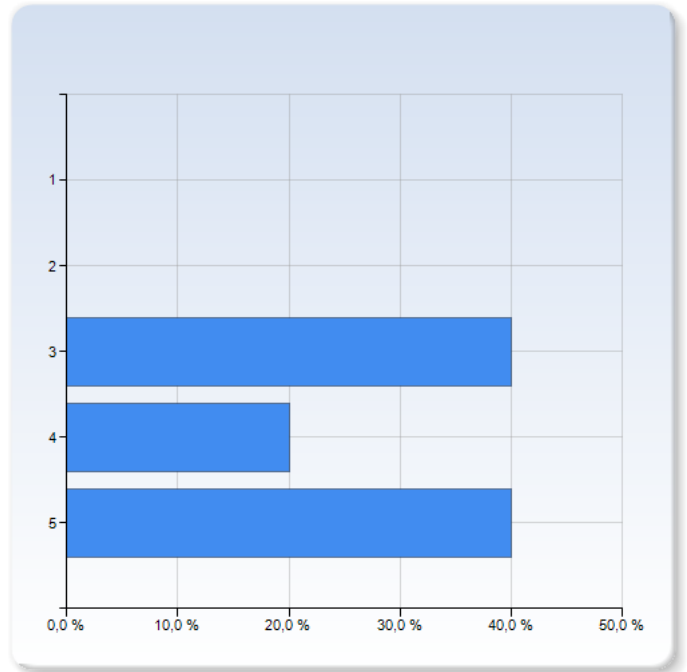


During the course I received valuable comments on my study performance from my lecturers.	Mean	Standard Deviation
	2,8	1,5



**The course material (e.g. compendia, course homepage, books) supported my learning.**

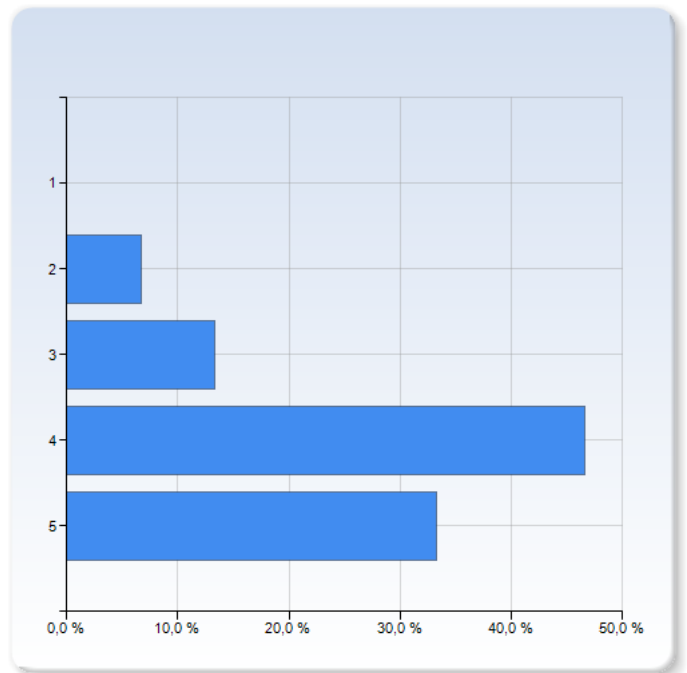
The course material (e.g. compendia, course homepage, books) supported my learning.	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	6 (40,0%)
4	3 (20,0%)
5	6 (40,0%)
Total	15 (100,0%)



The course material (e.g. compendia, course homepage, books) supported my learning.	Mean	Standard Deviation
	4,0	0,9

**My lecturers were good at explaining.**

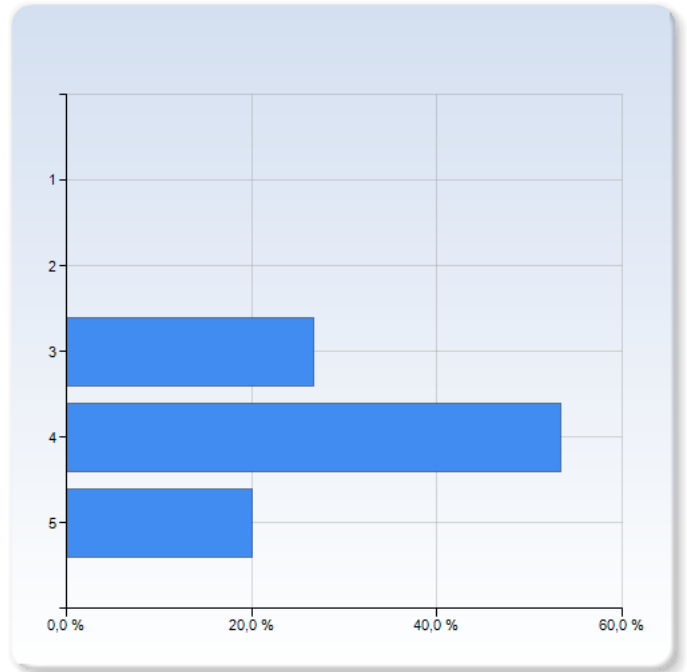
My lecturers were good at explaining.	Number of Responses
1	0 (0,0%)
2	1 (6,7%)
3	2 (13,3%)
4	7 (46,7%)
5	5 (33,3%)
Total	15 (100,0%)



