

Course report for the Faculty of Education and Society at Malmö University

Course name:

Speech and Presentation Technique Through Drama

Background information

- Date for course report: 2 Sept 2025
- Semester: VT25 – AUGUST
- Ladok code: AK102E
- Course coordinator: Adam Gray
- Number of registered students: 13
- Number of students who responded to the summative course evaluation: 9

Implementation	Mark with an X
The previous course report is communicated in connection with the start of the course	x
Early dialogue on expectations for the course	x
Formative course evaluation	
Summative course evaluation	x
Feedback to students	x

Forms of evaluation

REFLEX on CANVAS, and communicated back to the students with a video report that posted on CANVAS after the course and the course report that is posted on CANVAS before the next semester begins.

Summary of the students' course evaluations

The students expressed strong appreciation for the course, highlighting its practical and empowering nature. Many noted that the combination of drama and presentation techniques helped them overcome stage fright and build confidence in front of an audience. The monologue performance was seen as a transformative experience, allowing students to apply voice, body language, and articulation skills in a meaningful context.

A recurring suggestion was to condense the course into a two-week format, eliminating the break between sessions. Students felt that the momentum of learning and rehearsing would be better sustained without the gap, and that they were capable of preparing their monologues within a shorter timeframe.

Summary of the evaluations of the teaching team

The teaching team continues to value the course highly, both for its pedagogical impact and the enthusiasm it generates among students. The integration of drama into oral presentation training is seen as a successful and engaging approach. Based on student feedback and internal discussions, the team has agreed to trial a condensed two-week version of the course next summer to better align with student preferences and optimize learning flow.

Analysis

The course effectively meets its goals of enhancing students' oral presentation skills through drama-based methods. The six-session structure provides a solid foundation in vocal and physical expression, while the final performance allows for authentic application. However, the week-long break between sessions may disrupt continuity and reduce rehearsal efficiency.

The students' desire for a more intensive format suggests a readiness for deeper immersion and a preference for sustained engagement. This aligns with the course's experiential nature, where momentum and emotional investment are key to success.

Action plan

- **Course Format Adjustment:** Implement a two-week intensive format for the next iteration of the course, with sessions scheduled consecutively to maintain momentum and focus.
- **Pre-Course Preparation:** Provide students with monologue options and rehearsal tips before the course begins to support early engagement.
- **Video Feedback:** Continue the practice of posting a video report on Canvas after the course, summarizing outcomes and showcasing student reflections.
- **Course Report:** Publish the updated course report on Canvas before the next semester, including insights from this evaluation and outlining the new format.
- **Ongoing Monitoring:** Collect feedback during the two-week trial to assess the impact of the format change and make further refinements if needed.