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: Education and formation
Semester: VT21
Ladok code: ET604E
Course coordinator: Johan Dahlbeck
Number of registered students: 14
Number of students who responded to the summative course evaluation: 8

Implementation	**Mark with an X**
The previous course report is communicated in connection with the start of the course	N/A
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 continuously throughout the course in the form of weekly office hour discussions with teachers and students.

Summary of the students' course evaluations

Overall, the students are very pleased with the course. While they found it challenging, the added elements of a reading week and a writing week was deemed very helpful. 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?

I quite liked the structure of the course – especially the film days related to our texts. Also, the fact that each week was dedicated to one theme really made us concentrate on that text of that particular week. I appreciated the reading week in the middle of the course, particularly before a lengthy text we were supposed to read. It gave me more time to read and absorb my reading and take notes. Also, the writing week towards the end of the course is appreciative. Although I start my assignment in the middle of the course, in terms of research and writing notes accordingly and for me, that always takes time, but this writing week has given me more time to concentrate in depth of the different texts we have read and what I want to write for my assignment. I don't feel rushed, that I need to read the texts of the last week and finish up my assignment at the same time – so thank you for that. Would love to have reading and writing week in the future as well. Also, the weekly office hour is extremely helpful to clear our doubts or to ask a question or just to touch base with how everyone is doing. Thank you for taking out time for this! We all appreciate it.

As with all the previous courses, and also as our program progresses, the structure of the course provides us with a chance to discuss our takes on the literature, staying close to the texts but also allowing for associations and own perspectives. In Education and Formation we have had a bit more time to read, since we focused on chapters of previously read books. That was great, to delve into the texts anew and with more time. I think it is not an objective to do this all the time, since there is so much to read, but it has been very fruitful. One aspect of the structure, which maybe I have already mentioned, is the fact that both teachers are present in our seminars. I think this is very important and I would like to venture that it is a highly contributing factor to the positive environment in the classroom. I very much hope this will continue so throughout the program. Finally, the organisation and schedule of this term has been highly improved, and the writing week as well as preparation for oral presentations have been given enough room for us to work with less stress. Thank you!

It is well structured and glad to have reading and writing week.

It was very well structured and organized.

The structure of the course is clear with seminars mainly on Tuesdays and Fridays. We have had seminars where we have discussed the literature and films that we have seen together digitally. Our teachers have invited additional persons to lead or part-take in seminars (Douglas, Tone, Morgan). We have had oral presentations during two days, exchanging ideas. We have had more creative sessions, or workshops (the ones about aphorisms, different ways of how to start writing an article + the one where we were divided into smaller groups to present a policy connected to Aristotle). We have also been invited to more informal sessions (office half hour, mainly on Thursdays) in order to ask questions and so forth. Yet other examples are the open PSE-seminars and tips about extra-curricular activities (international seminars, discussions). Combining all of this - together with our two teachers Johan and Morten (sometimes agreeing, sometimes disagreeing with one another) - I feel this course is rich in content, input and methods and thus becomes interesting and engaging. Yet another aspect that I want to point to is the fact that our teachers listen to the feedback from the students in class. Changes that I have seen include: making time for a reading week + writing week, as well as dividing us into smaller discussion groups during the seminars.

The course is well organized and well presented. The course materials are well developed and include relevant things that we need to know. It was also great that we had new fictions to relate to the theories almost every week, which was interesting and I never got bored.

The course was well organised. We were informed of important dates and changes (if any) well ahead of time.

Again, the guests and the seminar routine have made it truly interesting.

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

The literature I found to be varied and very interesting, to be honest. It's nice to read how education as formation is present in fictional novels besides the central texts. Although I had read Virginia Woolf's To The Lighthouse for my Masters 15 years back, but to read it again to find sections that are central for the theme of formation was thought-provoking. It felt like I am reading the novel again for the first time. Also, the fact that the texts were so different from one another, yet all related to education as formation, was fascinating.

