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: Education: History and Theories of Education
Semester: HT26
Ladok code: ET601E
Course coordinator: Johan Dahlbeck and Christian Norefalk
Number of registered students: 13
Number of students who responded to the summative course evaluation: 10

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 six standardized questions (see below) and the oral assessment was conducted continuously in relation to the regular seminars.

Summary of the students' course evaluations

The students are very satisfied with the course in a general sense. 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. Overall, the students appreciated the balance between textbooks and primary sources and the final assignment was also deemed relevant for the purposes of the course. In the summative question (question nr 6) concerning to what extent the students found that the course as a whole had met with their overall expectations (on a scale of 1-6, 1 being the lowest and 6 the highest), 20% answered 3, 10% answered 4, 30% answered 5, and 40% answered 6 (making the mean 4.9).

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)?

Very good structure, it's clear what each weeks theme is and what to read, and the seminars made the literature and themes clearer

It's been wonderful so far and flexible.

The course was very well structured and organized. The weekly themes were interesting and logically connected, which helped me gradually develop a deeper understanding of educational theories and philosophical ideas. I really appreciated how the course progressed from historical perspectives to modern educational thinking.

The structure of the course was clear, and it made sense through its entirety. I thought some things would have been better off being emphasized over others, but it was fairly balanced in terms of material.

The course was thoughtfully designed; weekly themes and relevant literature make it easy to follow and comprehend.

Overall good.

Very nice

I really like the structure of course, it was well organized and was an eye opening experience.

I think the topics are interesting and well-organized. They follow a logical sequence, making it easier to understand the connections between them and compare different philosophical perspectives, as we did when comparing Plato and Aristotle.

The course was well-structured, and the weekly themes were interesting and connected to each other. The progression from the beginning to the end helped me develop a better understanding of educational theories and different philosophical perspectives. Each week introduced new ideas and encouraged critical thinking.

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)?

I thought it was good, the mini-lectures was very helpful in understanding the literature, and so was the different types of discussions

The seminars were very useful and interactive. The mini-lectures provided a good introduction to the topics, while group discussions and breakout sessions gave us opportunities to share our ideas, listen to different perspectives and learn from each other. I think the balance between these activities was good.

The lectures were greatly important in helping us to affirm or expand our understanding of the literature while the seminars gave us chances to exchange our views. Both were well-functioning in my opinion.

It’s been very flexible and great

Very well....but could have been made more enaging through personal presentation so that it would be easier for examination.

I think it is a good idea, but sometimes I find it difficult to participate in discussions if I haven't had time to read the material beforehand, especially since there are so many books and pages to go through.

I would appreciate that because all the seminaries were helpful, it was active learning.

The seminars were engaging and interactive. I really appreciated the balance between mini-lectures, group discussions, and breakout sessions. These activities encouraged us to share our opinions, listen to different perspectives, and develop critical thinking skills. The discussions also helped me understand complex philosophical concepts more clearly.

Very nice

I wish more people in the class had insights or things to say. It was the least lively seminar course in terms of student participation.

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

Excellent. But the first week was reallllly hectic due to many papers to read.

I think the course is neither too easy nor too difficult. However, I sometimes find philosophy challenging to understand because it involves different ideas and opinions that are presented in a way that constantly makes you question and think more deeply.

The course readings were very informative and intellectually stimulating. They introduced me to different philosophers and their perspectives on education. Although some philosophical texts were challenging at first, they helped me improve my analytical and critical thinking skills. Overall, the readings were valuable and relevant to the course.

To digest many theoretical concepts within a short time was truly a challenge if one is a new comer in these studies. A little bit more time allocated to introduce/explain them would be highly appreciated.

They have been a little helpful but we would appreciate books with better comprehensive content

Very interesting

Readings of the course were really making connection with the course objectives. However, some of the books were not available in the library, so i have toa arrange by myself

It was a lot to read but there was given time to do so!

The readings were interesting, informative and relevant to the course. They helped me understand different educational theories and encouraged me to think more deeply about education, learning and freedom. Some texts were challenging, but they also helped improve my academic understanding.

Some weeks, some of the readings were not directly touched in the seminars, and I was a little confused as to why.

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

I prefer reading primary texts over textbooks, but the balance between the two was adequate and made sense.

The textbooks and primary sources were aligned with the themes of course. it was good.

Well-balanced.

Excellent.

I think the balance between primary texts and textbooks was good. The textbooks by Grayling and Godfrey-Smith helped explain complex ideas in a clearer way, while the primary texts by Aristotle, Kant and Suissa provided deeper philosophical perspectives. Together, they supported my learning and understanding

Good and interesting mix

Good

I think the balance is good because the primary texts allow us to understand the philosophers' original ideas, while the textbooks help explain these ideas and provide more context. However, I sometimes find the primary texts difficult to understand, so I think it would be helpful to have more explanations and examples before reading them.

I think the balance between primary texts and textbooks was excellent. The primary texts provided deeper insights into the original philosophical ideas, while the textbooks helped explain complex concepts in a more accessible way. Reading both allowed me to develop a better understanding of the theories and their relevance to education.

Very nice

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

This exam was very 'generous' by letting us freely choose what we wanted to talk about. For those students who are 'self-ignited', this must be the "highlight of the show".

The examination format was useful because it allowed us to demonstrate our understanding of the course through presentations, discussions and written assignments. It encouraged independent thinking, critical analysis and the ability to connect theoretical ideas with practical examples.

Educators have to present so it makes sense that we'd be examined in that regard.

quite good

I think the balance between primary texts and textbooks was excellent. The primary texts provided deeper insights into the original philosophical ideas, while the textbooks helped explain complex concepts in a more accessible way. Reading both allowed me to develop a better understanding of the theories and their relevance to education.

The form of examination was perfect.

It was nice that we were able to decide the theme for our presentation ourselves based on our interests, it made it more genuine and interesting

I think the oral examination is a good way to practise explaining and discussing our ideas, especially since philosophy is a very challenging subject.

Perfect!

Perfekt

6. How would you rate the course overall?

See response ration above.

Optional comments:

VERY GOOD EXPERINECE

I would like to thank all the teachers for their support, guidance and encouragement throughout the course. I really appreciated the opportunity to learn from different perspectives and share ideas with international students. The course was intellectually stimulating and helped me grow both academically and personally. I would suggest continuing with the interactive seminars and group discussions, as they make learning more engaging and meaningful.

Very glad to study in this course.

I didn't necessarily know what to expect from the course, but it was a good experience, and it challenged me to think in ways that I haven't in a while.

Overall, I am very satisfied with this course. It has significantly improved my understanding of educational philosophy and encouraged me to think more critically and independently. I especially appreciated the engaging seminars, meaningful discussions, and supportive learning environment. I am grateful for the knowledge and skills I have gained throughout this course.

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.