
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 *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: HT24

Ladok code: ET601E

Course coordinator: Johan Dahlbeck and Christian Norefalk

Number of registered students: 36

Number of students who responded to the summative course evaluation: 12

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

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

Summary of the students' course evaluations

Overall, the students are very happy with the outcome of the course. Some found the readings a bit overwhelming, but most found it challenging and inspirational to dive deep into philosophy of education. The students enjoyed the structure of the course, with a variety of activities, spanning from mini-lectures to assignments and group discussions. Some would have preferred a written exam but some students expressed contentment with the oral examination. For the most part the students appreciated the readings, although some students struggled with the readings of Grayling and Godfrey-Smith specifically. In the summative question (question nr 6) concerning to what extent the students found that the course as a whole had met with their expectations (on a scale of 1-6, 1 being the lowest and 6 the highest), 8% answered 4 and 58% answered 5, and 33% answered 6.

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)?

I think the structure is good, it is easy to follow.

The structure of the course is thoughtfully organized, with each weekly theme building on previous topics in a way that feels natural and engaging. The progression from start to finish reflects a clear vision, guiding us through complex concepts in a manageable and stimulating way. The weekly themes are not only relevant but also layered in a way that deepens our understanding as we go. This structured approach helps maintain a strong learning momentum, allowing us to explore each topic in depth while connecting it to the broader course themes.

The themes were a great start and introduction to the whole program. Some were related and I appreciated the way that some later themes went more in depth and helped me understand what I couldn't grasp the week before.

Flexible, collaborative and practical.

I think the structure of the course is completely ok. However, it would be perfect if I could get some more time (2 weeks) to cover all well.

The course structure was well-organized.

The weekly themes and the course structure were great. it was a great guidance for us to read ahead of the class and do our research.

It was very well structured

I liked it.

I enjoyed the continuity of the weekly themes, although I wasn't sure how learning about the philosophy of science connected to educational theory, most of the time.

They were very thematic, giving us insight from how it all started building towards where we almost are today. However, some of the 'deeper' philosophical topics in themselves were challenging, especially for somebody with a business background who has never pursued an education in education. Nevertheless, the learning experience has been quite enlightening and has opened my eyes to new ways of thinking. This is also the primary reason I took a big leap, packed up my entire life to move here & invest all what I have in myself for the special experience, that I knew I would be offered. So really, a BIG thank you, Johan & Christian. You both are inspirational with your knowledge & content. A quote that I learnt

during my Bachelors in Business has always been on my mind while you were teaching us this course, which is 'only by standing on the shoulders of giants, was I able to see further'.

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)?

The seminars are great with Teachers and the group discussion sometimes is also good.

Very informative and helpful. Good interaction with diverse views

Although I read the material beforehand, there were some that I didn't completely understand and listening to our Professors was what I looked forward to because they helped me organize what I read in my mind. It was also good to hear classmates share their thoughts, it made me think about the text in ways that I hadn't before.

I think it is good, and some time we can have our own chose to make talking in a group we created.

The lectures by our professors were the best as they were the most enlightening. However, the breakout groups sometimes challenging when not everyone would come prepared/ having read. But another obstacle faced in this particular group (including myself) could be a lack of understanding due to the intensity & many dimensions of the content in context. I also felt, I lack when it comes to critically analyzing, which is a skill I have yet to acquire.

The balance in seminar activities promotes both individual learning and collaborative exchange, creating a well-rounded and stimulating learning environment. I appreciate the opportunity it provides for us to get to learn from each other, too.

I think it was well balanced. I would prefer more lectures/mini-lectures but I understand that's not how the module/course is structured.

I would prefer more lectures than seminars

The seminar structure was effective that fostered both individual engagement and collaborative learning. The joint group discussions and discussions in breakout groups during seminars were helpful. There were times I wasn't able to read up on all the recommended texts and those discussions helped me understand what the text was about.

I would like more breakout groups focused on discussing the texts

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

I feel great changes in my mind as is influenced with different kind of philosophy and thought that I totally appreciate. In addition, my teachers are a source of inspiration as I specially feel they are so friendly and caring person to all of us that I hardly ever wanted to miss their class and lectures as well.

Some of them were really interesting, but sometimes I was finding difficult to understand some of the texts.

Each reading adds value, whether by introducing key theories, sparking thought-provoking discussions, or deepening our understanding of core concepts. The combination of primary and secondary sources is particularly helpful in building a comprehensive understanding, and I appreciate how each reading directly relates to and enhances the weekly themes.

I liked them

The course readings were thoughtfully chosen and provided valuable insights

There were a lot to be honest

Very good literature, gained different perspectives on theories of education

Some too long, making the workload sometimes unable to attain in good timing. However, I enjoyed especially the PDFs, as they were more readable & relatable as opposed to Godfrey-Smith/ Grayling, for example.

There were lots of material that we had to read. At first I felt overwhelmed, but with time I adapted myself because it was interesting and I became curious.

