



MPCT Study Programme Report 2005



University of Tromsø

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Study Program Report 2005, Master's Degree Programme in Peace and Conflict Transformation

§ 1. Presentation of the Study Programme

1.1 Background

The Faculty of Social Science at the University of Tromsø offers a *Master's Degree Programme in Peace and Conflict Transformation* (MPCT). The first students started at the programme in August 2002. A new group of students has been admitted in the programme every autumn since then. The next admission is planned for August 2006.

The MPCT has a length of two years. During the programme the students shall acquire the ability to analyse, and improve their capacity to handle and propose solutions to complicated conflict formations at different levels of society. The programme takes an interdisciplinary approach covering a variety of mandatory courses, which students can combine with elective courses and specialisations in various fields.

1.2 Content

The overall theme of this Master's Degree Programme is the problem of violence and violence reduction. The programme in Peace Studies at the University of Tromsø has been designed to provide the student with knowledge and training in reflection on the causes and consequences of violence, problems, circumstances and relations, which may increase the possibility of violence, as well as exploring possibilities of violence reduction under varying circumstances. Although this gives an explicit value-direction to the course of study, the scientific requirements of explicitness about assumptions and methodology, verification of findings and validity of conclusions are the same as in other human and social sciences.

The programme consists in 120 credits (ECTS), spread in five compulsory courses and two electives:

Compulsory Courses

- **SVF- 3021 – Integrated Peace Studies (20 credits):** This course explores some important philosophical and theoretical debates regarding peace and peace-research. These provide the foundation for the analysis of peace, violence, and conflict management and resolution in historical and political perspectives. The course is divided into two distinct but related components:
 - (i) Peace Studies: Philosophy, theory and epistemology
 - (ii) The Western global order in philosophical, historical and theoretical perspective.

- **SVF- 3022 – Culture, Conflict and Society (10 credits):** This course employs anthropological, religious and psychological perspectives on conflict, peace and conflict transformation. The focus is on conflict and violence as human experiences - cultural and psychological. The associated complex issues of cultural difference form a critical backdrop to efforts to understand conflict and violence in their various manifestations.
- **SVF- 3023- Specialisation With Methodology (10 credits):** This subject is an informal course, which starts by agreement with a thesis supervisor in March and runs until November. The project proposal is intended to define the empirical basis of the proposed work (literature, fieldwork, data collection) and discuss the theoretical and methodological framework and choices for the master's dissertation. Such methodological and theoretical foundations will be developed further through a course of reading, tailored to the student's needs and production of a research-paper. This should form a central component of the final dissertation.
- **SVF – 3024 Conflict Resolution and Conflict Transformation (20 credits):** SVF-3024 examines in greater depth the political and social dimensions of conflict, violence and peace, and a range of highly divergent strategies for managing, resolving and/or transforming conflict. The course consists of two distinct but related components:
 - (i) Social and political violence
 - (ii) The pursuit of peace: Conflict management and resolution.
- **SVF-3901 Master's Thesis (40 credits):** Completion of the master's dissertation (based on the student's individual research-project) in consultation with an academic supervisor.

Elective Courses

Elective courses vary from one semester to the other. The students can choose individually between approved courses (mostly at the 3000-level) offered by other departments. In the past, the electives have been 10 credit courses in English offered by the departments of Literature, Political Science, Sociology, History, Social Anthropology, Social Planning, the Faculty of Law, Education and the Visual Cultural Studies.

1.3 Career options, target group and admission

The students in the programme receive high quality academic preparation that is relevant for positions in governmental, non-governmental and humanitarian organisations; private institutions; diplomacy; and academic work, within the social sciences, humanities, law or health sciences. The programme is directed at students formed in these four fields of study. Applicants must document at least three years of studies at university level beyond the basic entrance requirement, equivalent to a Bachelor degree or similar. Preference will be given to applicants who can document academic work, experience and interest in topics related to peace and conflict transformation. Applicants must therefore enclose a statement of purpose or personal essay of approximately 2 pages, describing their interest and/or experience in this field. The program will be taught in English and applicants must be able to document adequate proficiency in English. The program has an international recruitment of

students, with a mixture of students from Nordic and non-Nordic countries. Admission is limited to 24 seats.

§ 2. Evaluation of the Programme: Methods and Schedule

The evaluation of the MPCT is divided in:

2.1. Student Evaluations

Made through:

a) The Student Staff Liaison (SSL): Which meets once every month to perform oral discussions of relevant issues. The group consists of four representatives elected by the students and three staff members.

b) Electronic Questionnaires in Quest Back: Which attempt to measure the students' evaluation of the quality of the lecturers. In the Autumn 2005 semester, students will be asked to fill out electronic forms three times in the course of the semester. However, this method was not implemented in the period Autumn 2004-Spring 2005, where the questionnaires were filled out manually by the students. Partly based on these questionnaires, the Executive Officer in the CPS generates Evaluation Reports on each topic.

c) Group evaluations of the subjects: The students meet at the end of the semester. They are divided in groups of four and they fill out a form for each subject they have coursed that semester. The purpose of this meeting is that the students get to evaluate how the different parts of the subjects relate to each other in terms of the overall structure of the study, the content and the build up of knowledge that is being generated.

At the end of each semester, the Executive Officer of the Centre for Peace Studies (CPS) organises this information and generates Evaluation Reports for each subject. These reports are part of the input used in the yearly Study Programme Evaluation performed in September.

2.2. Lecturer Evaluations

Made through:

a) Electronic Questionnaires in Quest Back: Lecturers are asked to fill out electronic forms as soon as possible, after each of them is done with the lectures they are responsible for in the programme. This method of evaluation has only been implemented once in the period Autumn 2004-Spring 2005, with the topic SVF- 3024 Conflict Resolution and Conflict Transformation.

b) Evaluation by the Academic Coordinator: The academic coordinator writes a short general evaluation of the different subjects.

At the end of each semester the Executive Officer of the CPS organises the results in reports on the lecturers' evaluation of each subject. These reports are part of the input that is used in the yearly Study Programme Evaluation performed in September.

2.3. Study Programme Evaluations: Performed by the Student Staff Liaison and two representatives of the CPS Board, considering the reports that resulted from all of the other preceding evaluations.

