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: Perspectives on Teaching and the Teacher
Semester: HT21
Ladok code: ET602E
Course coordinator: Johan Dahlbeck
Number of registered students: 13
Number of students who responded to the summative course evaluation: 4

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 five standardized questions (see below) and the oral assessment was conducted at the final seminar of the course (as well as continuously in relation to the regular seminars).

Summary of the students' course evaluations

Overall, the students are very pleased with the course. While they found it challenging and intense (especially the readings), they also found it very rewarding and several students found the collective film viewings to add to the discussions. At the oral evaluation a few of the students suggested that they might start to work in pairs to help peer-review one another's work in progress. This idea was wholly supported by the teaching staff and we will look into helping out with this structurally in the coming courses. 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 do you think of the structure of the course?

The course had a regular schedule that was helpful for me to organise in relation to my job. The content and objective of the course was focused and helped to narrow the line of discussion to the subject of the teacher.

It was good.

The structure is good. Having two lessons a week is suitable to the format. I liked that each week had its specific theme. That made such a short course more manageable. The movies on Fridays were nice and could have been more often because they provide a good addition to the readings.

I had some difficulty distinguishing themes for the essay, but perhaps identifying separate themes was not the most important part of the course...

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

The literature related to the objective of the course. It was focused and helped to narrow the line of discussion to the subject of the teacher. The course also included movies that was engaging in a different way and opened up the frame of reference for considering ideas about the teacher (outside of literature).

It is too many sources. We need more time to study profoundly.

The literature befits the objectives the course. They were all very interesting and relevant to the discussed themes.

Especially Tubbs was very informative, but it was also great to have slightly more in depth understanding of some important texts, like hooks and Biesta.

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

The course was focused on the teacher and therefor was a tangible subject. The reading had emphasis on this subject but both the topics, arguments and style of writing opened up the reading to a much broader and diverse context.

It was applicable.

The reading load was quite heavy. This is not necessarily bad, but with such a short course it is difficult to keep up the pace. It's a shame if you call behind because of the workload. In the first lesson almost no one read Biesta, which was really a shame. There was then no time to get back to his work, which meant we basically missed out on an entire reading.

Enjoyable! (s.a.) Williams was beautiful and moving. Pennac was hard to get into but picked up momentum and was ultimately very convincing.

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

The study groups are a valuable part of the course. It helps to gather peoples first impressions and discuss them in a way that can sometimes feel more open than in a classroom setting.

Study group does not help us when it was too many sources.

We switched study groups halfway through the courses and this worked against me. Not every student is as available and engaged in the master, making it annoying in trying to meet up and work on assignments.

Less than in the first term. We had less time to meet because people didn't want to travel into the city on days when we didn't have class and on several occasions we watched films at the times when we normally would have met. We probably should have scheduled a few more zoom meetings instead.

5. What is your overall assessment of the course?

The course was great. I feel that watching a few movies was helpful to think about how to relate to the readings in other situations that are not essentially academic. I would encourage the use of other forms for communicating educational ideas in the future.

Good.

Nice course with interesting topics. Could be a 10 week course as well!

Using films helped to get a more nuanced understanding of the cultural significance of the subject matter, providing language to talk about issues around teaching. They also gave food for thought-experiments about what a teacher would be like if he or she adopted a particular attitude towards teaching. There was also the matter of controversial issues, like non-progressive education. It was awesome to have Avi Minz visit. I would have liked to have more time to ask questions and discuss what he said. By the end of the course I appreciated that you as teachers of teachers are trying to provide us with a perspective of the role that is sustainable, whatever might be possible for teachers to achieve or not.

Summary of the evaluations of the teaching team
Overall, the teachers agree with the students that the structure and scope of the course worked well. The reading is intense as there are several themes to cover and the course is only five weeks long. The course could benefit from being longer but overall the structure and scope seems to work fine. We also agree that the reading is demanding but it seems as if the students have managed with support from the teachers and with the help of joint discussions. The guest lectures from Avi Mintz was much appreciated and having someone visit in person helps add to the collegial atmosphere. The second year students also participated for this and so that helped bring the two groups together. The purpose of the study groups is to help students study and so we view it as a dynamic setting open to any changes that the students require.

Analysis
The teachers and students are all very satisfied with the course. The course has been demanding, both for teachers and students, but in spite of this it has been greatly appreciated by both faculty and students and the teachers look forward to giving it on campus next year again. Given the limited time frame of the course we will look into restructuring some of the courses of the program so that we will have fewer and longer courses overall.

Action plan
We will evaluate the current course plan and suggest a new course plan for an extended version of the course next semester.

Proposed revisions to the course syllabus
No suggestions at this time.

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