
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: Building Blocks of English

Semester: HT24

Ladok code: EN430/415C

Course coordinator: Anna Wårnsby

Number of registered students: 107

Number of students who responded to the summative course evaluation: 17

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	-
Summative course evaluation	X
Feedback to students	X

Forms of evaluation

Describe the method(s) and implementation for both the formative and the summative course evaluation.

A google form with a mixture of qualitative and quantitative questions was administered through the Canvas course page.

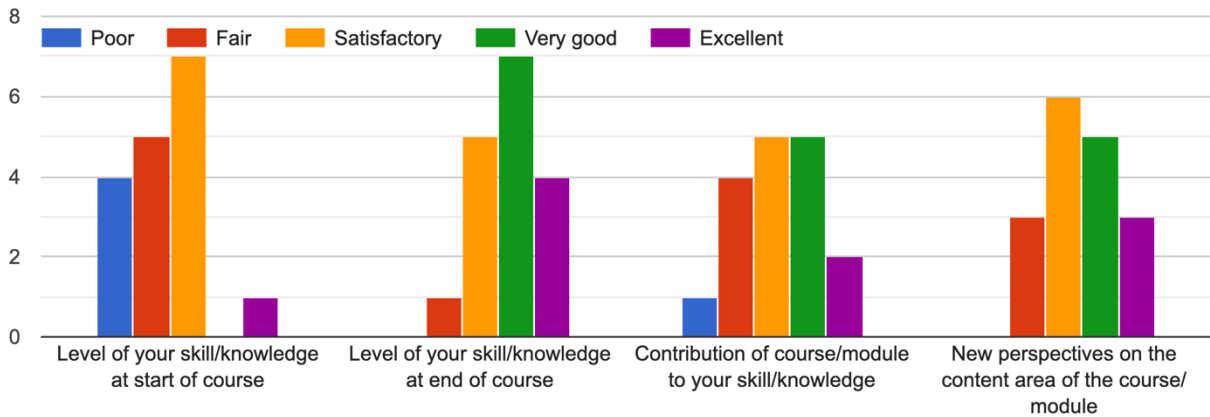
Summary of the students' course evaluations

The students' views are objectively summarised here based on the various course evaluations for the course (see above). Individuals may not be named in the course report.

Most students reported investing sufficient amount of work on the course. The self-reported knowledge gain on the course was considerable for most students (Figure 1).

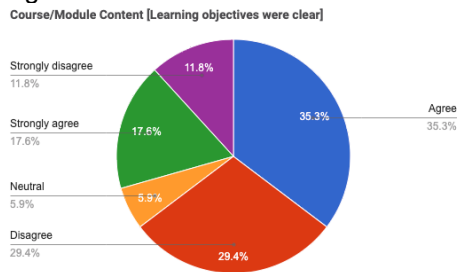
Figure 1

Course/Module Contribution to Your Learning



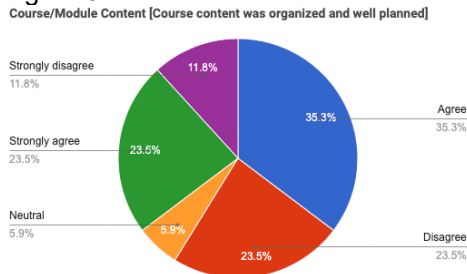
Ca 53% of the students understood the learning outcomes, while ca 41% found them unclear (Figure 2).

Figure 2



Ca 61% of the students found the course well organized, while 41% disagreed (Figure 3).

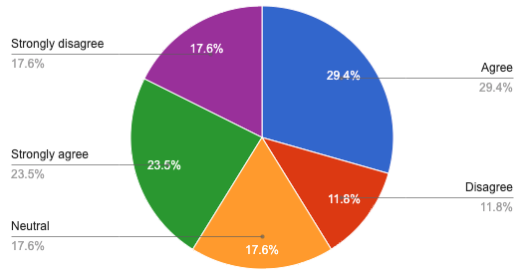
Figure 3



Ca 53% of the students found workload in the course appropriate, while ca 30% disagreed (Figure 4).

