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

*Revised 2020-05-24*

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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: Learning Theories, Language Development, Language Teaching and Assessment

Semester: VT2022

Ladok code: EN432C

Course coordinator: Chrysogonus Siddha Malilang

Number of registered students: 42

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	X
Summative course evaluation	X
Feedback to students	

**Forms of evaluation**

The formative evaluation was conducted as a dialogue in the middle of the course and the summative evaluation was conducted through an online survey in the last week of the course.

**Summary of the students' course evaluations**

In general, the students find the course enjoyable, informative, and relevant to their progression to become teacher. They also found the assignments good in general, although the changes in exam 3 just seven days before the submission deadline caused stress for several students. The students also demanded more lectures for some topics, such as policy document. The teachers and their passion in delivering the materials are commonly seen as the strength of this course.

**Summary of the evaluations of the teaching team**

Overall, we found that the shift to physical teaching has benefited student's morale and increased their motivation. However, we had difficulty in the beginning due to not knowing who would join us as the third lecturer. This resulted in ineffective coordination in materials and instruction sometimes.

**Analysis**

The latest shift to blended learning (physical teaching and possibility to do online teaching) has worked well in this course. Students were more active this time around and complicated topics could have more coverage and depth during the discussion. However, having someone new filling in the missing spots in such a short time poses a great difficulty in coordinating and communication. This resulted in the later problem, such as the threats surrounding Exam 3. On the other hand, the improvement to the course structure and adjustment to the feared Exam 1 have proven to be effective. Instead of getting complaints about Exam 1 like previous years, the students appreciated the possibility to work step by step on this exam.

**Action plan**

We plan to work on better rubric for Exam 2 in the autumn and creating further adjustment for the written exam to be used for those who are doing the re-exam.

**Proposed revisions to the course syllabus**

We plan to revise the form of examination.