Kursrapporter vid Fakulteten för lärande och samhälle vid Malmö universitet/Course Report, Faculty of Education, Malmö University

Bakgrundsinformation/Basic information

Kursens namn/Course name: History and theories of education
Termin/Semester: H20
Ladokkod/Ladok code: ET601E revision 1.1
Kursansvarig/Course coordinator: Morten Korsgaard
Antal registrerade studenter/Number of registered students: 20
Antal studenter som besvarat den summativa kursvärderingen/Number of students who responded to the course evaluation: 12

Genomförande	**Sätt X**
Föregående kursrapport är kommunicerad i samband med kursstart/Previous course report was communicated at the beginning of the course	x
Tidig dialog om förväntningar på kursen/Early dialoge about expectations on course	x
Formativ kursvärdering/Formative course evaluation	x
Summativ kursvärdering/Summative course evaluation	
Återkoppling till studenterna/Feedback to students	X

Utvärderingsformer/Forms of evaluation

The course has been evaluated through formative assessment both oral and written. No summative evaluation was deemed necessary due to the limited number of students.

Sammanfattning av studenternas kursvärderingar/Summary of the students' evaluations

Overall the students seem to be very pleased with the course, and although they have found it challenging, they feel they have learned and improved throughout the course.

Below are a selection of statements from the students about the various aspects of the course sorted by the questions posed in the written evaluation:

1. What do think of the structure of the course?

What I liked most about the structure of the course is how inclusive it is. It is not lecture based, as is the case for most universities. Instead, it is driven by the students' input and their voice is very much appreciated and valued in the course by the professors. Also, we had a couple of guest speakers who came in for the texts we read. Overall, I really liked how the course was structured.

I appreciate how the course was divided into different modules and how we had specific texts and articles to read for each week.

The structure of the course has been intense but so very rewarding and thought-provoking. I appreciate very much the way the course is structured in terms of seminars, written assignments and discussions. I think we have had a chance to explore our thoughts in company with others, and rethink many things.

The structure was great. In terms of seminar times and placement in the week, it was nice to have time in between both seminars to reflect and discuss with my study group. I would have liked to have more time in the seminars. I relished the times where we had guest speakers, and I really enjoyed it when Johan and Morgan gave mini lectures at the start of the seminar. I would like to have more of them, I think we got deeper into the discussions from the text when you the mini lectures occurred. I think on occasions it was tough to start a conversation going, and people were hesitant to speak first, and on occasions I would try to get the ball rolling, but sometimes I would refrain, because I wanted to give space for other people. This is more of an issue that the seminars are held on zoom than anything else.

Having guests gave our readings different dimensions and helped us see nuances in the thoughts of the authors who joined us. It is an invaluable opportunity to see the person in their ideas and to have the chance to ask questions and engage in many levels with the ideas being discussed.
Equally interesting would be to also read your own texts in the course, it would be profitable for us for sure.

I always feel that our voices actively contribute to the discussions and that the conversations we have contribute to a mutual transformation of our interpretations and also ourselves.
The oral exam was an extremely interesting experience. I had a strong feeling that we could all learn a lot from the perspectives we shared. ○ I just wonder if added to this moment, we could also be invited to somehow mediate some of the discussions throughout the course and not only within the exam context. Yet I am not sure whether it is possible to do so without making it too heavy/imposing on everyone nor too confusing, as it might not always be consistent or in line with what you had planned for the discussions. One idea is to have pairs 'presenting the texts' with your help. Not as an obligation, but as an invitation or gradual evaluation if that is somehow possible.

I feel having a moment halfway through the course to somehow identify central themes as a group or try and see possible overarching themes (would be beneficial for the written exam)

I find the course structure clear and easy to follow with Tuesday seminars where we discuss the literature and Friday seminars where we discuss our own individual/group writings/ideas. I agree that the seminars sometimes feel a little bit too short. On the other hand, I am not sure I can stay focused if the seminars get longer than 2 hours.

