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

**Bakgrundsinformation/Basic information**

Kursens namn/Course name: Perspectives on teaching and the teacher
Termin/Semester: HT20
Ladokkod/Ladok code: ET602E revision 1.1
Kursansvarig/Course coordinator: Johan Dahlbeck
Antal registrerade studenter/Number of registered students: 18
Antal studenter som besvarat den summativa kursvärderingen/Number of students who responded to the course evaluation: 7

| **Genomförande** | **Sätt X** |
|---|---|
| Föregående kursrapport är kommunicerad i samband med kursstart/Previous course report was communicated at the beginning of the course | N/A |
| 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 with a lot of reading, 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?

*I really enjoyed this course especially the different teacher testimonials, film Fridays and the novels, particularly Stoner. I actually read Stoner twice, one because we had to for the course and then again, for my final assignment. It wouldn't be a surprise if I read it again sometime later. I also found the themes for each week quite interesting, similar but also different from each other. Just one thing, I would like to say and I know we have discussed this before and I know we are limited with the seminar timings but at times, it just feels like we are not done with discussing the texts. I do like how inclusive the seminars are, we all get to contribute to it and discuss, but maybe we could have a few more "mini lectures" about some of the texts, especially the more complex ones. I think it would just make things a bit clearer.*

*Since the course was similar to the one before in terms of structure, I have the same comments. Very interesting structure, with modules according to themes and seminars for discussion. This course had the added element of including teacher testimonials, which I thought was a wonderful input. Further, the fact that we watched movies together provided another dimension for our thoughts but also a nice social element.*

*It is well structured, easily accessible and understandable.*

*Including fiction and testimonials turned it into a fantastic experience. Thank you!*

*Good*

*The course structure was clear with Tuesday seminars and Friday seminars including two Film Fridays. The films were interesting and very thought-provoking. During our discussions after having seen the film, the Zoom-chat really warmed up because people wanted to express their ideas and ask questions. I wish we had more time to discuss the films. I also wonder how we would have perceived the films if we had watched them together in a classroom. Further, it was beneficial to have a (lunch)break between the film and the afternoon-discussion in order to gather one's thoughts. Other things I appreciated were the informal office half hours, PSE-seminars and the teacher testimonials. The teacher testimonials were interesting and offered a connection to the "real world" - that is, what teachers themselves say. It was also really interesting and nice to have discussions with the authors whose articles we have read (Avi Mintz in this course, Jan Masschelein in the previous one).The downside, structure-wise, is the fact that the course is digital (not much we can do about this). But I guess this fact comes with both pros and cons.*

*It was a well organised course with interesting literature, films, teacher testimonials and guest speakers. Everything was planned well and we were always notified of changes in advance, if any.*

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

*I liked the idea of fictional novels incorporated in the literature. We not only get to see the role of a teacher and perspectives of teacher and teaching through texts such as Tubbs and hooks, but we get to see fictional portrayals of teachers as well and one learns so much from reading those portrayals because you can relate to them in a much better way. The articles and text for each theme were great. I had no concept of role and person in teaching before, although I have taught for three years, but I never looked at a teacher from that perspective. So, it was amazing to see the term "teacher" in such a broad perspective and through different themes.*

*The literature was very interesting, and helped us get an overview of different ways of thinking about the Teacher. I think the literature definitely helped us reach the objectives of the course.*

*The literature was phenomenal. I personally feel more time on discussions would had been more advantageous.*

*The discussion on the teacher as a political actor was extremely interesting and in many ways led us (at least me) back to Dewey's, Ilich's and Suissa's texts. It felt that it was larger than the course, though. Will*

*we have a course only on that or maybe an upcoming research group discussion on 'suspension'? I suspect the cliff-hanger effect was intended, which is nice =)*

*Instructor can change some of them with different ones.*

*The literature is well-suited and very relevant in connection to the objectives of the course (analyze fictional characters, discuss and problematize theories of teaching/the teacher).*

*The course literature was very interesting. I found it relevant to what we were learning in our course. I realized that the books we read in both our courses (previous and this one) are popular and often cited by scholars and educationists around the world.*

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

*Reading is intense for each week but I feel if you get a head start and you manage your time well, you are able to read the article and texts. I just want to appreciate both Johan and Morten for choosing the course literature. None of the books or articles, I have come across in this course and the previous one, felt boring for me. I am always learning one concept or another or looking at things from a different perspective.*