The literature has been suitable for the objectives, as it has shown us a variety of perspectives in the different traditions of formation. I enjoyed the readings very much, and I also appreciate that we have repeated philosophers (Nietzsche, Aristotle, Mollenhauer, Masschelein and Simons, eg) because I have the impression that it allows us to understand their perspectives in more detail, and with enough time for digestion. It is a fine balance between this and repetition, but I am of the view that it has been very positive for us. I am a bit torn between the need to continue reading canonical texts by "white dead men", (whom I thrive reading so much!!), and the need to incorporate other voices and perspectives which give us a more balanced understanding about the central debates on education. I look forward to developing this together through the ideas on reading circles brought to class, as well as in future courses and reading lists.

Yes, Literature opened different viewpoints and directions for formation.

Precise, informative, suited to the objectives of the course.

In the course syllabus it is stated that: "[t]he purpose of the course is for the student to develop a critical understanding of education as a project of formation. Furthermore, the course aims to deepen students' understanding of education as a complex process of personal change and interpersonal influence". I feel that the literature is very well-suited for the intended objectives.

I think the literature for the course is best suited to the course objectives.

The literature was very interesting with different perspectives on formation. It was well suited.

The selected literature allowed me to have new understandings of concepts and questions about and around 'formation'. I feel that a tiny bit more of meta-analysis and discussion on why certain texts have been selected, how you yourselves encountered and have been affected by them, and what were your intentions when bringing them to the table could make the discussions even more interesting. *it could be a post-seminar moment. Or maybe you already do that at the office hour meetings and I sadly miss those).*

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

Reading, for me, went smoothly. There was ample time for each text to be read, and especially considering the Reading week, right before Hesse's text really helped. Also, what was nice was that we revisited some of the texts we read in the last course so that definitely helped when we had to read it from another perspective.

As I mentioned above, I am having a great time reading the literature. Most texts have been important and triggered lots of thoughts and associations; I have loved some texts deeply and some texts have prompted opposite feelings and reactions, and I thrive with these experiences. Every now and then I wish we stayed a bit more close to the texts (not that I am good at that myself), because at times I can have the feeling, after the seminars, that while our discussions have been important and interesting, I am not so sure about the actual text that much. But maybe it is a result of my constant anxiety that "there is never enough time"!

The literature helped me to understand different traditional and contemporary formations, made me think philosophically and acted like a window for critical thinking.

I found all the texts interesting. Nietzsche and Humboldt were difficult to read – but still interesting. Douglas lecture about Nietzsche really helped me.

I was surprised by Nietzsche's Ecce Homo (I liked it more than I thought I would). But I did not understand much of Gur-Ze'ev's text. I found the readings/films interesting and relevant. However, sometimes I felt that texts were not included in the seminars. For example, Curren's article/pamphlet was very interesting, but I don't feel we discussed it?

I enjoyed the readings but I sometimes struggled to understand some words in the texts.

This course was the best in terms of reading. We had a good amount of time to read the texts unlike in previous courses. We also revisited some texts from previous course. Reading them once again made more sense and helped in a better understanding of the texts.

The readings were challenging and engaging and it is always nice to meet and learn from the group and be open to different takes and interpretations.

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

It worked wonderfully – we sort of extended our study group with Dale's 'Shut Up and Write' group where we meet on Mondays to discuss the upcoming texts and our own reading of it. On Thursdays, we meet to write so it has been working perfectly. Plus, it's always nice to talk to different classmates, and to know of their viewpoints and thoughts regarding texts, besides your own study group.

The groups have worked very well, but in my own group's case, we have changed a bit. After Dale's suggestion of having writing sessions and my and others' need to have even more time to discuss, my base-study group became enlarged with Dale and Sofia rather than created a new one. So with that change, our smaller study group has been kind of replaced, and we meet more often now.

In this course we extended our study group with Dale's shut up and write group and working well.

During this course we did not meet as much, but as always, when we met we had great discussions that were very helpful.

I feel happier with the study groups this semester. I now take part in 2 groups, which work in three different ways. One is focused on discussing the literature before the seminars. And the other group sometimes involves reading literature and writing notes; other times we return to material we would like to talk about again or read supplementary materials. All this enriches my perspectives.

