

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

Course name:

Background information

- Date for course report: 1 September 2025
- Semester: Spring 2025
- Ladok code and course instance code: AK204E
- Course coordinator: Adam Gray
- Number of registered students: 43
- Number of students who responded to the summative course evaluation: 14

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	
Formative course evaluation	
Summative course evaluation	X
Feedback to students	X

Forms of evaluation

Summative course evaluation via Canvas Likert scale.

Summary of the students' course evaluations

Student feedback was overwhelmingly positive. The course structure was praised for its clarity and flow, and the innovative use of video feedback was highlighted as a particularly effective tool for learning. Students appreciated the instructor's prompt and professional communication, which contributed to a sense of support and engagement throughout the course.

Teaching materials were described as practical and applicable, and peer discussions were seen as both enriching and enjoyable. Many students expressed gratitude for the instructor's dedication, patience, and ability to foster a collaborative learning environment.

However, overall student participation was low, and completion rates were significantly below expectations. This suggests that the on-campus format may have posed logistical or motivational challenges for students.

Summary of Teaching Team Evaluations

The teaching team evaluated the course content, learning activities, and summative assessments positively. They reaffirmed the pedagogical strength of the course and its suitability for digital delivery. The team noted that the previous online format had yielded higher engagement and completion rates, and that the shift to on-campus delivery did not produce the desired outcomes. Despite this, the team noted that the course successfully balanced theoretical input with interactive elements, making it both pedagogically sound and engaging.

Analysis

The evaluations indicate several success factors among those who completed the course:

- A well-structured and coherent course design.
- Effective use of video feedback for formative assessment.
- Timely and professional communication from the instructor.
- Practical and relevant teaching materials.
- Engaging peer-to-peer interaction.

However, the low attendance and completion rates during the on-campus delivery point to a mismatch between format and student needs. The online format previously supported greater flexibility and accessibility, which appears to be crucial for this course's success.

Action Plan

In response to the evaluation findings, the following actions will be taken:

- **Course Format Adjustment:** The course will return to its previous online format to improve accessibility, engagement, and completion rates.
- **Pre-Course Preparation:** Provide students with preparatory materials, including video examples and discussion prompts, before the course begins to support early engagement. The course should begin the first week with only a 45-minute information session explaining the online format and tools, particularly how to use them. Classes should begin the second week of the semester.
- **Video Feedback:** Maintain the use of video feedback as a core component of formative assessment.
- **Course Report:** Publish the updated course report on Canvas before the next semester, including evaluation summaries and any minor adjustments.
- **Ongoing Monitoring:** Collect feedback during each course cycle to ensure continued alignment with student needs and pedagogical goals.

Proposed Revisions to the Course Syllabus

No revisions are proposed at this time. The current syllabus has been well-received and supports the course's learning objectives effectively. The shift back to online delivery will be reflected in the course information and scheduling.