Regarding the meetings, I would of course prefer actual meetings instead of digital ones. I firmly believe that discussions become more "natural" if meeting in person. The digital meetings have, however, surprised me in a positive way. I feel that we are starting to build a group, it feels safe and welcoming. I also appreciate the informal half-hour once a week as well as the open PSE seminars, and the invited guest speakers.

I really enjoyed this course. I thought it was well planned and laid out, easy for me to follow. The workload was really high, so I couldn't finish everything with enough time. Overall I really like this course because all lectures, assignments, and were straight forward.

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2. How was the literature suited to the objectives of the course?

The literature was varied and it wasn’t in chronological order, which I believe is a plus point. We got to read earlier texts and then jumped right into not so old texts. The literature selected by the teachers was amazing in a way that it best suited the objective of the course.

The literature has felt relevant, interesting and a very good ground on which to build our knowledge of the field. When I have had discussions (for example with my study group) about the intense workload, I have not been able to think of a book/author to leave out, all parts feel fundamental.

It is an almost impossible task to be able to condense the history of educational theory into a 10-week course. But, in terms of the objectives, it hit the mark.

The literature was profound and insightful.

I would guess it was your intention to intrigue and provoke us and I truly enjoyed reading all the texts with everyone.

I think intructors can find a bit different sort of litterature as well. Maybe change the writers who are not that known with other ones and see.

In my view, the literature was highly suited and relevant. I think the literature offer a good and broad start to the program. I think someone said something about reading texts about the overarching themes themselves (for example, continental pedagogy). I agree with this notion.

Good choice of titles, diverse and contradictory content. The sheer variety of the authors and ideas helped to build a sound foundation to base the future studies on and expand.

The best part of the course literature was the contrasting literatures that we read every week. It helped me to think differently and with different perspectives.

3. How did you experience the readings in the course?

At times, I felt I needed more time with the text.

I have struggled with philosophical concepts and traditions, and have often felt a bit in the dark, but our discussions in the study group, and the whole class seminars have definitely made it possible to understand and to organize the central notions. The mini-lectures have also been very helpful and inspiring.

I think in terms of time, it was not enough. I would have liked to have read them over again.

At the beginning it took me quite some time to finish each text. Gradually I became better and faster at reading. But there were some texts, for example Dewey’s book, that I did not have the time to finish reading.

I found the readings quite heavy – there was a lot to read, and some of the authors were not very easy to read. Some readings were more interesting (Suissa, Masschelein, Plato to name a few) and some were less interesting (Nietzsche).

Although I found the reading overwhelming in the beginning of the course, I gradually got used to it and realised that it was not much that I was perceiving it to be. But it was my planning that should have been better.

4. How well did the study groups support your work with the aims of the course?

The study groups are a wonderful idea by the teachers. It really helped me to discuss the texts before we actually went for the seminars, especially if it was a difficult text. Also, we could share our ideas about our assignments or presentations. The study group is a great support system overall.

The study group has been such an important part of the course

The study group for the most part was amazing. Obviously, the more me held meetings, the more relaxed we became with each other and the more we discussed and felt safe in that (digital) space.

There were a couple of people that I found it hard to discuss with due to internet connection and timing, but when they were in attendance and the connection was good, it worked really well.

My study group is very helpful, cooperative, I learned many skills from my study group and got guidance when required.

The support from the study group is great. We have formed a very good study group. I feel safe, trusted and able to express my thoughts and feelings.
It was very impressive meeting different nationality like in my study group, there was a great team work spirit amongst members, they were interested to see that we all made it on the presentation, there was no individual interest, members work collectively to provide text in pdf formant to ensure that we all had a copy.
Having a smaller group to fall back on created a great sense of belonging and the confidence that of the people attending the seminar, at least the ones in my study group will understand me. It has been incredible to have these two moments for discussion, one complementing the other.

I still believe that, as an additional thing, we could have moments in the seminars (15min discussions in breakout rooms, for instance) or ad hoc smaller group discussions for some of the assignments (maybe quickly randomly assigned). This might help ensure we get to know some of the people who are not in our study group a bit better, which will in turn, possibly, make us even better listeners to one another and engage more with each other's ideas.

