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## Template for course reports 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: Education: History and Theories of Education

Semester: HT23

Ladok code: ET601E

Course coordinator: Johan Dahlbeck and Christian Norefalk

Number of registered students: 32

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	N/A
Early dialogue on expectations for the course	X
Formative course evaluation	X
Summative course evaluation	X
Feedback to students	X

## Forms of evaluation

The course has been evaluated through both oral and written assessments. The written assessment was based on six standardized questions (see below) and the oral assessment was conducted continuously in relation to the regular seminars.

### Summary of the students' course evaluations

In general, the students seem very satisfied with the course. The students appreciated the structure of the course with weekly themes delving into different aspects of the history of philosophy, educational theory and relevant connections to philosophy of science. For the most part the students appreciated the readings, although some students struggled with the readings of some primary sources as well as with Godfrey-Smith. In the summative question concerning to what extent the students found that the course as a whole had met with their expectations (on a scale of 1-5, 1 being the lowest and 5 the highest), 53,8% answered 4 and 46,2% answered 5. Below follows a selection of student statements about the various aspects of the course sorted according to the questions asked in the written evaluation.

1. What are your thoughts on the structure of the course (in terms of the weekly themes and progression from start to finish)?

*The structure was wonderful*

*The linear theme helped with having more collective knowledge of the philosophers and schools of philosophy.*

*The beginning of was very new for some of us, so it was very stressful. Struggling to settle into the system with respect to my previous educational experience in Africa.*

*It was well structured, however it was a bit difficult to know what is it actually that we are supposed to value most and how to integrate educational references to philosophical books.*

*It was completely obvious and easy to follow the theme and it helped us to know about what we encounter*

*Weekly seminars twice a week is a good amount.*

*I understand we only have 9 weeks but there were some authors that required more time to understand them like Kant*

*Great*

*Good*

*They were so good.*

*I appreciate that it was historically chronologically, which provided very clear overview of the gradual evolvement of philosophy*

*The progression made sense because I could relate to it in terms of the broader sense of what we were supposed to do in the course.*

*Enjoyed the thematic and chronological order, as well as the mix of main source literature and explanatory/overviewing sources.*

2. What are your thoughts on the structure of seminars (in terms of the balance between mini-lectures, joint group discussions and discussions in breakout groups)?

*Seminars, we were all involved in the discussions. Really enjoyed the small group discussions*

*All for it.*

*Excellent structure.*

*The structure was good. Afternoon is good.*

*In my idea mini lectures was amazing and should be more. joint group discussion was wonderful as we would understand others idea and deeper knowledge in breakout groups was helpful*

*Structure of seminars are good, but study questions should be done at home or outside of seminar time and we can discuss answers in seminar time*

*Good, I really appreciate the short introductions to each author right at the beginning of the session*

*Great*

*Good*

*The group discussions were not effective. The structure of seminars were okay.*

*From my point it was balanced enough. Working in small groups and then sharing the discussion within the main group was very enriching for getting more points of view*

*I enjoyed the seminars but I think there were times when it was not guided well. During Rousseau's Emile, the discussion got stuck on the aspect of gender and gender roles. I know Rousseau was wrong in that regard but Emile had so much more to it which we never got to discuss. I think it is not bad if the lecturer says for example, "that this aspect has been discussed enough, is there anything else apart from gender that we could discuss?". I think it would be helpful in having well-rounded discussions in the future.*

*I liked it. Could have wished a bit more clarity on what the specific seminars would contain, in order to prepare notes. Though this might have been me missing some information on my part.*

3. What are your thoughts on the readings of the course?

*The readings are quite ok. But sometimes a little too much*

*They were not hard to follow and understand which is really good in my book.*

*The readings were great.*

*The readings were just too many.*

*It helped me to fully engage with the whole story and history of philosophy*

*Extensive lists of philosophies, would have loved to see some libertarian or capitalistic theories in there as well. I think its too easy to see the bad in capitalism, so it would be nice to have some economic philosophers in there as well.*

*Okey, but maybe it will be a good idea to try to incorporate different points of view like papers, documentaries, interviews.... about each author so we can have a bigger picture of it*

*Great*

*Good*

*In other weeks, the readings were so many. For example week 6 John Dewey.*

*considering the length of the course, it was in balance. professors tried to be as more complex, yet pick the readings appropriate to the course's content*

*For the first time in my life I enjoyed reading philosophical theory. It was not daunting because the readings were fairly accessible in terms of language and context.*

*I enjoyed the literature and it made sense to me, the one book I had the hardest time to clearly fit into the structure was Theory and Reality*

4. What are your thoughts on the balance between primary texts and textbooks?

*I find it really educational to use different text to come up with a concept or a criticism*

*I think that was really important and they complemented each other and increased our understandings of each weekly theme.*

*A very good idea. Easy to refer to text books for references.*

*It was only Godfrey Smith which I found a bit hard to integrate with the other readings.*

*They had chosen very consciously but a little bit too much to read*

*Good balance, all relevant to truth-seeking and education*

*It's okay, sometimes I did struggle with trying to connect Grayling and Godfrey Smith. Plus many times I felt that Grayling was giving too much information and it did not help to understand the primary text of that week, for example with the continental philosophy there were a lot of authors and I did not understand most of them and then it turned out it was not needed for understanding that week text.*

