
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: English Studies and Education: Language Development and Language Teaching

Semester: VT22

Ladok code: VT2022-EN425B/EN437B-L4731/L4729

Course coordinator: Ingrid Hortin

Number of registered students: 15

Number of students who responded to the summative course evaluation: 13

Implementation	Mark with an X
The previous course report is communicated in connection with the start of the course	This is the first time these courses have been delivered
Early dialogue on expectations for the course	X
Formative course evaluation	X
Summative course evaluation	X

Forms of evaluation

- We collected response from the students in a discussion at the end of the course
- Collected individual written reflections of the course.

Summary of the students' course evaluations

- The students suggested that a VE with a university with a similar time zone would facilitate more opportunities for communication and cooperation
- In the VE sessions in the panel discussion with the European teachers – the student felt they could have had more opportunities to share their experiences and participate in the discussion
- There were some difficulties in the group work in the VE project – perhaps different levels of commitment The students felt the teachers should have been more proactive here, however when groups informed the teachers about issues they were resolved.
- There needed to be more balance in the seminars – not everything at the beginning

Summary of the evaluations of the teaching team

- VE – some of the communication difficulties that the groups experienced gave them insights in the communicative skills that learners need to develop.
- Following the pandemic, the presentation skills in the oral exam were lacking – need to ensure we include instruction and skill building to develop the students' skills

Analysis

- If we used the same structure with panel discussion, we would ensure the students could take a more active role
- Scheduling the course was affected by all the other English courses that began before the end of this course – this is a result of the restructuring of the programmes but we will consider how to address the issue.

Action plan

- Scheduling the course was affected by all the other English courses that began before the end of this course – this is a result of the restructuring of the programmes but we will consider how to address the issue
- We explore VE opportunities with European Universities

Proposed revisions to the course syllabus

- Lgr 22 in English