Template for course reports at the Faculty of Education and Society at Malmö University

Background information

Course name: Språk och skrivande / English Studies and Education: Language and Writing
Semester: HT25
Course code: EN430/415C
Ladok code: L0004/L6031
Course coordinator: Anna Wärnsby
Number of registered students: 97
Number of students who responded to the summative course evaluation: 6

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.

At the end of the course, a summative course evaluation form was shared with the students, who were then admonished to fill it in.

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.

Student responses were summarised by Co-pilot.

Effort Levels
Most students rated their effort as Fair or Excellent, with one reporting Very good.
Learning Contribution
Mixed responses:
Some felt the course contributed Excellent or Very good to their knowledge.
Others rated it as Fair or Satisfactory, especially regarding new perspectives.

Strengths Mentioned
Good presentations and participation.
Language skills (grammar, vocabulary).
Teachers' guidance and pedagogical approach.
Enjoyment of sentence diagramming and its rules.

Own Areas for Improvement
Better study techniques.
Reading instructions more carefully.
Keeping up with readings.

Course Content & Organization
Positive Feedback:
Teachers' explanations and guidance were appreciated.
Canvas site was generally seen as clear and informative.
Literature was useful for some students.

Negative Feedback:
Learning objectives and organization were sometimes unclear.
Seminars/workshops felt rushed and disconnected for some.
Poor communication between teachers noted (conflicting instructions).
One student reported serious administrative delays in grade registration, causing financial issues (CSN).

Most Valuable Aspects
Sentence diagramming (seen as fun and helpful for understanding grammar).
Teachers' guidance and presentations.

Suggestions for Improvement
Seminar Structure: More structured and less rushed workshops; better coordination among teachers.
Additional Resources: Include Vitto's workbook as voluntary literature.
Focus Shift: Less time on diagrams, more on other grammar aspects.
Administrative Efficiency: Faster grade registration to avoid financial delays.

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.

The course structure and activities are well established. The diagrams are an accessible tool to explain grammatical phenomena. The seminars are based on student participation and preparation, and offer opportunities to actively engage with the course material. The course is also supported by SI. Both the seminar teachers and SI-leaders reported unusually poor classroom attendance, which we conclude led to the unusually poor examination results. Grade registration follows the set deadlines and procedures.

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.

From the students' evaluations and our reflections about the course and its design, we will maintain the design with a focus on active learning and will continue to imprint on students the importance of classroom attendance and engagement with the course materials.

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.

More classroom activities and scaffolding will be added if the course resource permits it in the future.

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.

None.