
Course report Introduction to Critical Thinking and Reading Skills for University (AK205E) spring 2025 (250120-250330)

Background information

Report date: Aug 2025

Course name: **Introduction to Critical Thinking and Reading Skills for University Studies**

Semester: **Spring 2025**

Ladok code: **AK205E, 56092**

Course coordinator: **Soraya Tharani**

Number of registered students: 26

Number of students who responded to the summative course evaluation: 5

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

Describe the method(s) and implementation for both the formative and the summative course evaluation.

Course evaluation, questionnaire on Canvas (19 Feb – 2 April)

Summary of the students' course evaluations

The students' views are objectively summarised here based on the various course evaluations for the course (see above). Individuals may not be named in the course report.

The course is well-rounded with theory and practice and is well supported with examples. Good lectures/seminars and assignments. Possibly longer time for the written assignment.

The teacher is good. Improves critical thinking for school purposes and for other parts of life. Allows to take responsibility for own learning and study at my own pace since it is an online course. Practical course. Helps to improve the skill of argumentation even after the course. See further student feedback in the table below:

<i>To what extent do you feel you have achieved the course's intended learning outcomes?</i>	5,4 out of 6
<i>To what extent do you feel the course's working methods/learning activities have been a support in your learning to achieve the intended learning outcomes?</i>	5,4 out of 6
<i>To what extent do you feel the course's examination forms have given you the opportunity to show how well you have achieved the intended learning outcomes?</i>	5,8 out of 6
<i>To what extent do you think the course has met your expectations in general?</i>	6 out of 6
<i>To what extent has the course given you the opportunity to take responsibility for your own learning?</i>	5,8 out of 6

Summary of the evaluations of the teaching team

The views of the teaching team regarding the content, learning activities and summative assessment of the course are summarised here.

Overall, the students are satisfied with the course

Analysis

The analysis is based on a summary of the students' and teachers' individual and joint course evaluations. Both success factors and problems are identified.

See summary above

Action plan

The short-term and long-term changes that are to be implemented are specified here, along with a time-line. If no action is planned to address a specified problem, this decision must be justified.

No changes since the minor adjustments planned for spring 25 to increase student engagement seem to have been well received.

Proposed revisions to the course syllabus

Suggestions for possible revisions to the syllabus are proposed here, supported by the above evaluation and the action plan.

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The course report is an important instrument for the development of courses and programmes, as well as for guaranteeing student influence in this work. The *Decision on the model for systematic education-related quality work at the Faculty of Education and Society* (UTB 3.1-2017/410) indicates that course reports constitute the basis for the programme boards' efforts to systematically monitor the quality of the programme as a whole.

The *Course evaluation process at the Faculty of Education and Society* (UTB 3..2.2-2018/479) specifies what applies for the course report, including feedback to students.

The course report should include background information/key figures and a summary of the students' course evaluations, as well as analysis and an action plan together with any suggestions for revision of the course syllabus.

The course report is to be published in connection with other information about the course.