Figure 4

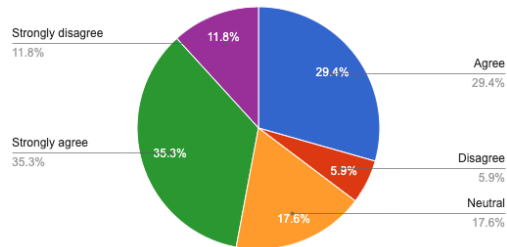
Course/Module Content [Course workload was appropriate]



Ca 64% of the students thought that the course organization afforded full participation to all, while ca 18% disagreed (Figure 5).

Figure 5

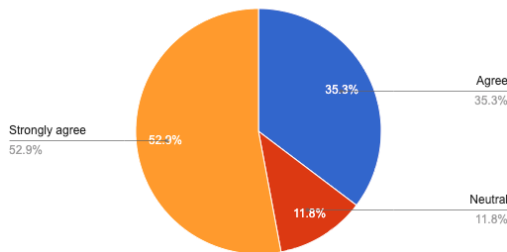
Course/Module Content [Course organized to allow all students to participate fully]



Most of the students found course literature useful (Figure 6).

Figure 6

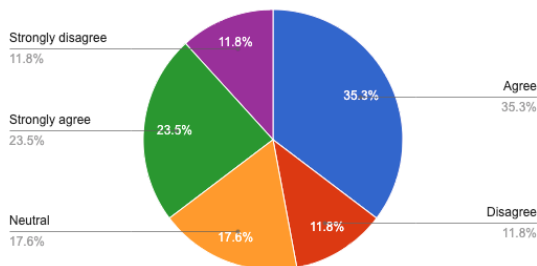
Course/Module Content [Course literature was useful, clear and provided access to new knowledge and new perspectives]



Ca 59% of the students found the course page on Canvas informative, while ca 24% did not (Figure 7).

Figure 7

Course/Module Content [Course Canvas-site was informative and clearly organised]



The students' qualitative answers reinforced their quantitative answers in a consistent way. Many of the open answers also contained requests for more classroom time and slower pace.

Summary of the evaluations of the teaching team

The views of the teaching team regarding the content, learning activities and summative assessment of the course are summarised here.

Ca 60% of the present cohort of students attended all classes. Most students who attended the classes were engaged, came prepared, worked well in the study groups and initiated lively discussions. Ca 60% of the present cohort of students passed the exam on the first opportunity. This is quite consistent with the student satisfaction levels in Figures 2-7 and strengthens the correlation between class attendance and study success.

Analysis

The analysis is based on a summary of the students' and teachers' individual and joint course evaluations. Both success factors and problems are identified.

The course content is challenging and new. Mastering grammar in any form requires consistent and continuous effort. That so many students self-reported considerable gains in knowledge after the completion of the course is encouraging. The examination results are consistent with the attendance rate: attending classes is a prerequisite for successful course completion. Most students can reasonably be expected to gain more, and deeper knowledge of the course content area were the course resource to permit more classroom time. Given the minimal course resource this year, however, we have tried out a new digital examination form that allowed us to free most of the time for teacher-led classroom activities instead of grading. Despite some unexpected administrative and organisational difficulties, the new examination worked well. While the learning curve for us was rather steep in terms of creating, managing and organizing this form of examination, we can confidently conclude from the experience that we will retain this examination form in the future iterations of the course.

Action plan

The short-term and long-term changes that are to be implemented are specified here, along with a timeline. If no action is planned to address a specified problem, this decision must be justified.

No further changes will be implemented. However, in hope that the economic situation will permit more generous resource allocation in the future and in line with the students' requests for more classroom time, we will insist on this course being allocated more time for classroom activities.

Proposed revisions to the course syllabus

Suggestions for possible revisions to the syllabus are proposed here, supported by the above evaluation and the action plan.

No revisions necessary.