In the period Autumn 2004- Spring 2005, the Study Programme Evaluation was performed Thursday, September 22nd, 2005. The participants in the *MPCT Evaluation Group 2005* were:

MPCT Evaluation Group 2005

- **Kjersti Fløtten, SSL member and student representative for the MPCT class 2005.**
- **André Mundal. SSL member and student representative for the MPCT class 2005.**
- **Siv Helland Oftedal. Substitute SSL member and student representative for the MPCT class 2004.**
- **Yodit Zenebe Mekuria. SSL member and student representative for the MPCT class 2004.**
- **Åsne Refsdal. Member of the CPS Board.**
- **Gunhild Hoogensen. Member of the CPS Board.**
- **Hildegunn Bruland. Senior Executive Officer. CPS.**
- **Alberto Valiente Thoresen. Executive Officer. CPS.**

The topics that were evaluated in the Centre for Peace Studies for the period Autumn 2004-Spring 2005 are:

- 1) SVF- 3021 Integrated Peace Studies
- 2) SVF-3022 Culture, Conflict and Society
- 3) SVF-3023 Specialisation With Methodology
- 4) SVF-3024 Conflict Resolution and Conflict Transformation.
- 5) SVF-3901 Master's Thesis. (As all the other subjects, this one has been evaluated through SSL. An attempt to evaluate this subject with written forms was made, however, only two students responded by delivering the filled out forms. Therefore the inclusion of a written report on this topic in the general programme evaluation has been postponed).

2.4 Evaluation Schedule 2005-06. Table 1.

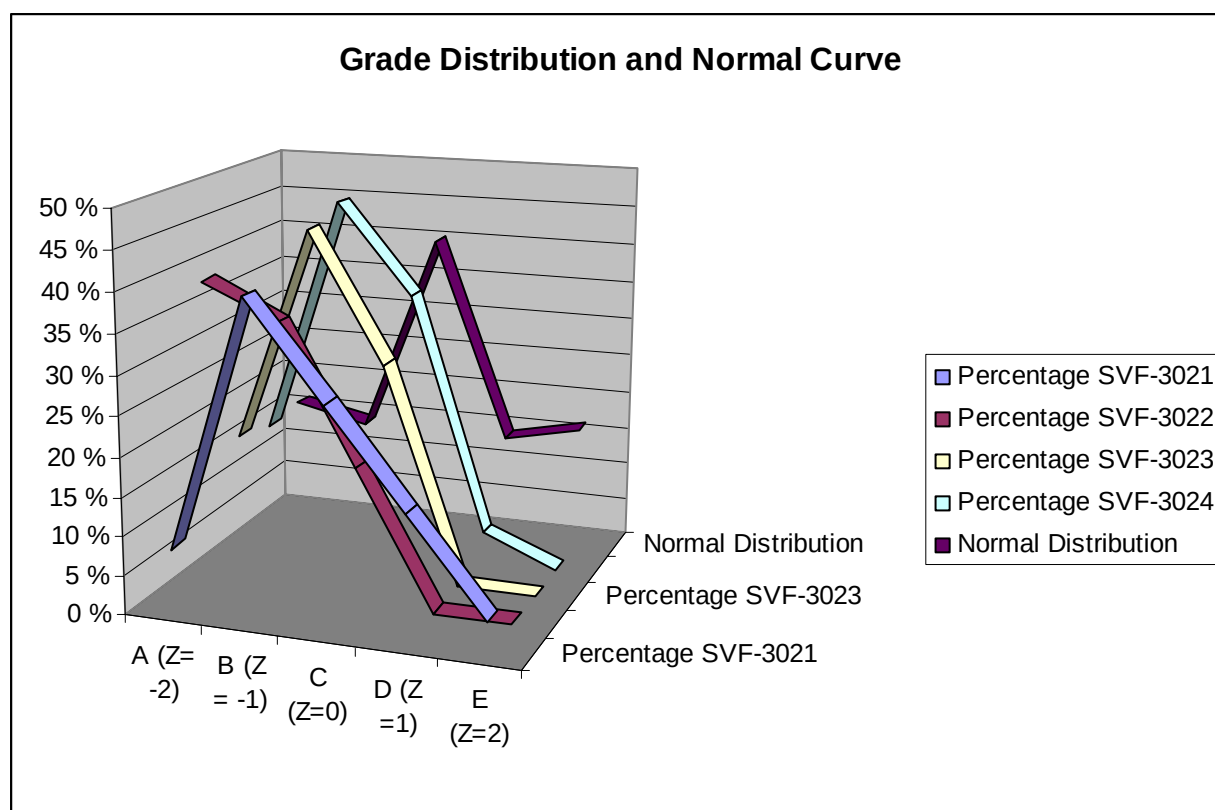
Semester	Course	Evaluating Group	Method
Fall 2005	SVF-3021	Students. Group 2005-2007	a) Questback questionnaires delivered three times: October 5 th , November 9 th and December 14 th . b) SSL Meetings: September 22 nd , October 20 th , November 29 th . c) Final Group Evaluation December 7 th .
		Lecturers	a) Questback questionnaire delivered December 14 th .
	SVF-3022	Students. Group 2005-2007	a) Questback Questionnaires delivered three times: October 5 th , November 9 th and December 14 th . b) SSL Meetings: September 22 nd , October 20 th , November 29 th . c) Final Group Evaluation December 7 th .
		Lecturers	a) Questback questionnaire delivered December 14 th .
	SVF-3023	Students. Group 2004-2006	a) Questback questionnaires December 9 th . b) SSL Meetings: September 22 nd , October 20 th , November 29 th . c) Final Group Evaluation December 6 th .
Spring 2006	SVF-3024	Students. Group 2005-07	a) Questback questionnaires delivered three times: ca. February 24 th , March 24 th and April 31 st . (Not final dates) b) SSL Meetings: January 26 th , February 23 rd , March 23 rd . (Not final dates). c) Final Group Evaluation April 27 th (not final date)
		Lecturers	a) Questback questionnaires delivered April 31 st .
	SVF-3901	Students. Group 2004-06	a) Questback questionnaire delivered June 15 th (not a final date).
Fall 2006	MPCT Evaluation 2006	SSL and 2 Board Representatives	Analysis/commentary of reports and suggestions.