*Great*

*Good*

*Godfrey Smith was a bit difficult to be related to primary texts.*

*Grayling provided very nice historical-philosophical background*

*I am glad I was introduced to Godfrey-Smith and Grayling because they provided the historical framework within which one could place the primary text and it helped in understanding the context in which the author was writing from. I will be using these books even after I am done with the course.*

*Theory and Reality was the weak point for me, enjoyed more other texts that were commenting on some of the primary texts. Grayling worked well as a complement for the primary texts.*

5. What are your thoughts on the form of examination?

*Oral examination are so good. That we can learn from each other too.*

*I think it was really good after actually doing it but I have to experience the next course model of testing as well to see which one is more helpful in terms of learning.*

*The form of examination was very good.*

*It's so good. However there is a need to add one written assignment and also the power point for oral presentations should be submitted as part of assessment.*

*It was one of the best part to know our ability to perform our role of us as a future teacher because of lecture we had on our oral presentation and also our ability to follow and search about data and information*

*Written assignment in addition to presentation would not have hurt. Or written assignment halfway through the course.*

*I really enjoyed it, I appreciate having the chance to choose a topic of my interest, of course within the course theme*

*Great*

Good

The examination form were okay however there was a need for another written assignment midway the module.

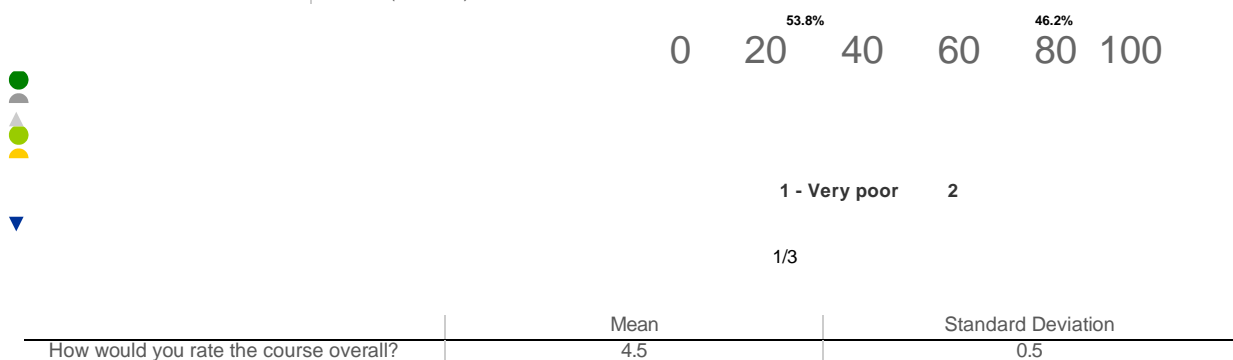
Proportional to the course, everyone could choose a topic they are interested in and dig a bit deeper

I enjoyed preparing for the presentation. It made me think about things that I would never consider otherwise and it was a nice way to revisit some of the things that we learnt to

I liked the opportunity to start off with presenting a topic that you found meaningful for the group, it might be a good foundation for coming discussion.

6. How would you rate the course overall?

How would you rate the course overall?	Number of responses
1 - Very poor	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	7 (53.8%)
5 - Very good	6 (46.2%)
Total	13 (100.0%)



The course structure was good and well structured

It would be appreciated if the classes were at a fixed time and preferably same as this course (either 13 or 15).

students need to take the mentor sessions very seriously...

The mixing of philosophy and education was a bit confusing especially that we were not going deep into one philosopher but every week being introduced to another philosopher.

I think the relationship between students with each other and the teachers with students should be more encouraged. As a result better relationship can help students to feel confident and easy to contact and ask their questions without hesitation

Thank you!

As I mentioned before I understand that it is a matter of time but I would really appreciate being able do go deeper into some of the authors or even read something of some of the philosophers mentioned by Grayling. Also I am aware there are some issues regarding the available space at the University, but I think that it will be very helpful if we keep a stable time for the program. For this course we were having the lectures between 13 or 15, but for the next one we have them very early. This type of schedule is not doable for those students who work or even those who are trying to find one because it is almost impossible to adapt to it. Besides that great job and I really enjoyed the course

Thanks

*Overall the structure was okay on a bit difficult to relate other texts with Godfrey Smith.*

*Thank you Johan and Christian for your overall support.*

*Appreciated the pace and the facilitation from the teacher's side.*

### **Summary of the evaluations of the teaching team**

The teachers are pleased with the overall outcome of the course. This is a very comprehensive introductory course and so there is not a lot of breathing space. Given this, the teachers are very pleased with the final presentations where the students really exhibited a good understanding of the main themes of the course.

### **Analysis**

The teachers and students are very satisfied with the course and the idea is to keep the structure and the readings as is.

### **Action plan**

The course plan has just undergone major revisions, adding a part on philosophy of science, and the teachers feel that we need to run the course as is at least one more time before making further revisions..

### **Proposed revisions to the course syllabus**

No revisions planned.