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

Revised 2023-06-13

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: VT 2026

Ladok code: BU123E

Course coordinator: Jessica Eng

Number of registered students: 41

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

Formative course evaluations were conducted informally throughout the course. The summative evaluation was conducted in the form of a survey.

Summary of the students' course evaluations

Only four students answered the evaluation, but I (teacher) received positive feedback from the students throughout the course, where especially the discussions and democratic teaching were emphasised. The questions answered in the survey were rated highly.

To what extent do you consider you have achieved the learning objectives of the course?

	Number of responses
1. To a very small extent	0 (0.0%)
2.	0 (0.0%)
3.	0 (0.0%)
4.	2 (50.0%)
5.	1 (25.0%)
6. to a very large extent	1 (25.0%)
Total	4 (100.0%)

To what extent do you think that the working methods / learning activities on the course have reinforced your learning and your ability to achieve the learning objectives?

	Number of responses
1. To a very small extent	0 (0.0%)
2.	0 (0.0%)
3.	1 (25.0%)
4.	1 (25.0%)
5.	0 (0.0%)
6. to a very large extent	2 (50.0%)
Total	4 (100.0%)

To what extent do you consider that the types of examination on the course gave you the opportunity to show how well you had achieved the learning goals?

	Number of responses
1. To a very small extent	0 (0.0%)
2.	0 (0.0%)
3.	1 (25.0%)
4.	1 (25.0%)
5.	0 (0.0%)
6. to a very large extent	2 (50.0%)
Total	4 (100.0%)

To what extent do you consider that the course as a whole has met your expectations?

	Number of responses
1. To a very small extent	0 (0.0%)
2.	0 (0.0%)
3.	1 (25.0%)
4.	1 (25.0%)
5.	0 (0.0%)
6. to a very large extent	2 (50.0%)
Total	4 (100.0%)

To what extent has the course given you the opportunity to take responsibility for your own learning?

	Number of responses
1. To a very small extent	0 (0.0%)
2.	0 (0.0%)
3.	0 (0.0%)
4.	3 (75.0%)
5.	0 (0.0%)
6. to a very large extent	1 (25.0%)
Total	4 (100.0%)

- seminars have all been a pleasure to attend and the professors made the atmosphere not only welcoming but also focused on learning, dialogue, and in-depth thinking when it came to approaching the chosen topics.

- more of a subjective take, but I think the easy-going, welcoming vibe during all the meetings helped create a more relaxed study environment that eased both cooperation between us students and feeling less stressed overall.

One student also wanted lectures rather than seminars.

Summary of the evaluations of the teaching team

The presence of the students in the seminars varied, and some learning opportunities were cancelled due to illness. A consistent issue is that it is hard to determine how many students will be active in the course.

Overall, there were, once again, fewer and fewer students at the seminars.

The oral exam moved from irl presentations to recorded videos. This, since it is very hard to know if around 45 students will show up or 20. Last semester a lot of students participated in the oral exam and even if we kept within the given timeframe, it still took a very long time. Overall, the presentations were better online.

However, some more failed the written exam than last semester and mainly thos who participated very little or not at all (excluding the oral exam). 26 out of 41 submitted the written assignment.

Analysis

The course coordinator will continue with the same structure and continue to emphasise the importance of attending the seminars.

Action plan

The overall structure will be kept but with some new teachers/lecturers on the course.

Proposed revisions to the course syllabus

N/A

Rapport CR