MALMÖ UNIVERSITET

Mall för kursrapporter vid Fakulteten för lärande och samhälle vid Malmö universitet

Reviderad 2020-05-24

Kursrapporten är ett viktigt instrument för utvecklandet av kurser och utbildningar samt för att säkerställa studenternas inflytande i detta arbete. I *Beslut om modell för systematiskt utbildningsnära kvalitetsarbete vid LS* (UTB 3.1-2017/410) framgår det att kursrapporter utgör underlag för programnämndernas arbete med att systematiskt följa upp kvaliteten i programmet i dess helhet.

I beslutet *Kursutvärderingsprocessen vid Fakulteten för lärande och samhälle* (UTB 3..2.2-2018/479) framgår vad som gäller för kursrapport inklusive återkoppling till studenter.

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: **ENGELSKA OCH LÄRANDE: SPRÅK OCH SKRIVANDE: AKADEMISKT SKRIVANDE MODULE**
Termin: **HT:2021**
Ladokkod: **EN415C/EN430C**
Kursansvarig: **Damian Finnegan**
Antal registrerade studenter: **87**
Antal studenter som besvarat den summativa kursvärderingen:**22/87**

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

- 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

- In a Google Forms evaluation of this course module, we received responses from a total of 22 student respondents (26%).
- For questions related to learning activities supporting learning outcomes, 19/22 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 20/22 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 21/22 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 four occasions through the process. This has be greatly appreciated and valued by respndents. However, it should noted that peer feedback (given on three occasions) is deemed as poor for some of the students. Therefore, we intend to spend more time familiarizing students with what constitutes given effective and relavent peer feedback.*

Sammanfattning av lärarlagets utvärdering

On the whole, many students generally performed quite highly in this course. Indeed, the performance is in line with high performance from previous courses. This is a welcomed surprise considering the course lectures were performed digitally due to COVID-19. However, engagement in seminars was a tad below the usual (traditional classroom seminars). This was likely to some students being unused to speaking and engaging digitally. Typically, 20 students would attend each of the three seminars, so 1/3 of the class was not present for the greater portion of class lecturers and seminars. During online seminars, most students were not visible to the instructors, and perhaps less than ten would actively participate in activities and discussions. We do not take this to mean that students were not paying attention, but we note that this skewed our attention to those that were vocal and overtly active.

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

Analys

- The student response was rather small (22 responses/less than 30 percent) and thus cannot be taken as representative. It was very positive in regard to organization, clarity of lectures, learning academic writing in a new way,

professionalism of instructors, value of new knowledge, good lectures, good learning activities, clear expectations, chances to practice and learn. The vast majority of the respondents (20) praised our approach, but some (2) found it to be average (learning towards 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, little was said from these 2 students to pinpoint what problems there might be.

Åtgärdsplan

- Given the COVID situation, and the observed outcomes, and given the fact 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.

Förslag till revidering av kursplan
- Should we continue with COVID online teaching, more attention needs to be placed on classroom management to ensure that all students have an equal opportunity to participate in classroom discussion (seminars). This will entail the use of Breakout rooms in Zoom much more and with fewer students in each room.
- The basic approach to teaching academic writing as a process will not be altered. Our rationale is based on highly positive student evaluations of the course each year. That said, instructors will in the future give feedback on the middle draft of the students writing, thus providing more expert feedback.