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## EN813C VT22

### Course report 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: Engelska och lärande: Språkundervisning I teori och praktik

Semester: VT22

Ladok code: EN813C

Course coordinator: Anna Wärnsby

Number of registered students: 11

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 students were offered opportunities to feedback the course organization continuously during the course. At the end of the course, the students were prompted to fill in a summative course assessment form.

### 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.

All 5 students reported having put a lot of effort into the course work. 4 students report their knowledge of the content area of the course has increased considerably. All students report the course to have greatly contributed to the increase in their knowledge. All students strongly agree with the following statements: they gained new perspective on the content areas of the course; learning objectives were clear; the course stimulated their interest; the course was well planned and organised; the examination form contributed to learning; feedback was timely, clear and balanced. The students differed in their assessment of the VE-module (virtual exchange): some of the students appreciated it greatly, some – not so much. Most students explicitly stated their appreciation of the preparatory aspect of the course for the degree project: "I think the prep for our final thesis was the most valuable aspect. Integrating it into the course has helped me a lot and i feel more confident moving forward during these final 9 weeks."

### 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.

The course has been continuously developed and successfully run over several terms. This iteration of the course included a new element, VE, that was connected to the Erasmus+ KA3 research project VALIANT. The integration of this element, albeit stimulating to the students and teachers, was not seamless because of the prerequisites of the course and the constraints of the VALIANT project.

### 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.

The course organisation with the on-campus and VE-related learning activities required a lot of work and good will on the part of the teachers and students but was very stimulating. All in all, the teaching and learning experiences were positive and the students' results held high standard.

### 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.

To make the VE-element better integrated into the course and thus more valuable to students, we are developing a new, tailor-made exchange in this course with a German university.

### 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.

None.