§ 3. Exam Results and Grade Distribution

Table 2. Results and Grade Distribution per Subject.

SVF-3021. Integrated Peace Studies							
Total Number of Students = 25							
Grades	A	B	C	D	E	F	Other
Number of Students	2	10	7	4	1	0	1
Percentage	8 %	40 %	28 %	16 %	4 %	0 %	4 %
SVF-3022. Culture Conflict and Society							
Total Number of Students = 23							
Number of Students	9	8	4	0	0	1	1
Percentage	39 %	35 %	17 %	0 %	0 %	4 %	5 %
SVF-3023. Specialisation With Methodology.							
Total Number of Students = 18							
Number of Students	3	8	5	0	0	0	2
Percentage	17 %	44 %	28 %	0 %	0 %	0 %	11 %
SVF-3024. Conflict Resolution and Conflict Transformation							
Total Number of Students = 26							
Number of Students	4	12	9	1	0	0	0
Percentage	15 %	46 %	35 %	4 %	0 %	0 %	0 %

Graph 1. Grade Distribution.



Graph 1 can help us visualise how three of the four topics that were evaluated have a very similar grade-distribution among students, with between 40-45% of the students getting a B, less than 15% getting an A, and an average of 25% getting a C. The grade-distribution in these topics looks like a normal curve skewed towards the high end of the grading scale. The exception was SVF-3022, *Culture, Conflict and Society*, where close to 39% of the class got an A, 35% got a B and 17% a C. SVF-3022 was also the only subject where a student failed. In general, the grade-distribution curve for SVF-3022 is even more positively skewed than the grade-distribution curves of the other topics.

According to the *MPCT Evaluation Group 2005*, the reason students did better in SVF-3022 *Culture, Conflict and Society* might be that it is a much smaller course than SVF-3021 *Integrated Peace Studies*, which is imparted in the same semester and to the same group of students as SVF-3022.

The *MPCT Evaluation Group 2005* added that the results of the students in the programme do not have to necessarily resemble the Norwegian distribution of grades, the University of Tromsø's distribution of grades or a normal distribution, for two reasons: a) The practical implementation of a grading system is much more relative and variable than a mathematical formula that establishes a normal curve, and b) The samples of students are too small (less than $n=30$) to expect a situation that approximates to a normal curve.

However, the grading scale is designed with a normal distribution in mind. Therefore, it is important to emphasise that students and evaluators need clear information about what the grades imply, within the confines of the programme and outside. Grades play a double

role, in the study programme, and outside of it when the students are done with their studies. These two roles have to be compatible with each other, in order to avoid misunderstandings and frustrations:

Suggestion

- a) In the programme: Grades function as a mechanism that provides students with feedback about their academic work. For this, written grade descriptions have to be given priority and developed further.**
- b) Outside the programme: As a system that others use to rank the students and their possibilities to be employed or to participate in future research projects. The MPCT should work in trying to make sense of the Norwegian grading system in relation to international standards.**

In relation to the latter point, it becomes important to take into consideration the international aspect of the grades. It is quite likely that when they are done with the programme, MPCT students will compete for jobs with graduates from all over the world. In the international context, written grade descriptions are not taken so much into consideration as the grade letters. According to the *MPCT Evaluation Group 2005*, there are big challenges implied in making the grade system in Norway compatible with grading systems in for example North America, an area of the world that internationally establishes the criteria of interpretation of grades that are organised in a scale from A to F.

Some students and teachers have expressed their discontent with how the grading system works in the MPCT. There is little clarity about what special criteria (if at all) should apply for a multidisciplinary programme as the MPCT. According to these critics, it is a system that does not work. However, they feel they are compelled to operate with it and therefore would like to make the best of it. Some participants in the *MPCT Evaluation Meeting 2005* expressed the need to compare the grade-distribution in the MPCT to the grade-distributions of other master's degree programmes in the Social Sciences Faculty of the University of Tromsø, to see if there are any special anomalies, and to try to determine what the causes of these anomalies are and how to respond to them if needed.

Finally, the *MPCT Evaluation Group 2005* concluded that it is positive that the grade-distribution curves of the MPCT are positively skewed, with a weigh on A's, B's and C's. This indicates that most students are getting good grades. This could be a good sign for the programme and a result of the quality of the students being admitted in it.

§ 4. Workload in the MPCT

Table 3. Workload

Subject	Semester	Teaching/Pensum	Exam Form
SVF-3021	Autumn 2004	60 h / ca. 1500 pp.	Home exam & oral
SVF-3022	Autumn 2004	24 h / ca. 750 pp.	Home exam & oral
SVF-3023	Spring/Autumn 2004	20 h supervision	Home exam
SVF-3024	Spring 2005	60 h / ca. 1500 pp.	Home exam & oral
SVF-3901	Spring 2005	Master's Thesis	Thesis & oral
Elective 1	Autumn 2004	10 credits	Varies
Elective 2	Spring 2005	10 credits	Varies

§ 5. Teaching and Evaluation Resources in the MPCT

All of the subjects in the MPCT make use of external censors for the evaluation of the home and the oral exams. Associate Professor **Stuart Robinson (PhD)** had the responsibility of academic coordination for: SVF- 3021 Integrated Peace Studies; SVF- 3023 Specialisation With Methodology; SVF-3024 Conflict Resolution and Conflict Transformation; SVF. 3091 Master's Thesis. Associate Professor **Bror Olsen (PhD)** had the responsibility of academic coordination for: SVF-3022 Culture, Conflict and Society.

