
Template for course reports at the Faculty of Education and Society at Malmö University

Revised 2020-05-24

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.

Background information

Course name: Children's Rights

Semester: Autumn term 2021

Ladok code: BU123E

Course coordinator: Hanna Sjögren and Jessica Eng

Number of registered students: 7

Number of students who responded to the summative course evaluation: 4

| 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 | X |
| Summative course evaluation | X |
| Feedback to students | X |

Forms of evaluation

A formative course evaluation was conducted orally during one of the mid-course seminars. The summative evaluation was conducted during the last seminar where the students, based on specific questions given to them, evaluated the course collectively and sent written feedback to the course coordinators.

Summary of the students' course evaluations

The students expressed positive opinions about the course at the midcourse-evaluation. A few students said that they wanted more lectures, and that the literature was too Western-centred.

Students expressed in general positive opinions at the summative course evaluation:

- Students expressed that they had received better knowledge and understanding about children's rights and the CRC.
- Some of students expressed that the readings, mini-lectures, and seminars were enough to achieve the intended learning outcomes while others would have wanted more lectures.
- Students expressed that they appreciate that they get to write their paper about a topic of our own interest.
- Regarding the course readings students expressed that some "readings were a bit overlapping since many of them made similar points regarding childhood and children's rights. One last point that was made by one of us was the fact that all of the literature was Western centered."
- Students expressed that the seminars that "we ourselves got the opportunity to plan were appreciated by all. This was a good and fun way to take responsibility."

Summary of the evaluations of the teaching team

We conclude that the changes made based on the previous evaluation in spring 2021 have been successful. Students have been more active this semester. They have also taken more responsibility for their own learning. All students who have read the literature and participated in the seminars have performed exceptionally well in the examination. We will therefore continue with the current course design next seminars, even though some students expressed they would want more lectures.

Analysis

Success factors: Students have been very active in the seminars. The students also performed well in terms of grades (4 students received A; 1 student failed).

Problems: Some literature is outdated, and non-Western perspectives are missing.

Action plan

We are revising the curriculum by 1.) focusing more on contemporary perspectives on children's rights and 2.) by removing some old titles (Jenks 2005 and Heywood 2018) adding some new ones. The following literature is added:

Faulkner, Elizabeth A., och Conrad Nyamutata. 2020. "The Decolonisation of Children's Rights and the Colonial Contours of the Convention on the Rights of the Child". *The International Journal of Children's Rights* 28 (1): 66–88.

Rosen, Rachel, och Katherine Twamley. 2018. *Feminism and the politics of childhood: friends or foes?* London: UCL Press (314 sidor).

Wall. 2021. *Give Children the Vote: On Democratizing Democracy [Elektronisk resurs]*. Bloomsbury Publishing (198 sidor.).

Unicef. (2021). *The Climate Crisis is a Child Rights Crisis: Introducing the Children's Climate* (28 sidor).

Proposed revisions to the course syllabus

See above.