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 C*ourse 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: Text and Context (Literature module)
Semester: HT2023
Ladok code: EN431C
Module coordinator: Chrysogonus Siddha Malilang
Number of registered students: 51
Number of students who responded to the summative course evaluation: 41

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	x
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.

The formative assessment was conducted as a dialogue with the students in the middle of the course period. The summative evaluation was conducted both as the closing dialogue with the students and the online questionnaire.

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.

1. The students found that the Creative Writing workshop (both narrative and the poetry writing) useful for their teaching.
2. The students appreciate the connection between Missing chapters and the didactic part of the other modules.
3. The students see the five papers as repetitive and they would like to have varied assignments for the portfolio.
4. The seminar focusing on the literary text needs to be more interactive and more student centred.
5. The book in focus, "The Last Kingdom", is perceived as uninteresting.
6. The students found the instructions to be unclear.
7. The students found the time between assignments too tight.
8. The students think that the feedback give to Paper 1, 3, and 4 takes too long.

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.

1. It is not easy to coordinate the module due to the existence of three different teachers and one of them is an external teacher. This leads to difficulty in the coordination and the non-optimal performance of the external teacher.
2. The attendance rate of the module poses a big problem, since those who did not attend the seminars miss important information surrounding the assignments instruction and the portfolio.
3. One of the teachers thought that the book, "The Last Kingdom", is too difficult for 7 – 9 students.

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.

1. We found that the communication between teachers and students not very smooth due to the number of teachers involved in the module and the low attendance rate of the students. This resulted in gaps of information. We found that those who complained about unclear instruction are mostly those who barely attended the seminars.
2. The students' suggestion about varied assignments is valuable and will be incorporated in improving the course next year.
3. The low attendance rate, however, serves as a filter to allow better more engaged seminar as those who came were mostly motivated students.
4. We acknowledge the problem with slow feedback for Paper 1, 3, & 4, especially since the external teachers were the one responsible for them. The course leader has repeatedly asked the said teacher about the feedback to no avail.
5. The book in focus needs to be changed in the coming course to more recent literary texts.

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.
1. Revising the structure of the portfolio
2. Trying to keep the number of the teachers involved in the module
3. Looking for better text to focus on.

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.

There is no proposed revisions to the course syllabus.

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