5.1 Teaching in SVF-3021 Integrated Peace Studies

Teachers

Associate Professor Stuart Robinson – Political Science
Associate Professor Vidar Vambheim – Education
Professor Carl Erik Schultz – Economics
Professor Per Christiansen – Law
Professor Randi Rønning Balsvik – History
Jens-Petter Nielsen – History

Guest lecturers

Dr. Roy Bhaskar – Philosophy, Centre for Critical Realism, London
Professor Michael Shapiro – Political Science, University of Hawaii
Professor Rob Walker – International Relations, Keele University

5.2 Teaching in SVF-3022 Culture, Conflict and Society

Teachers

Associate Professor Bror Olsen – Social Anthropology
Researcher Torjer Olsen – Religion Studies
Researcher Tormod Sund - Social Anthropology

5.3 Teaching in SVF-3023 Specialisation With Methodology

20 hour contract of individual work with a supervisor that is a specialist in the field in which the student writes the thesis.

5.4 Teaching in SVF-3024 Conflict Resolution and Conflict Transformation

Teachers

Associate Professor Stuart Robinson – Political Science

Doctoral Fellow Kirsti Stuvøy – Political Science

Associate Professor Charles Webel – Centre for Peace Studies

Professor Per Christiansen – Law

Associate Professor Gunhild Hoogensen – Political Science

Associate Professor Tone Skinningsrud – Education

Guest Lecturers

Professor Michael Shapiro – Political Science, U. of Hawaii

Professor Gavriel Salomon – Education/Psychology, U. of Haifa

Senior Researcher Greg Reichberg – Peace Research, PRIO, Oslo

Dr. Roy Bhaskar – Philosophy, Centre for Critical Realism, London

Researcher Kåre Lode – Centre for Intercultural Communication, School of Mission and Theology, Stavanger

Dr. Ibrahim Ag Youssuf – Policy Consultant, Mali

§ 6. Internationalisation

The MPCT does not have any specific arrangements for students to course parts of the study programme in universities abroad. However, all students can apply for financial support to perform their fieldwork in any part of the world, or to participate in national and international conferences that are relevant for their thesis work. The CPS is also working actively to establish cooperation agreements with universities throughout the world. An important aspect of the international character of the MPCT is the various nationalities that are represented in the groups of students that have been admitted.

Table 4. Students by Nationality Admitted to the MPCT since 2002.

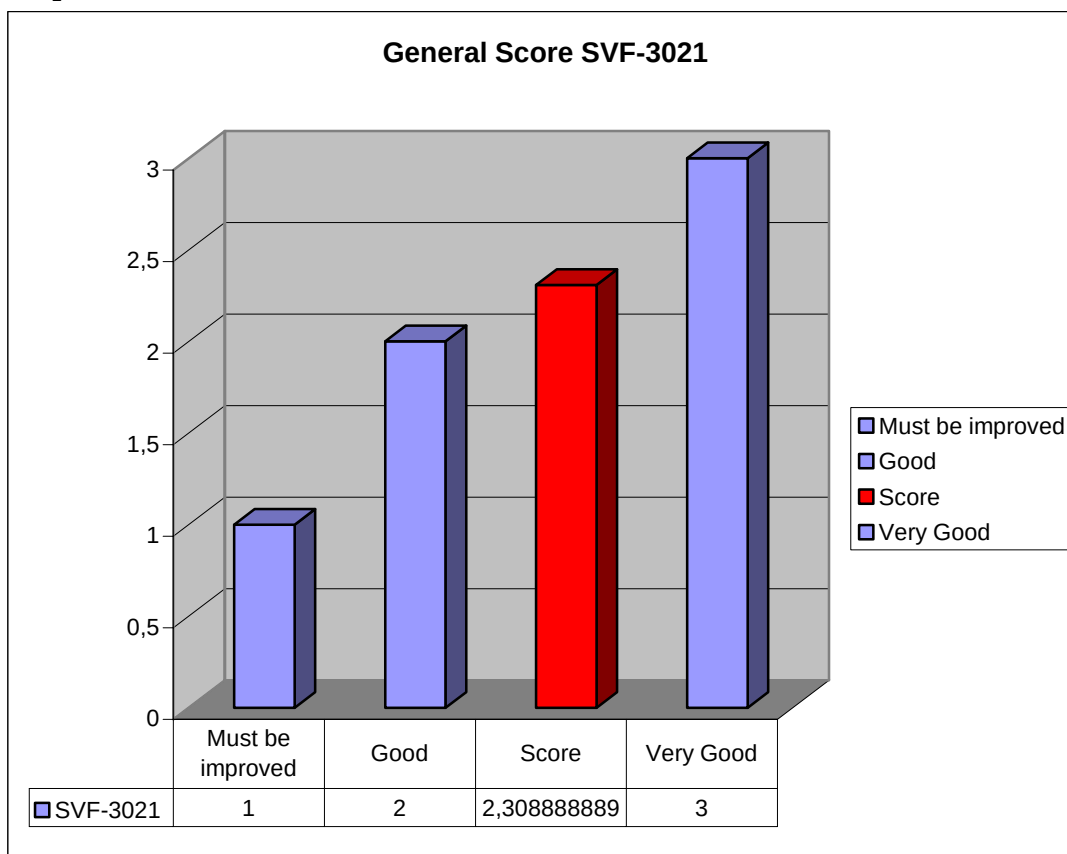
Country	2002-2004	2003-2005	2004-2006	2005-2007	Total	Country
Norway	13	9	12	9	43	Norway
Ukraine		1	2		3	Ukraine
Romania	1		2		3	Romania
Spain		1	1		2	Spain
Argentina / Italy		1			1	Argentina / Italy
Armenia			1		1	Armenia
Azerbaijan		1			1	Azerbaijan
Bangladesh			1	1	2	Bangladesh
Bulgaria			1	1	2	Bulgaria
Cameroon			1	2	3	Cameroon
Costa Rica	1				1	Costa Rica
Denmark		1			1	Denmark
El Salvador		1			1	El Salvador
Ethiopia			1		1	Ethiopia
Finland				1	1	Finland
Germany	1	1		1	3	Germany
Guinea		1			1	Guinea
Ghana				1	1	Ghana
Israel		1			1	Israel
Kenya	1	1			2	Kenya
Macedonia			1		1	Macedonia
Russia		1		1	2	Russia
Serbia & Montenegro		1		1	2	Serbia & Montenegro
Sierra Leone		1			1	Sierra Leone
Sri Lanka		1			1	Sri Lanka
USA				3	3	USA
Zambia	1				1	Zambia
Total	18	23	23	21	85	Total

§ 7. Summary of the Evaluation of the Subjects

7.1 SVF-3021 Integrated Peace Studies

There has been relatively high attendance in all lectures. An average of 18,22 students attended the lectures of the 23 that filled out the forms. Concerning the teachers of this course they get very variable marks from the students. The average grade the subject as a whole gets from the students is 2,31, in a scale from 1 to 3, where 1 equals “must be improved/changed”, 2 equals “good” and 3 equals “very good”.