*These readings were fewer than the past course (or more articles, rather than books) which for questions of time made it easier to digest week after week. That being said, I have a now a list of books to read from references in the articles, so the "problem" is not solved!*

*My insight has increased by reading Paulo Freire, Hooks and Higgins text.*

*It keeps on being intense and it feels a bit like cramming at times. Yet, it might just be me easing myself into the academic torments of never having time to read all the interesting things you didn't even know were there in the first place. Maybe just some good old suffering that might be needed?*

*The literature was beneficial but it could be less to read. I think it was a bit much load to read.*

*Reading Freire and Hooks for the same week was a bit heavy. But I appreciated cutting down the reading (only part two of Tubbs + two articles instead of books). Otherwise - relevant, interesting. I really enjoyed reading Tubbs.*

*The reading was much better this time compared to last time. I was able to manage my reading time effectively. Also, I think the course literature was just the right amount. Although the week we had to read Freire and Hooks at the same time made it a bit difficult, otherwise, overall, it was manageable. Preparing for the final assignment in advance helped me manage my reading and writing proceed smoothly.*

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

*I really enjoy my study group. We are able to clear our doubts and confusion and discuss things before going into the seminar and afterwards as well. Good to have a support system, beyond the classroom, as well.*

*The study groups are still an excellent discussion platform to process the information and knowledge processes. We didn't meet as much this course for other reasons, but the social and intellectual stimulation of our study groups is key to this programme and my progress.*

*My study group is very helpful, understanding. We had great discussions that raised our perspectives on teaching. They took time to review my final assignment.*

*The study group discussions were essential and incredibly helpful in creating peripheral confusions which led to more questions. This process allowed me to better understand certain concepts or see debatable aspects of the texts I would have never been able to see on my own.*

*Study groups worked well.*

*The number of group meetings has decreased from twice a week to once a week. Sometimes it proves difficult to have a discussion: someone is not feeling well, someone has not received the books, someone was busy doing something else (preparing for examinations, working etc), someone arrives late (without notifying), someone did not have time to read it all, someone has a slow internet-connection which makes it difficult to hear one another. I sometimes felt that the group work was more of an obstacle than a resource.*

*The study group has been going fine. We all have a good understanding. We are flexible and accommodating in terms of timings. Overall, no worries so far.*

5. What is your overall assessment of the course?

*I just want to thank both Johan and Morten for structuring the course this way. Yes, the reading, at times, can get hard and feel intense but the seminars really open us to different directions. I feel like I go into the seminar with 2-3 questions, points but I come out of it having a lot more questions and thoughts for later because of the discussions. Overall, I really enjoyed this course as well. I am looking forward for the last course of this semester.*

*Great course! I look forward to delve into the equivalent courses next year. Thanks for this term!*

*The course is brilliant which directs one's understanding of how one should reflect in and as a teacher. Also, teacher testimonials were very effective.*

*It was an engaging, well-thought and I am sure carefully-planned course (and on my part an intensely lived one, thank you for making it possible and for posing so many interesting questions), which evoked important discussions that went way beyond the readings in the most positive way possible.*

*It was not a long course but I think readings were a bit much. We did not have much time to read everything with enough focus.*

*4 out of 5 stars! I really liked this course and found it interesting. However, I wish the course was a bit longer and that we had more time to write our papers.*

*I am very pleased to be a part of the course (or for both the courses so far). The teachers have made sure to support our learning with the help of different techniques- films, teacher testimonials, guest speakers, regular seminars. The film sessions have gone well. The discussions that followed the films had been very interesting.*

**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, open office hours and a process based on close collaboration. This is reflected in the student evaluations, where they express appreciation of the format and, in particular, the added elements of teacher testimonials and Film Fridays. 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 overall, although all groups may not work equally well. We may need to adjust the groups in coming courses. Given the time limitation of this brief course, the teacher team is very pleased with the result.

**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 reevaluate the suitability of the study groups directly after the first course and make some adjustments if needed. We may also need to break up the reading of Freire and hooks into two different weeks if this is doable timewise.

**Förslag till revidering av kursplan/Suggestion for revised curriculum**

No suggestions at this time.