**MALMÖ UNIVERSITET**

# Mall för kursrapporter vid Malmö universitet

*Reviderad vid Utbildningsberedningens möte 24 november 2015.*

*Kursrapporten* är ett viktigt instrument för utvecklandet av kurser och utbildningar samt för att säkerställa studentinflytandet. Strukturen för kursutvärdering beskrivs i *Policy för kvalitetsbygge: kursutvärdering* Kursrapporten ska innehålla bakgrundsinformation/nyckeltal, en sammanfattning av studenternas kursvärderingar samt analys och åtgärdsplan tillsammans med eventuella förslag på revidering av kursplanen. Kursrapporten publiceras i anslutning till annan information om kursen.

**Bakgrundsinformation**

Kursens namn: Academic Writing 1
Termin:Ht: 2023
Ladokkod:EN415C/EN430C
Kursansvarig: Damian Finnegan
Antal registrerade studenter:94
Antal studenter som besvarat den summativa kursvärderingen: 19

| Genomförande | Sätt X |
|---|---|
| Föregående kursrapport är kommunicerad i samband med kursstart | X |
| Tidig dialog om förväntningar på kursen | X |
| Formativ kursvärdering | X |
| Summativ kursvärdering | X |
| Återkoppling till studenterna | X |

**Utvärderingsformer**
Beskriv metod/er och genomförande för såväl den formativa som den summativa kursutvärderingen.

- Anonymous digital Google Forms survey containing 7 questions. Questions 1-4 had a 1-5 point scale, with 1 meaning strongly negative and 5 meaning strongly positive. Questions 5-7 were open questions allowing for extensive commentary.
- The 7 questions targeted the following: achievement of learning outcomes, support from learning activities towards outcomes, opportunity to take responsibility for own learning, success of own work and approach to work, improvement for

own approach, clarity and informativeness of instructor lectures, clarity and informativeness of instructor feedback, overall workload, main strengths of the module, suggested improvements for the module, and other comments.

**Sammanfattning av studenternas kursvärderingar**
Här sammanfattas studenternas synpunkter med utgångspunkt i kursens olika kursvärderingar (se ovan) på ett objektivt sätt. Personer får inte namnges i kursrapporten.

- In a Google Forms evaluation of this course module, we received responses from a total of 19 student respondents (20%).
- For questions related to learning activities supporting learning outcomes, 19/19 responses scored highly positive (3-5 on the scale).
- For questions related to the clarity and informativeness of the instructors' lectures, there were notable highly positive scores, with 19/19 of respondents scoring the scale 3-5 .
  - Supporting commentary for ratings revealed that many of the responding students highly appreciated the organization, planning and clarity of lectures.
  - *Successful elements*: good organization, clarity of lectures, learning that writing is composed of various stages in a process, within which feedback from both peers and instructors are viewed as important elements. Moreover, respondents highly valued that they learned to critique each other's work in a constructive way, thus preparing them for the realities of being future educators, where formative and summative feedback plays a central role in their professional work. In addition, they appreciated the professionalism of instructors, value of new knowledge, good lectures, good learning activities, clear expectations, chances to practice and learn.
- For questions related to opportunity to take responsibility for own learning, the response was biased toward highly positive, with 18/19 of the respondents scoring 4-5 on the scale.

- *Elements to address in the future*:
  - Instructor feedback on student draft writing has been given on three occasions through the process. This has be greatly appreciated and valued by respondents. However, it should noted that peer feedback (given on three occasions) is deemed as poor by some of the students. This seems to be as a result of poor peer engagement and suspected use of AI. Therefore, we intend to spend more time familiarizing students with what constitutes given effective and relavent peer feedback. Moreover, we will go to great lengths to discourage the use of non-human produced responses.

**Sammanfattning av lärarlagets utvärdering**
Här sammanfattas lärarlagets synpunkter på kursens innehåll, läraktiviteter och examination.

Evidently, many students generally performed well in this course. However, the performance, like Ht 2022, is lower than from previous courses (only 34/94 students passed the final draft of the paper (50% grade for the course). This is something we are unable to explain at the moment. But we surmise it might be a result of many students coming directly to university students from secondary school. Moreover, a new instructor on the course may have benefitted fom better orientation of the course content and activities.

That said, in all 6 writing assignments and all three peer review assignments, good work on the part of the students was revealed.

**Analys**
Analysen bygger på en sammanfattning av studenters och lärares individuella och gemensamma kursvär-
deringar. Såväl framgångsfaktorer som problem identifieras.

- The student response was rather small (19 responses/20 percent) and thus can-
  not be taken as representative. It was very positive in regard to organization,
  clarity of lectures, learning academic writing in a new way, professionalism of in-
  structors, value of new knowledge, good lectures, good learning activities, clear
  expectations, chances to practice and learn. The vast majority of the respond-
  ents praised our approach, but some (1) found it to be average (learning to-
  wards negative) in regard to learning outcomes, the clarity and informativeness
  of the instructors' lectures, and meeting course expectations. The course largely
  met student expectations, and that the students largely felt that they met the
  learning outcomes. However, nothing was explained by this ONE student to pin-
  point what problems there might be.

**Åtgärdsplan**
Här anges vilka förändringar som ska genomföras på kort och lång sikt samt tidplan. Om identifierade pro-
blem lämnas utan åtgärd ska detta motiveras.

- Given that this is a traditionally "board-work" oriented course, which involves a
  good deal of interaction between instructor and students in the classroom, we
  feel that the course was largely successful. Still, we must be sure that new in-
  structors on the course are given more detailed orientation on course content
  and activities.
- In the future, great emphasis will be placed on educating students about the use
  (non-use) of AI.
- A new and improved lecture and reading material on peer reviewing will hope-
  fully give all students to fully engage in meaningful feedback of peers' drafts.

**Förslag till revidering av kursplan**
Här lämnas förslag till eventuella revideringar i kursplanen med stöd i ovanstående värdering och åtgärds-
plan.

- The basic approach to teaching academic writing as a process will not be al-
  tered. Our rationale is based on highly positive student evaluations of the course
  each year. Instructors will continue give feedback on the middle draft of the stu-
  dents' writing, thus providing more expert feedback.

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