# 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 and Education: Culture, Internationalisation, and Teaching Materials
Semester: HT2023
Ladok code: EN626B/EN638B
Course coordinator: Chrysogonus Siddha Malilang
Number of registered students: 15
Number of students who responded to the summative course evaluation: 13

| **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**
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 appreciate the close connection between the materials discussed during the seminar and their future teaching practice.
2. The students appreciate the structure of the course, as the portfolio examination is seen to be helpful and provide enough scaffolding for them to reach the course objectives.
3. The inclusion of the Virtual Exchange with Universidad de Talca, Chile is highly appreciated by the students because it provides context for the materials they are learning. They also found it useful to talk to teacher-student at their level to share their concern and anxiety before going to the job market.
4. The part about teaching material evaluation is also appreciated because they thought that it gives them early preparation for their teaching practice.
5. As they are about to finish their education soon, they want to have more professional examples from the field.

**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. We are still trying to navigate around the course since this is the first time the course is given. While the global English and interculturality part is retained from the previous iteration of the course, the teaching material part is completely new.
2. We found the use of Virtual exchange heavily supports the course, as well as providing experiential learning for the students.
3. While the workload for the portfolio examination is heavy for the teacher, it proves to be an early time investment and leads to better summative assessment.
4. The grounding of the presentation examination to the teaching practice proves to be useful as students become more engaged in the process. This leads them to become more open-minded during the discussion and focus more on the process and the resulted grade.

**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 both the expectation of the students and our expectation matched perfectly, leading to a well-synced teaching learning activity.
2. The size of the group makes it easier to engage the students in discussion, where they could actively form their own understanding and reflect on what they have learned.
3. The previous iteration of the course, where there were two separate modules, still inevitably affected how this new course is structured. A better structure and seminar order needs to be created in the coming year for better, stronger integration between the 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.
1. Continue with the Virtual exchange for the coming year, especially with the formalized agreement with Universidad de Talca already in place.
2. To further support the materials of controversial issues and critical pedagogy, we would like to invite librarian from Dawit Isaak library of forbidden book to share her experience dealing with sensitive issues with younger learners.

**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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