I find the study group to support my work. I would say that we meet (digitally) twice a week and discuss what we have read.

I didn't really get engaged in the study group. I asked for an available place in this group, but I got not really answer. But I have to ask again during the next course.
I think the idea of having small study groups worked very well. Although it would be good to interact with other students as well, and get to know them better. Since we don't get to meet them apart from the zoom seminars for now, it wouldn't have been the same experience if it wasn't a zoom seminar, I suppose.

5. What is your overall assessment of the course?

Honestly, I enjoyed the first course thoroughly. It was more than what I was anticipating it to be from all fronts. The teachers are extremely kind, supportive and understanding. Even with so much reading, I didn't feel out of place. With each week, it just got better and better, in terms of how the whole class came close to sharing their viewpoints in discussions in the seminars. I really enjoyed the guest speakers who came in for the seminars. I really hope we have more guest speakers coming in for the seminars for future courses. They add a whole new dimension to the seminars, especially if we have read their texts.

I have found it more challenging than I thought, which threw me off guard, but it has ignited a motivation to read and discuss a lot more than I thought would be possible.

The course exceeded my expectations. I chose the course because of the literature list that was posted on the webpage and to be able to not just read, but to begin to gain a deep understanding of it has been incredible.

t was a very interesting but at the same time challenging course. All the literature helped me learn so many things, question my beliefs, formulate a better understanding for many theories and ideas. The things that I would need are• more time to finish the texts, • a seminar to discuss Emile and • some information about the academic writing (in Sweden) and the writing paper we had.

Method of teaching was quite challenging since I had to adapt to the online format as it came up with a lot obstacle, it is very difficult for me to get text since I had to order or buy them and I can't fine either options in my present location at the moment.

The course has taught me a lot about the field. So this is positive. But I think final assignment was a bit too long to write. Maybe 6 pages would be better.

I am very happy with the course. I therefore give it 4 out of 5.

The adjective which comes now is 'mind-twisting', the whole experience can be described as such, that's for sure. It certainly set me thinking, and thinking hard, on my own parenting, on the current state of education and on its future.

I feel that this course (and maybe the whole program) has a high academic standard. The teachers are easy to approach and much friendlier than I expected. They reply to emails relatively quicker.

Sammanfattning av lärarlagets utvärdering/Summary of the teacher team's evaluation

The general feeling is that the format and structure of the course has worked surprisingly well given the circumstances. Everything has been digital, but we have strived to maintain the aim of creating an inclusive and engaging atmosphere based on regular seminars and a process based on close collaboration. This is reflected in the students evaluations, where they express surprise at and appreciation of the format. This can of course also have to do with the experience of the more informal style of teaching generally associated with the Nordic countries, but it seems to have been well received in the group of students. There have been some issues with poor connection and difficulties in obtaining the literature, for some students, which has inhibited their participation in the seminars. This is unfortunate but also to be expected in the circumstances. The students experiencing these difficulties seem to be pleased with the format in spite of these challenges.

Many of the students appear to find reading the literature to be challenging and time consuming but also express the benefit of this and are pleased with the literature and their own progression in relation to this.

Analys/Analysis

Overall the course has exceeded the expectations of both students and teachers. Reading has been challenging and tough, but also in line with the objectives of the course, and there seems to be a general agreement on the suitability of the literature as well as the amount of reading required. The study groups have worked well, but some students who came in late had difficulties with getting involved in the study groups. Some students experienced difficulties with the written assignment, and had trouble identifying the genre of writing papers in educational theory.

Åtgärdsplan/Plan of action

We will continue with the course plan and syllabus as they are as they seem to have worked well even in these circumstances, which leads us to believe that they will work well also in regular circumstances. We will increase our efforts to include latecomers into the study groups and try to find ways of assisting those who are experiencing difficulties with connections and getting a hold of the course literature. We will also introduce a set of exemplary papers in the field in order to introduce the students to the genre of writing papers in educational theory.

Förslag till revidering av kursplan/Suggestion for revised curriculum

No suggestions at this time.