Graph 2. General Score SVF-3021



Specific comments on each lecturer are kept as internal information for the CPS. Students’ comments on the personal work done by the lecturers are regarded as an important part of the evaluation system in the MPCT. However, the *MPCT Evaluation Group 2005* sees no need in making these comments public and reserves them for administration work in the CPS.

The students seem to have a very positive approach to the multidisciplinary part of the study. This gives them the option to see things from several disciplines. In this sense, it is positive to confirm one of the intentions of the study fulfilled. On the other hand, some students feel that this interdisciplinary aspect does not give them the chance to go deeper into certain issues. Some students ask for more workshops, while others ask for more time to read. Many of the students addressed the problem of compendiums missing pages and not being available in time for the students. Some of the students commented on the little presence of women in this course, both in lectures and literature.

Suggestion

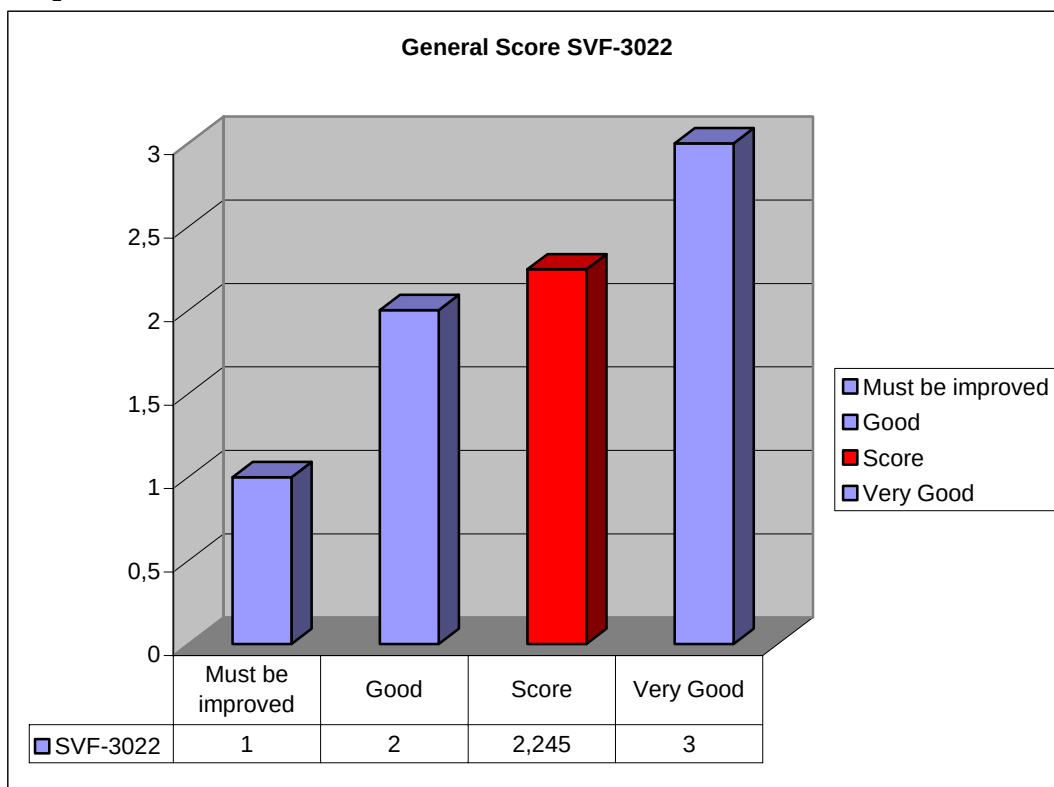
The *MPCT Evaluation Group 2005* suggested that it is important to continue employing group evaluations of topics like SVF-3021 Integrated Peace Studies, because such qualitative and verbal evaluations provide more information on concrete measures that can be implemented to improve the topics. In this sense, the Group Evaluation at the end of the semester and the Student Staff Liaison continue being fundamental instruments that the CPS can employ to take in consideration the students' opinions.

The *MPCT Evaluation Group 2005* concluded that it is fundamental to improve the coordination in the course, by involving the lecturers in more planning and evaluation activities. The Academic Coordinator plays a determinant role in generating expectations and influencing the levels of possible frustrations among students and teachers. The antidote to undesired results is opportune communication and information.

7.2 SVF-3022 Culture Conflict and Society

There was good attendance to this course. An average of 18,5 of 20 students that answered the evaluation-form attended the lectures. The specific teachers also get variable marks. The average grade of the course as a whole was 2,25 in a scale from 1 to 3, where 1 means "must be improved/changed", 2 equals "good" and 3 equals "very good".

Graph 3. General Score SVF-3022



Specific comments on each lecturer are kept as internal information for the CPS. Students' comments on the personal work done by the lecturers are regarded as an important part of the evaluation system in the MPCT. However, the *MPCT Evaluation Group 2005* sees no need in making these comments public and reserves them for administration work in the CPS.

Students seem to be positive to the course's intention of understanding different cultures, and find this very interesting, particularly the anthropological case studies and the religion lectures about the process of enemy images. It also seems like the students have great appreciation of the class discussions, but it is also commented that a majority were not participating in these discussions.

In spite of the interest for case studies, the students comment on the great emphasis on anthropology in this course. They express that the title Culture, Conflict and Society was misleading, since they actually experienced the course as having more to do with Social Anthropology. There may be too much focus on ethnographic fieldwork, and the students seem to miss a relation between cases and theory. Many of the students asked for more content from the field of Religion Studies. The student representatives in the *MPCT Evaluation Group 2005* added that the course could include more of other disciplines, not just Religion Studies.

