



Course evaluation and course reports

Introductions

Name: Arvid Bertilsson

A **student**, first and foremost.

President of the *Uppsala Law Association* - a **student union**.

- *How can you increase **response rates** for course evaluations? Tips and advice?*

One can start by asking:

Why are course evaluations important to students? Why would students, after a course, spend time to evaluate it?

Why, and under what circumstances, do you yourself answer evaluation questions?

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Why are course evaluations important to students? Why would students, after a course, spend time to evaluate it?

Students are, generally, engaged and interested people. The attention of young people are, however, a sought after commodity, and you have powerful competition.

Either:

- A student likes the course and wants to highlight good things
- A student is discontent and wants to shed light on things in need of improvement
- A student evaluates the course because they are requested to, or are prompted to evaluate the course through convincing persuasion.

- *Transparency. Making the course evaluation work public is key.*
 - *Publish the course reports somewhere accessible. Are there ways of compiling the reports for easy overview?*
 - *There must be a feeling of meaningfulness to evaluating. Some students use evaluation to highlight things about the course that bothered them. Others are motivated by the opportunity to bring light to good teachers or interesting ideas. Show students that constructive criticism is brought onboard.*
 - *Evaluation requests should be associated with teachers. You are more likely to answer evaluation questions if you a connection to the one who requests it. Students are no different.*

The trick is to make evaluation feel meaningful or important.

Make time for evaluation during your scheduled activities - the time spent outside the classroom is out of your control.

*The Student Unions share your interest in course evaluation. Cooperate with us!
We might also be able to help cheat the system a bit.*

Thank you!