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: Evaluation and Quality Development in Primary School
Semester: VT2024
Ladok code: EN627B/EN639B
Course coordinator: Chrysogonus Siddha Malilang
Number of registered students: 13
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 students appreciate the hands-on approach we have in the course and that everything we discussed can be used and applied in their job.
4. The part about teaching material design is also appreciated because they thought that it gives them something to be used in their teaching as well as the possibility to be a material designer.
5. As they are about to finish their education soon, they appreciated having more professional examples from the field.
6. The structure of the course, however, could be better, especially considering the VFU break that they are having. Some parts of the portfolio could be prioritized before the VFU break.
7. They would like to have more seminars and workshops

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.
2. 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.
3. The schedule for the general lectures (for the whole faculty) made us unable to do our planning as we have to work around those seminars and the VFU break.
4. The students are very active and they are highly-motivated.
5. 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. Despite the positive feedback from the students about the material design, we believe that there is a room for improvement for us.

Action plan
We would like to restructure the order of seminars and workshops for next year

Proposed revisions to the course syllabus

There is no proposed revisions to the course syllabus.

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