

## Kursrapport Fakulteten för lärande och samhälle vid Malmö universitet

Kursens namn: [Online-presentation Technique for University Studies](#)

### Bakgrundsinformation

- Datum kursrapport: January 2025
- Termin: ht 2024
- Ladokkod och tillfälleskod: AK107E, 46120
- Kursansvarig: Adam Gray
- Antal registrerade studenter: 37
- Antal studenter som besvarat den summativa kursvärderingen: 8

Genomförande	Sätt X
Föregående kursrapport är kommunicerad i samband med kursstart	
Tidig dialog om förväntningar på kursen	
Formativ kursvärdering	
Summativ kursvärdering	X
Återkoppling till studenterna	Canvas

### Utvärderingsformer

The course evaluation was conducted summatively through a Likert-scale survey in Canvas. Students assessed the course design, learning activities, alignment with learning outcomes, examination structure, and their overall experience. The survey also included open comment fields that provided deeper qualitative insights into students' perceptions.

### Sammanfattning av studenternas kursvärderingar

Students' evaluations of the course were consistently very positive. They reported that the course was well structured, clearly aligned with the learning outcomes, and provided strong support for their development in rhetorical awareness, oral academic communication, and the analysis of academic

language. Many praised the teacher's personalised guidance and the positive sense of community that emerged within the group. Students highlighted the practical relevance of the presentation techniques taught and noted that the mixture of recorded and live presentations created a clear progression in their learning. Although highly satisfied overall, several students expressed a wish for a longer course and additional tasks that would give more time for deeper engagement with specific aspects of the content. Overall, the course was perceived as engaging, well designed, and highly beneficial for students' academic and professional communication skills.

#### Sammanfattning av lärarlagets utvärdering

The teaching team considers the course to be pedagogically strong and well suited to its current structure and credit allocation. The learning activities are well aligned with the intended outcomes, and the sequence of four oral presentations enables students to demonstrate increasing levels of competence. The format supports continuous progression and provides clear opportunities for feedback and improvement. At the same time, the team recognises that the tight timeframe of the course can limit opportunities for deeper exploration of certain topics. Despite these constraints, the course remains effective, coherent, and fit for purpose within its current parameters.

#### Analys

The student feedback points to several areas where enhancements could enrich the learning experience. The most prominent wish is for a longer course in order to allow more time for reflection, practice, and the development of rhetorical and analytical skills. Students also proposed the introduction of additional targeted tasks, such as short analytical assignments or group activities centred on evaluating professional presentations. These would help strengthen the integration of theory and practice and offer additional opportunities for peer and teacher feedback. Suggestions also included more structured guidance during the design phase of presentations. The central message is clear: students would welcome more depth and more opportunities to engage with the course content, rather than changes to the content itself.

#### Åtgärdsplan

While the teaching team is open to improvements, current budget restrictions prevent any expansion of the course's duration or scope, despite students' enthusiasm for a larger and more comprehensive version. However, several meaningful enhancements can be implemented within the existing framework. Low-intensity activities—such as brief analytical tasks embedded within the existing presentation cycle, structured peer-review moments during scheduled sessions, or short asynchronous reflection prompts in Canvas—can all be introduced without increasing the need for additional teaching hours. These refinements would support students' learning, deepen engagement with key concepts, and strengthen the overall alignment with the learning outcomes. By optimising the current course design rather than expanding it, the teaching team can respond constructively to student feedback within the limits of available resources.

### Förslag till revidering av kursplan

Although there are no plans to revise the current syllabus, it still provides a flexible framework that enables pedagogical innovation. The learning outcomes and examination format remain fixed, but there is scope to introduce supplementary elements that enhance learning without requiring formal changes. Short analytical exercises, opportunities for peer feedback, and reflective discussions can all be integrated into the course structure. In addition, the existing oral presentation assignments can be adapted to include optional checkpoints or micro-tasks that support progression and encourage deeper engagement with rhetorical principles. Larger changes—such as extending the course or increasing the credit value—would require a full formal revision and additional resources, but within the current syllabus there remains significant room for thoughtful development that strengthens students' learning experiences.