The students also mentioned problems with missing pages and compendiums not available for students. However, the students were satisfied with the way the administration handled and solved these inconveniences. The students also commented the absence of women in this course, both in lectures and literature.

The *MPCT Evaluation Group 2005* commented that in Autumn 2005 the absence of women and the inclusion of other disciplines in the course had been taken in consideration. At the same time, the group mentioned that the problems with the compendiums had not been completely solved, as the students in the course were experiencing difficulties.

Suggestion

The solutions to these problems will be more coordination and better communication/information in the administration. The communication efforts should also be directed to informing the lecturers about the overall contents of the course, specially the ones that do not have to do exclusively with Social Anthropology. This would contribute to remind the lecturers of the multidisciplinary character of the study, and this would improve their attitudes towards students that come from other fields and that analyse problems from alternative perspectives.

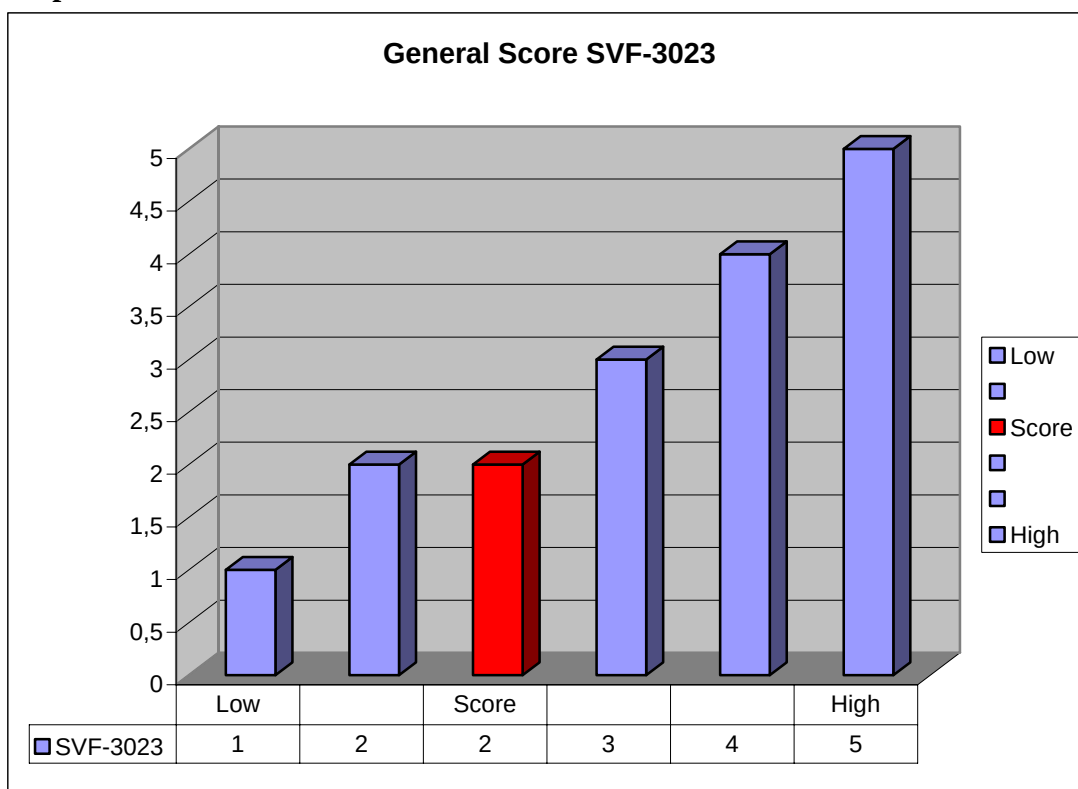
7.3 SVF-3023 Specialisation With Methodology

Many students had problems identifying SVF-3023 as a course. This seems to be based on the one hand, on unclear information given about what was expected from the students and the supervisors in the course; and on the other, due to the fact that there were few institutionally arranged meetings between the students registered in this course, and none

between all of the supervisors and the coordinator of the course. Almost all of the work concerning the subject was done independently between the students and their supervisors.

The average grade received by the course-as-a-whole was 2 in a scale from 1 to 5, where 1 means low and 5 means high. This is in general an unsatisfactory grade. In addition, it must be pointed out that this is the result of only 8 filled-out forms returned, out of 18 students that took the exam.

Graph 4. General Score SVF-3023



Specific comments on each lecturer are kept as internal information for the CPS. Students' comments on the personal work done by the lecturers are regarded as an important part of the evaluation system in the MPCT. However, the *MPCT Evaluation Group 2005* sees no need in making these comments public and reserves them for administration work in the CPS.

The students also expressed frustration about the criteria used to grade their assignment. Since it was a course where students were pushed to specialise in the particular field relevant to their thesis, many questioned the need to have a common grading system. There were also complains about the choice of external supervisors, that might not have been the most adequate for particular disciplines.

Suggestion

The *MPCT Evaluation Group 2005* pointed out that it is positive that the Academic Coordination in the MPCT is already implementing measures to respond to these problems, as the establishment of a permanent discussion seminar between students, and efforts to improve the communication between the coordination, the supervisors and the students. It is important that these measures are implemented successfully.

