

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

Course name: English Writing and Presentations Skills for University Studies

Background information

- Date for course report: 1 September 2025
- Semester: Spring 2025
- Ladok code and course instance code: AK206E-36157
- Course coordinator: Adam Gray
- Number of registered students: 69
- Number of students who responded to the summative course evaluation: 7

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 from those who completed the course was highly positive. They reported significant improvements in their academic writing and presentation skills, and many noted that the course helped them perform better in other university subjects. The instructional videos were praised for their clarity and usefulness, particularly in illustrating common mistakes and peer examples.

Students appreciated the extended time during the presentation phase, which allowed for more thorough preparation. However, many still felt the time was insufficient—especially when preparing for live presentations. Several students suggested removing live presentations altogether and instead focusing

on pre-recorded submissions, with fewer total presentations and more time allocated to each. The ability to revise presentations after feedback was also requested.

The course was described as inclusive, supportive, and well-structured, with many students expressing that they wished they had taken it earlier in their academic journey. However, the on-campus format led to low attendance and completion rates, suggesting that the flexibility and accessibility of the previous online format better suited the needs of the student population.

Summary of the evaluations of the teaching team

The teaching team continues to view the course content, learning activities, and assessments positively. They noted that the course is pedagogically sound and particularly effective when delivered online. The on-campus version, while well-intentioned, did not yield the expected engagement, and the team agreed that the course should return to its original online format.

The extended presentation phase was seen as a successful adjustment. However, the teaching team supports a further revision of the presentation module for future iterations. Instead of the current mix of live and recorded presentations, students will complete two fully recorded presentations on different subjects—one shorter (1–3 minutes) and one longer (6–7 minutes). Each presentation will be done twice: first as an initial submission for feedback, and then as a revised final version. This two-stage process allows students to reflect on feedback, improve their performance, and develop their academic presentation skills more effectively. The approach is expected to enhance learning outcomes, reduce performance anxiety, and support a more inclusive and flexible learning environment.

Analysis

The evaluations highlight several success factors:

- Clear improvements in students' academic English skills.
- Effective use of instructional videos and structured writing phases.
- A supportive and inclusive learning environment.
- Flexibility in presentation formats.
- Strong teacher engagement and communication.

The revised presentation module introduces a two-stage submission process for each of two presentations (one short, one long), allowing students to receive feedback and revise their work before final submission. This structure supports formative learning, encourages reflection and improvement, and reduces performance anxiety. It also aligns well with the course's goal of developing academic communication skills in a scaffolded and supportive way.

However, the on-campus delivery did not meet expectations in terms of participation and completion. The online format previously supported a broader range of students and allowed for more consistent engagement.

Action Plan

To address the feedback and logistical challenges, the following actions will be taken:

- Course Format Adjustment: The course will return to its online format, with weekly and bi-weekly web-based meetings at fixed times, to improve accessibility and participation.
- Revised Presentation Module: Students will complete two fully recorded presentations on different subjects:
 - Presentation 1 (Short): 1–3 minutes, submitted once for feedback, then revised and resubmitted.
 - Presentation 2 (Long): 6–7 minutes, submitted once for feedback, then revised and resubmitted. This two-stage process promotes deeper learning and supports iterative improvement.

- Extended Presentation Phase: Each presentation will be allocated two weeks, ensuring students have ample time to prepare, receive feedback, and revise.
- Course Report: An updated course report will be published on Canvas before the next semester, including evaluation summaries and the rationale for returning to online delivery.
- Ongoing Monitoring: Student feedback will be collected during the next course cycle to assess the impact of the format change and guide future improvements.

Proposed Revisions to the Course Syllabus

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