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, Internationalization, and Language Assessment
Semester: HT2022
Ladok code: EN724B / EN734B
Course coordinator: Chrysogonus Siddha Malilang
Number of registered students: 13
Number of students who responded to the summative course evaluation: 5

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. However, none of the student answered the questionnaire.

Summary of the students' course evaluations
Based on the dialogue, the students appreciated the structure of the course. They find the portfolio examination helpful and provide enough scaffolding for them to reach the course objectives. They also appreciated the continuous formative assessment during the course as it breaks down the course objectives into manageable steps. However, the students also thought that the timeline of the course is quite weird as they have to go to do their first four week of VFU before going back for a week for the examination. They also feel that the concept of CLIL should be made more general.

Summary of the evaluations of the teaching team
The teaching team find the structure of the course help the students in reaching the course objectives and at the same time assess students' progress and understanding in the course. However, the teacher also considered the four-week break for VFU as something that disrupts the flow of the coursework and assignments. An assignment related to VFU was given to connect the course with students' teaching practice, but it ended up adding more burden to the students.

Analysis
In general, the course ended well with no significant problem in sight. All the registered students were relatively engaged with the course. The final reflection portfolio also shows significant development of participants' knowledge, following the progression of low order thinking skills to high order thinking skills (creating lesson plan and evaluating the concepts).

Action plan
There is no action plan for the course as this is the last time the course is offered. A completely new course for T7 will be offered starting HT2023.

Proposed revisions to the course syllabus
There is no proposed revisions to the course syllabus.

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