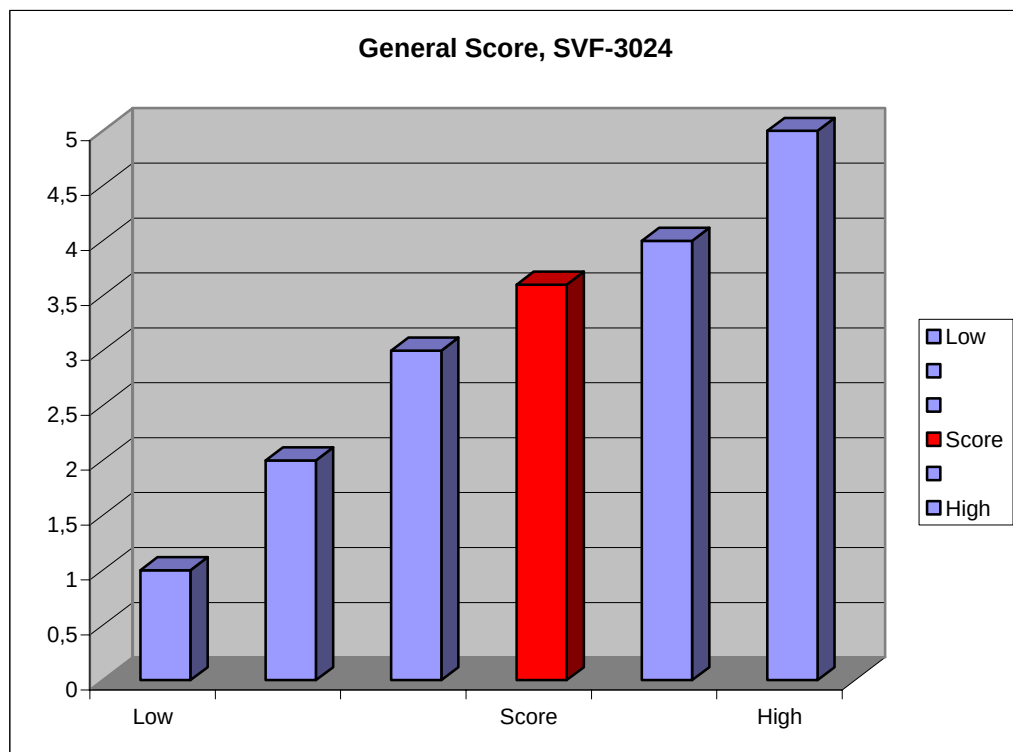
7.4 SVF – 3024 Conflict Resolution and Conflict Transformation

Specific comments on each lecturer are kept as internal information for the CPS. Students' comments on the personal work done by the lecturers are regarded as an important part of the evaluation system in the MPCT. However, the *MPCT Evaluation Group 2005* sees no need in making these comments public and reserves them for administration work in the CPS.

Student Evaluation of the Course as a Whole

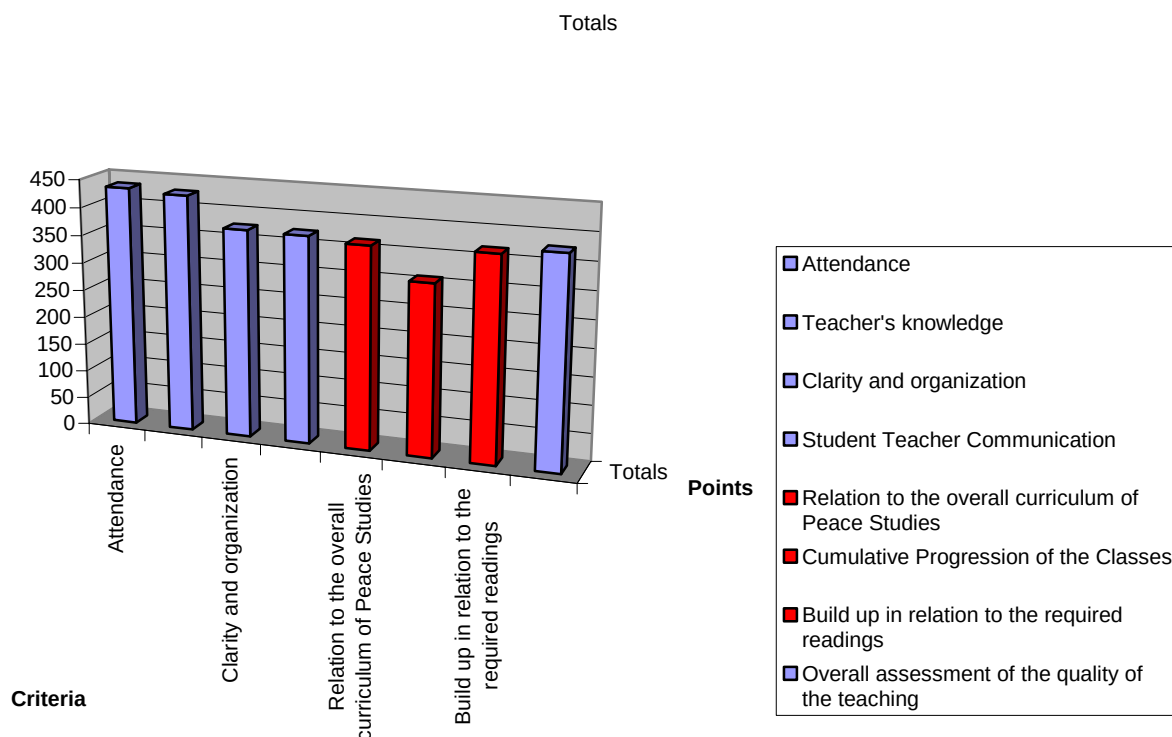
The “general quality of the teaching” in SVF-3024 received an average of 3,6 in a scale from 1 to 5, where 1 is low and 5 is high.

Graph 5. General Score SVF-3024



The students graded different aspects of the course. As it can be seen in the bar graph (Graph 6) presented below, according to the students, the weaknesses of the course are the “Cumulative progression of the classes” by each lecturer, the “Relationship of the lectures to the overall curriculum of the MPCT” and the “Build up of the topics in relation to the required readings”. These problems have to do with coordination, communication and information between lecturers and the CPS.

Graph 6. Strengths (light blue) and Weaknesses (red)



In the general evaluation of the course, the students praised the multidisciplinary character of the study and the freedom to chose specialisation. However, many were concerned with the fact that the subject did not completely fulfil the general objectives with which the course was offered in the beginning of the semester, which described SVF-3024 as “a course which aims to provide students with complementary knowledge of the political dynamics of violence, on the one hand, and ‘peace work’, broadly conceived on the other. Students should not only develop practical knowledge of strategies of conflict management, resolution and transformation, but the tools and skills needed to analyse and critique these strategies. They should, in particular be able to draw on theory and philosophy relevant to violence and peace in the contemporary context...”

Suggestions

The *MPCT Evaluation Group 2005* stressed once again the importance of improving the communication and coordination with the lecturers that participate in the course. It was also mentioned that there are students from certain disciplines that feel that they are worked against. They should be accepted if this programme is to call itself multidisciplinary. The lecturers need more and better information from the Academic Coordination.

