
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: Texts, Communication and Language Knowledge-

Semester: VT22

- 2022-03-28 - 2022-06-05 L2818
- 2022-03-28 - 2022-06-05 ULV94

Course coordinator: Ingrid Hortin

Number of registered students: 119

Number of students who responded to the summative course evaluation: 95

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

Feedback to students	

Forms of evaluation

All the groups (5 students per group) were interviewed with open questions concerning course content and suggestions for changes

Summary of the students' course evaluations

- We would like to start with the grammar and then do lesson planning.
- Need a deeper dive into language learning theories – don't assume we already know from previous courses
- Academic writing seminars has been helpful 'helped me to crack some of the codes about writing.
- It would be good to have had the information about lesson planning before we did our VFU
- Good to have a short exam at the beginning with time to write the larger exams later
- The course is very intense
- The drilling in the building was very intrusive (some lessons cancelled others completed despite the noise)
- This should be our first course because there was lesson planning instruction and information and skills for academic writing.
- Drama was ok as first exam
- The course helped me to feel more confident with my spoken language

Summary of the evaluations of the teaching team

- The attendance at seminars was quite high and the engagement in the content of the seminars was high – lots of discussion and question asked
- The drilling in the building was difficult and it wasn't always possible to re-schedule seminars due to teacher workload
- This was first campus course after covid
- The group work seemed to function well
- We had complaints about a student bring a baby to the seminars as this disturbed their focus – this was resolved in conjunction with the student union
- Due to staff shortage, we had two external lecturers involved in the course

Analysis

- The planned structure of the course with the drama exam in the beginning, and the grammar exam together with the lesson plan written assignment – the course content (teaching, theories and readings) builds towards the final exams. The demands of drama exam at the beginning of the course invites the students to use the target language (English). We will maintain the structure of the course
- The introduction of academic writing through the course has contributed to a higher rate of passes than previous English courses in this programme. It also provides a foundation for the next English course. – we will keep the seminars about academic writing
- Language learning theories – need to make more explicit the connection between theories of language learning and learning activities

Action plan

- The introduction of academic writing through the course has contributed to a higher rate of passes than previous English courses in this programme. It also provides a foundation for the next English course. – we will keep the seminars about academic writing
- Language learning theories – need to make more explicit the connection between theories of language learning and learning activities

Proposed revisions to the course syllabus

Lgr 22 – English version.

Lundahl 2021 – replaces earlier version