
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: Gender and Education - An Intersectional Perspective in Contemporary Settings

Semester: Spring term 2025

Course code: **BU125E**

Instance code:

Course coordinator: Robin Ekelund & Erika Lundell

Number of registered students: 29

Number of students who responded to the summative course evaluation: 9 (30%)

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 evaluations were done during the seminars of the course. The summative evaluation was done using MAUSurvey.

Summary of the students' course evaluations

Of 29 registered students (although fewer actively participated in the course) 9 filled in the course evaluation. This gives an answer frequency of 30%.

The students gave an overall very positive assessment of the course.

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

4,7 on a scale of 6 (where 6 means to a very large extent and 1 To a very small extent)

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?

4.2 on a scale of 6.

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?

4.4 on a scale of 6.

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

4.2 on a scale of 6.

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

5.4 on a scale of 6.

In the open comments, one of the students gave a very positive comment: "3 Years studying in MAU, both professors were 10/10 in all regards, In terms of learning outcome."

One student wished for more connections to work practice:

"The course provides a solid theoretical framework for understanding gender and intersectionality within educational contexts. However, it could benefit from incorporating more research-oriented, practical implications. In particular, greater emphasis on real-world applications and case studies would help bridge theory with professional practice, enhancing the course's relevance to workplace challenges and career development."

One student wished for updated literature: "I enjoyed the course and the variety of the literature, however, I think there should be more up-to-date journal articles included too."

During the course a smaller evaluation was held during a seminar. This resulted in written comments as well, in the form of a mail from the participating students. This mail is inserted here:

"Overall a really interesting and wholesome course. The teachers as well as the atmosphere were very warm and inclusive.

** A lot of us felt very safe to share personal reflections and felt like the course almost had a 'healing' experience with it. To look back on what was and to reflect on the present and future.*

** Some thought that the lectures and how the teachers spoke - sometimes could benefit to be a bit more structured.*

- While others felt that the sometimes lack of complete structure made the teachers feel more 'human' and that it made it easier to pay attention and listen to what was said.

** Some said that parts of the literature could be updated due to the dates when it was published. A lot was published more than 10-15 years ago.*

- But all of us really appreciated that the articles were free and all in canvas!

** Some said that they thought that it should be mandatory to attend the seminars, and that it was sad*

that so many choose not to show up.

- We all agreed that it was very positive to attend both for learning aspects and as a connecting aspect. Attending was agreed to be a 'mood booster'. So it felt like it could help to have some of the seminars mandatory - for the overall experience of the course. "

Summary of the evaluations of the teaching team

The teachers think that the course, overall, went well. The structure of the course, the lectures and seminars worked well.

One of the main things that can be improved, in the teachers' perspective, is that the seminars could benefit from more students attending, this can be done through mandatory seminars, but also in engaging the students in preparing tasks together on beforehand. But not to the extent that has been the case previous years.

The teachers also think that it is time to update parts of the course literature.

The teachers also think that the course assignment, which has been that the students write an essay, has to be slightly reworked in order to prevent problematic use of AI.

Analysis

Overall, the course worked well, both according to the students and the teachers. However, the course can be improved regarding the literature, the seminars, and the assignment.

Action plan

The course leaders plan to update the literature and rework the seminars as well as the course assignment.

Proposed revisions to the course syllabus

The actions planned will mean that the course syllabus will be revised.