It was a lot and difficult, but I started to understand more about how important they are. So I just need time to get used to reading a lot every week.

I enjoyed the readings, and it was very fortunate that most of them can be found in digital form.

4. What are your thoughts on the balance between primary texts (Aristotle, Kant, Suissa, etc.) and textbooks (Grayling and Godfrey-Smith)?

I understood others well except Grayling, because he tried to write about many philosophers and their views each in only a few pages. I had no background and I didn't know about many beforehand so explaining works of some great philosophers shortly must have been hard!

The balance between primary texts and textbooks was well-maintained

I really enjoyed reading the primary texts, a bit less with Grayling, and even less so with Godfrey-Smith, because of the way he writes. But all in all I guess the balance was good.

Good balance.

It was balanced, the book of Godfrey Smith it was challenging

I think I need more time to go through all the text well in order to make a balance. At least 2 more weeks as a whole would be appreciated.

The balance between primary texts and textbooks is very well considered. I see how this combination supports a well-rounded understanding, allowing us to critically engage with philosophical theories while grounding them within broader educational and scientific frameworks.

This was where my confusion stemmed from at the beginning of the course. I didn't understand the textbooks and how to connect them with the primary texts until the 8th week

The primary texts were the most fun part of the course. The textbooks, challenging due to the larger chapters with many intertwined complexities to tackle, as somebody new to philosophy.

I think it is a good idea because only we learn all the different ideas, can we be creative in different context.

They all sought to enhance education by striving for moral autonomy

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

Oral examination is ok, but sometimes I feel it would be better if that would be a written in place of oral. Because I skipped many things I wanted to say but due to out of weariness I missed the opportunity.

Quite interesting and brings out confidence in expressing views.

I would have honestly preferred a written examination to an oral presentation. Also, I think we should have been given a choice to pick which we wanted.

I like it.

Personally, I would prefer written exams, as sometimes it can become challenging (for some of us) speaking to large(r) groups when tackling challenging topics such as the ones encountered in this

particular course. I hope we can meet your expectations, as we have just begun to scratch on the surface. At least, that is for me!

I think the presentation examination is very creative, so I would say that I prefer this type of examination.

Absolutely one of my favorite attributes of the course! Working on these presentations not only tests our knowledge but also our ability to connect ideas and develop our perspectives, making it a truly educational experience that reinforces our learning. I feel that this form of examination aligns well with the course's emphasis on critical thinking and reflection.

The presentation-based examination encouraged the development of communication skills.

It was definitely less stressful than written exams and listening to what we've read and talked about during the course was a great way to wrap it up.

From a teacher's point of view I think the oral presentations are a very good idea, to find out what the students learnt and be able to have a sort of revision. From the student's point of view - I haven't had much experience with university-level presentations due to the covid pandemic that started during the 2nd semester of my Bachelor's degree, so I'm anxious about the presentation.

6. How would you rate the course overall?

See response ration above.

Optional comments:

I feel all of us have developed a good bonding with our teachers in a short period of time which has an impact in our study and thought as well, which is inspirational and a great guidance for us to overcome the difficulties in study.

This is a beautiful course put together, a rare kind, yet also a very challenging one, especially for me. As vast as it is, I can definitely see a major positive change cognitively, towards my surroundings, education & life. I am continuously questioning & relating it to what we have learnt. So, I can positively attest that it has done what it has intended to do; I have gained new knowledge. I have been enlightened, as Kant would put it & yet have so much more to discover. My only strive is to live up to the expectations & master the learning outcomes.

7. Other comments about the course and suggestions for improvements?

The course provided a solid foundation in educational theory with a good balance of historical and contemporary perspectives.

I like the texts, but they are mostly written by men. There have been women in history writing about education which would be interesting to include.

Overall, this course has been an incredibly enriching experience, and I feel fortunate to be part of such a well-structured, engaging program. The dedication of the lecturers and the thoughtful design of each session make learning genuinely enjoyable. If there's one area for potential enhancement, it could be adding a few more opportunities for practical application, such as workshops or case studies, to further connect theory with real-world contexts. However, the current approach is already very effective, and I look forward to continuing this journey with such inspiring instructors and classmates. Thank you for a fantastic learning experience!

Suggestion: Earlier classes catering to us here alone with the younger children, who need to rush off before Fritids closes at 5:30PM :) Ending by max 4 PM, would work great.

I hope we can provide resource recordings to give everyone a chance to review after class. For example, class recordings, videos, or sharing notes, etc.

It would be great and appreciated if the more time is given to go through all the books well, as we have to read more within short period of time.

Maybe to make the information about the weekly readings more clear (page numbers, names of chapters, etc.) because I got a bit a confused a few times about what I was meant to read.

Like I said initially, it's a great course. Great teachers (Johan and Christian). Great seminars as well. But I'd love that the connection between the text books and primary texts are highlighted more and explained in details as I had a challenge connecting them.

Summary of the evaluations of the teaching team

The teachers are very 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

No need for immediate changes.

Proposed revisions to the course syllabus

No revisions planned.