
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: Spring term 2021

Ladok code: BU123E

Course coordinator: Hanna Sjögren

Number of registered students: 24

Number of students who responded to the summative course evaluation: 12

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 in groups and then sent written feedback to the course coordinator.

Summary of the students' course evaluations

The students expressed positive opinions about the course at the midcourse-evaluation on April 26. Student further said that the course was challenging with lots of reading.

Students expressed different opinions at the summative course evaluation. Below are illustrative quotes from the students presented:

- A very well organized and structured
- Seminar discussion were useful
- If you have self-discipline then it's very possible to (independently) achieve the learning outcome
- Seminars could be useful when all students participated but in some groups people were unprepared and then you couldn't discuss the literature more in depth
- We feel like we have achieved the learning outcomes.
- Been interesting, a lot of reading, too few lectures, expected more focus on the CRC.
- A lot of responsibility, read up on the CRC - your own responsibility.

- Seemed very "on the surface", intention was to give the students an idea of Childrens Rights but it wasn't as detailed as I would have liked
- Now most lectures and seminars were set up for us to be in breakout rooms where we had to discuss our own thoughts without an actual teacher present to guide us.
- We feel like an oral presentation might give a better representation on how well students understand the meaning of the course. In this way extra questions might be asked to further explain the students thoughts.
- We would like more lectures and fewer discussions and a lecture about the CRC. It has been difficult with the discussions on Zoom.

The students expressed mixed opinions in their evaluation of the course. They stress that the course has been demanding due to the advanced course literature and too few lectures. They also emphasise that the course structure was good. The students also ask for more focus on CRC and legal aspects of children's rights.

Summary of the evaluations of the teaching team

The course coordinator was solely responsible for the course design and for grading the examinations. Three external teachers held recorded guest lectures and they did not interact with the students.

Analysis

Success factors: The students performed well in terms of grades (6 students received A; 2 students received B; 3 students received C; 2 students received D; 3 students received E; 1 students failed).

Problems: Few students participated actively in the course. There were only online opportunities of exchanging ideas and getting to know other students.

Action plan

The plan for action, based on the analysis, is to add some lectures and possibly seminars too. It is also clear to the course coordinator that the online teaching is less than ideal in an international course like his. Students have had their cameras switched off most of the time and it has been difficult to create a good and allowing atmosphere at the seminars. It is therefore fortunate that the course will be taught on campus next semester. The course leadership will be shared among two teachers starting next semester, which will increase the teaching teams' collective competences on children's rights. The new teacher has previous experience working for the UN with human rights.

Proposed revisions to the course syllabus

No current suggestions.