
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: Gender and Education - An Intersectional Perspective in Contemporary Settings

Semester: Spring term 2021

Ladok code: BU125E

Course coordinator: Robin Ekelund

Number of registered students: 14

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

The formative evaluation was done orally during one of the seminars during the courses latter stages. The students were divided into breakout rooms on Zoom and could discuss their thoughts on the course before sharing their joint thoughts and feedback with the course administrator. The summative evaluation was done using Sunet Survey.

Summary of the students' course evaluations

During the oral formative evaluation the students stressed that they had enjoyed the structure of the course, the lectures, the seminars and the different teachers working on the course. They said that Zoom had worked better than they could have imagined beforehand. They also emphasised that some of the course literature had been challenging to understand, but that it was good that they didn't have "too much" to read for each lecture/seminar. A couple of the students also said they were feeling a bit unsure with regards to the assessment of writing an essay – which we later, on the last seminar of the course, spent focus on discussing.

Only four students responded to the summative evaluation. However, these four students were overall positive in their feedback and evaluation of the course:

"I really enjoyed the course and it was highly interesting to me as a future teacher. It gave me a more solid foundation to think and improve on certain issues that present themselves in education, of which some I hadn't considered as deeply before."

"I found the course very interesting and I was very glad I decided to take it on the side of my program, as it was basically the only course that motivated me. I also feel I learnt a lot!"

One of the students said they had wished that we had gone even deeper into some of the main concepts of the course.

The course builds on a blend of lectures and seminars and with regards to these the students all stress that they worked really well – that the lectures had been clear and informative, and that the seminars and discussions had been important for developing a deeper and more nuanced understanding of gender, intersectionality and education, even considering that we had to meet through Zoom only:

"I thought they [lectures and seminars] were very well done and thought, very clear and interesting. Robin you are really a very good teacher, I have studied a lot - and a lot digitally recently, and you are the only professor who really manage to create a great learning atmosphere, especially digitally. The break out rooms were also very well organized, it was lovely to discuss with other students. I also enjoyed that you encouraged us to reflect on our personal experience, it rendered the course very rich and I enjoyed listen to other students with very different perspective and culture."

The students all stress that they enjoyed working on individual essays where they could choose a topic of their own with regards to education and analyze it from a gender and intersectional perspective. One of the student's would have liked to get some formative feedback and points for reflection on the assignment earlier in the course.

On the question whether the students would suggest any changes one student says that in some cases the different levels of knowledge on gender and intersectionality that the students had coming into the course had made some aspects of the course to basic and "slow paced", thereby suggesting that the course could be given on different levels. One student also suggest that the course could have introduced an online student forum where they could discuss the course content and literature on their own, and that there could have been "more in-depth discussion on the methodological aspects of intersectionality and gender theory (e.g. debates on the quantification of intersectionality theory)".

Summary of the evaluations of the teaching team

In addition to the course coordinator, three other teachers were involved in the course by having lectures and/or seminars. The teaching team is very pleased with how the course was carried out, in particular due to the student group who was engaged, well prepared and eager to discuss and share their thoughts and questions.

The teachers envisioned that the course, which includes many seminars and group discussions, would be difficult to carry out on Zoom but no issues occurred due to this and the group discussions worked out very well. Rather, the teachers feel that even more time to discuss questions and perspectives could have been useful.

From the teachers' point of view, the course structure, format and literature worked well.

Analysis

All in all, the course was successful in achieving the goals it had set out and in enabling the students to meet the intended learning outcomes. The students seem to overall be very positive in their feedback on the course. The issue of different levels of knowledge among the students when they come in to the course, which was raised by one of the students in the summative evaluation, is not seen as an issue by the teachers as the course builds on "international students" of different backgrounds sharing their experiences and thoughts on the topics of the course. Furthermore, the course is given on a basic level.

Action plan

As the course have found a format and structure that works well, both according to the students and the teaching team, no short or long term actions are planned.

Proposed revisions to the course syllabus

No revisions to the syllabus are planned.