My lecturers were good at explaining.	Mean	Standard Deviation
	4,1	0,9

**I feel that all the students were well received on this course.**

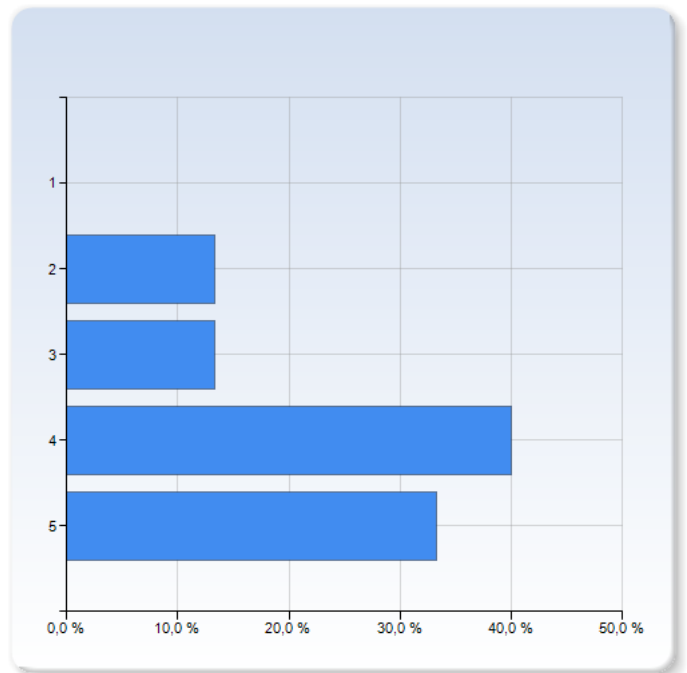
I feel that all the students were well received on this course.	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	4 (26,7%)
4	8 (53,3%)
5	3 (20,0%)
Total	15 (100,0%)



I feel that all the students were well received on this course.	Mean	Standard Deviation
I feel that all the students were well received on this course.	3,9	0,7

**Overall I am satisfied with the course.**

Overall I am satisfied with the course.	Number of Responses
1	0 (0,0%)
2	2 (13,3%)
3	2 (13,3%)
4	6 (40,0%)
5	5 (33,3%)
Total	15 (100,0%)



Overall I am satisfied with the course.	Mean	Standard Deviation
Overall I am satisfied with the course.	3,9	1,0

## **SUMMARY OF COMMENTS**

The answer frequency is fairly high (38,46 %). The respondents' commentaries, however, touch upon a few topics only.

### **GROUP DYNAMICS**

Several commentators express that the group dynamics should be improved. At times one has experienced too many students being absent from class, too strong guidance by lecturers in discussions at the cost of student participation, and too little of practical approaches and following up in relation to the excursions/study visits.

However, the great variety of ethnical/religious groups in class was helpful in order to understand the topic of the course.

### **EXAMINATION**

Some commentaries touch upon the forms of examination as the present forms are "too long". Instead, the examination could have been divided into e.g. weekly assignments or more time given for the final examination.

The presentations in class were in most cases profitable to all participants.

Some think that the course should be more critical in order to involve the present day discussions on migration in Sweden.

### **EXCURSIONS/STUDY VISITS**

A clear majority of the respondents refers to the excursions/study visits as the greatest benefit of the course. One finds that the questions discussed in class were put in perspective, both theoretically and practical. One respondent suggests that the excursions, however, should involve more of practical training, for example, meditation at the Zen centre and not be reduced into a question-and-answer thing.

### **LITERATURE**

Some respondents question whether this course should be in English at all if there is, according to the lecturers, a problem of finding proper course material on migration in Sweden in English.

### **COMMENTARIES**

The students who responded to the evaluation stated throughout that the course objectives were addressed during the course; also that the examination covered the learning objectives. The information and communication about the course were perceived to have been clear. Teaching motivated all those who responded to the evaluation to perform well, and all fifteen have taken responsibility for their own learning and the learning environment. The work effort was seen as too big by five students and they have received comments on their learning during the course. All fifteen respondents are in favor of the course material, and an overwhelming majority believes that teachers have been good at explaining. They all felt well-received during the course. On the summary question of satisfaction with the course, the average value of the fifteen answered evaluations is 3.9. The open ended questions show that there could have been a more critical attitude to the topic during the course and more discussions where students' knowledge would be more utilized. Study visits were perceived as very positive.

When the course is offered again, we will continue to let the study visits to be included and open up for more critical discussions and students' knowledge will be utilized to a greater extent.