Students suggested the following improvements:

- More Problem Based Learning (PBL)
- The course should include more conflict theory.
- There should be better information for the students.
- The compendiums should be on time in the library
- The reading list should not be changed once the semester has started.
- The deadlines for delivering work should be spread.

Lecturer Evaluation of the Course as a Whole

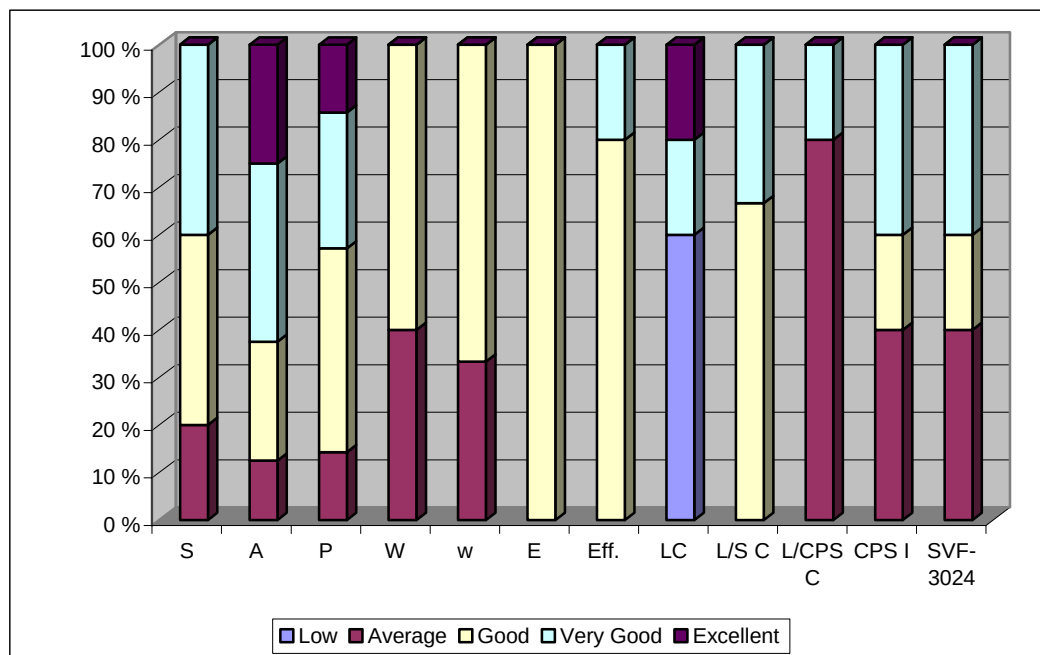
The lecturers answered a questionnaire on:

- 1 The qualifications of the students that attended the course - **S (in the graph)**
- 2 Student Attendance - **A (in the graph)**
- 3 The involvement of the students – **P (in the graph)**
- 4 The workload of SVF-3024 as a whole – **W (in the graph)**
- 5 The workload of the part of the course they were responsible for – **w (in the graph)**
- 6 The relevance of the exam in relation to the objectives of the subject - **E**
- 7 Their own efforts as lecturers – **Eff.**
- 8 The lecturer-lecturer communication - **LC**
- 9 The lecturer-student communication - **L/S C**
- 10 The lecturer-CPS communication – **L/CPS C**
- 11 The information provided by the CPS on the course - **CPS I**
- 12 The quality of the course as a whole- **SVF-3024**

13 Comments

Eight lecturers answered most of the questions, but not all of them. Some were left completely blank. A bar graph that sums up the results is presented below.

Graph 7. Lecturer Evaluation of SVF-3024



It is important to point out that the worst results were obtained in relation to: the “Relevance of the exam to the objective of the subject”, around 60% of the lecturers that answered felt the exam had a low relevance to the objectives of the subject as a whole; and the “Communication between the lecturers and the CPS”, close to 80% of the lecturers that answered felt the quality of the communication with the CPS had been average. At the same time, around 40% of the lecturers that answered suggested that the information received from the CPS had been average. According to the *MPCT Evaluation Group 2005*, if the information given to lecturers is improved and if the lecturers are included more in the decision making process so that they can communicate their points of view, the problems of coordination between the elements that compose the subject can be improved.

Lecturers’ Comments:

“I have no idea if what I taught was at all included in the exam work, despite my having written a number of possible questions. I have never seen the exam. I think also this sort of evaluation should be made about supervisory and exam committee experience, which has been very mixed.”

“I have been unable to answer many of the evaluation questions. As a lecturer for a big part of the course (6 hours in total), I have not been able to compare my lectures with the course as a whole. The reason for this is that I have not been able to have an overview of the course as a whole. I have only known that my lectures were subordinate to a broader subject. I have focused on the topic I lectured on. “

Suggestion

According to the *MPCT Evaluation Group 2005*, taking in consideration the similar problems expressed by the students, the solution is to improve the coordination and communication with lecturers about the character of the courses they are teaching in.

7.5 General Comments on the Electives

The MPCT Evaluation Group 2005 had the following general suggestions on the electives:

Religion and Politics has been excellent in accepting interdisciplinary answers in the exam. It is a good example of how it can be done. Some of the elective courses for this year are given in Norwegian. Is there something that the departments can do to change that, to make them available in English for the students? The choice of elective courses is good. This has not been a problem for the class.

Suggestion

The *MPCT Evaluation Group 2005* suggested the need for better and updated information about all the electives that are offered is needed on the Internet. Some electives that are offered like *Model UN* and *Religion and Politics* do not appear in the most recent lists of electives in the website.

7.6 Other General Suggestions

The *MPCT Evaluation Group 2005* suggests that the CPS should develop an evaluation system of the quality of the functioning of the CPS as a whole, in the following general fields: a) Information, b) Website, c) Administration: Issues dealt with, organisation and information. At the same time, the group feels that not only the lecturers should be subject to evaluation, but also the supervisors and censors.

Finally the *MPCT Evaluation Group 2005* suggested that it is also important that the centre develops a “follow-up” schedule for the measures that are to be implemented as a result of the evaluation and reporting.

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