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: HT22
Ladok code: ET602E
Course coordinator: Johan Dahlbeck
Number of registered students: 15
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 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). Because of the limited number of students, the summative course assessment was not quantitative, but kept qualitative to allow for nuanced student responses.

Summary of the students' course evaluations

In general, the students are pleased with the course. Several students remark that the course is relatively short and that the heavy reading load conflicts with the limited timespan of the course. The film viewings are appreciated and so are the introduction of fictional narratives in the form of novels. Several students appreciated the focus of the course in terms of the role of the teacher and they found the readings valuable yet challenging. The study groups have not been working optimally according to some students although some appreciated the fact that they were responsible for the set-up of study groups in this course. 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?

Solid

The course is very short but there are a number of books we had to read.

To me its a short course, its better to extend the course materials to help students to get the points.

I did like the structure of the course, however, it was very fast-paced and sometimes there was too much to read (2 books per week) + they did not have some of the books in the library which also complicated things.

I think it's good.

Picking up a few paragraphs in seminars and discussing those does not help understand the whole book or article. Besides, teacher's point of view remains absent in this form and that also is very important, him being the most knowledgeable on the topics.

This course was perfect for teaching skills

I thought the course was well structured although towards the end I thought it was a little packed. I would have preferred to have the week with no class on Friday the last week of the course to have more time for writing.

It was confusing

It was well balanced it it allowed to contruct learning together

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

Relevant and on point, very engaging and thought-provoking

Perfectly.

They are fully relevant of best choices.

I did like the film "The Kindergarten Teacher" and the literature was well suited.

Completely suited.

Very well

Well literature and films were according to the course objectives and I learned a lot from them
The literature and films are extremely useful as they trigger reflection, help us connect to the theory, have us keep concrete examples in mind which we can then confront to the readings. I would have preferred if at the beginning of the course we got into partners, one of the persons reads Stoner and the other School Blues, and for the last week they both come up with either a presentation or a short reflection piece. This could have alleviated the reading load a little bit.

Very much relevant

They suited. As a suggestion I think that one novel would be better in terms of sharing and learning than two.

3. How did you experience the readings and film viewings in the course?

Insightful, rich texts and movie screenings which allowed for great discussion especially from a contemporary context and from a practical point of view (teacher role in a classroom)

About reading I could not complete each texts. Film influenced to think about metaphors.

The readings are too much to be covered but films could be considered as the assistant tools to understand concepts in practice somehow.

Fine.

The readings and both films were fantastic regarding the theme of the course.

I liked them

It increases my thinking and analysis skills

Yes they were all helpful to the course.

Quite interesting

They were well selected and very relenvat with the aims of the course

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

Their flexibility allowed for more freedom of choice in terms of choosing to work individually but also having an opportunity to pair your join a group of our own

Not at all

It was terrible....

This time I worked in the study group chosen by myself so it was fine as I could also voice my opinion.

They supported me very well.

Pretty good

I found study groups very helpful this time

Study groups this time around practically did not work; I participated in one to carry out the assignment on the political teacher.

Not much

This time the teachers gave the responsibility to the students to organize their own studies groups. I think is was right. The student is who decides if wants to share with other the readings and assignments of the subject.

5. What is your overall assessment of the course?

Excellent! Loved the integration of films and the fiction books as part of the syllabus. It offered variety but also a nice relief from the reference literature.

Good.

It could be better organised.

4/5 - one point less for the fast-pace but much better than the first course.

I think it was good still believe it could be better.

Good with the observations given in answer 1.

Overall I get to many different types of teaching metaphor and student, teacher relationships and their boundaries. It was a memorable experience

A real interesting course! I think that the teacher is something the class can easily relate to from common experience. Although this is the shorter course, I might have preferred to have it first instead of the History of Education and Theories. But I understand if the longer course is set to be first.

Good

It was enjoyable and left me different ideas and learnings.

Summary of the evaluations of the teaching team

The teachers found that the structure and scope of thew course was satisfactory, although the limited timespan of the course was perceived as a limitation. The readings were a bit crammed at times and it would have been good to be able to spend a bit more time on each theme. The setup of the study groups were a bit shaky as the original groups set up in the previous course did not quite work out due to group dynamics. As a response, the students were given the liberty to rearrange the groups which worked well in some instances but not in others. Some students preferred not to participate in study groups which created a sense of imbalance in relation to the other students. Midway through the course one of the teachers went on sick leave which created some challenges for the remaining teacher. Given this unforeseen challenge, the course still concluded well.

Analysis
The content and themes of the course is deemed well-functioning, but the course requires more time so that the readings can be properly delved into and so that there is ample time for the assignments. The second half of the course was challenging due to the unforeseen changes in teaching staff. Given the limited time frame of the course we look forward to an extended course next year when the new structure of the programme is launched.

Action plan
There is a new course plan in the loop and a change in the teaching team. This will allow for more time and for the addition of some practical exercises in terms of conducting teacher interviews.

Proposed revisions to the course syllabus
The proposed revision concerns doubling the time and credits (from 7,5 to 15) of the course, adding a graded assignment focusing on the methodology of conducting teacher interviews.

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