The study groups are good and highly interactive. I find them very helpful as they helped me to develop intellectual and thinking ability. In addition, my ability to identify, formulate and solve problems has increased through the discussions we normally have.

As usual, the study groups are working fine. They were flexible in terms of times. They were supportive and helpful.

Study groups have helped a lot. I, however, missed the collaborative (writing) tasks we had in the first course.

5. What is your overall assessment of the course?

I enjoyed this course thoroughly, especially considering how vast the field of education as formation is and there are so many things which come under it which I was not aware of or had never thought about so it has definitely increased my perspective and given me newfound knowledge. Also, whenever the guests that come in for the seminars are there, I feel they bring their own perception, thoughts and ideas to whatever we have read/are reading – we should definitely have more guest lectures/seminars in future. It's always nice to have another perspective to our reading and thought process. Although I do like the film

days, maybe discussing them on the same day we are discussing our central text makes it harder to concentrate on the text solely, especially when there are important texts like Rousseau, which needs a seminar on its own, I believe. I feel, at times, the movie takes more time and leaves less time for us to discuss the text we have read for the seminar. I liked that the oral presentations were done in Week 7 and not till the very end. It gives us more time to concentrate on oral presentations and assignments completely, instead of focusing on one and perhaps neglecting the other if they were both due towards the end – so thank you for that! Although I love the fact that we bring our own quotes and sections of the text we have read and take part in discussions for the seminars, perhaps, for some important texts, we could begin with a mini lecture from the teachers every now and then. The added aphorism seminar was interesting, and I am also looking forward to discussing the papers in tomorrow's seminar. Overall, I loved the first course of the second semester. There was not a moment that I felt dull or bored or uninterested. The texts were chosen perfectly, and they were so interesting that it made the discussions at the seminars also quite engaging. The guest lecturers, as I have commented before, bring their own energy so I am really thankful for that. I love whenever the guest lecturers come. Overall, a most wonderful start to the second semester! Looking forward to the next course. Thank you Johan and Morten!

Excellent, I think the course objectively is very well thought out. The literature is relevant and has been important in the ways I wrote above. The films and fiction, which I have not mentioned so far, are such good components of the course! I am very glad to see that these will continue in the coming courses, because it is so valuable and enriching for me/us. From a personal viewpoint, the courses are fascinating, I enjoy every seminar thoroughly and I think that leaving with good discussions and mind-opening contributions from classmates and teachers almost with no exception is the way I would describe my experience of the course and the program in general. The fact that I would like to have seminars like these every day is my own problem! THANK YOU!

I am thankful for my teachers for engaging us with knowledgeable seminars. I personally feel contextualization of texts and readings is required.

It was an interesting course. I enjoyed the literature and the concept of formation was difficult-inspiring-very interesting.

I give the course 4 out of 5. Interesting, relevant, engaging, with possibilities to influence decision-making. However, sometimes I feel that the seminars are too short, but at the same time I think it would be difficult to have longer seminars (attention-wise). The fact that the course is conducted digitally (which we cannot really escape due to the circumstances) has both its pros and cons. I believe that the discussions would be more organic if we all sat in the same room (with regard to turn-taking, Internet-connection). The question of suspension is another issue - always being at home, not really changing environments. On the other hand, meetings online enable us to take part in discussions with people around the world more easily (they do not have to travel here or book hotels → less expenses).

I love the course. The central theme (education and formation) was interesting and I learned so much in the seminars, study groups and home through the textbooks provided.

The writing week is a bonus. It helps to take away some stress out. The reading week given for Hesse's book was also helpful. The idea of group rooms during seminars does not seem to be serving the purpose. Some students come unprepared and that takes away the essence of the discussion. The idea of sharing and coming with our own aphorisms was very interesting. The idea of watching the film before the seminar is a little stressful. I feel that we do not get enough time to digest the film and think about it. Also, when discussing the texts in relation to the films, we seem to discuss the text less than expected. Sometimes lectures would be helpful instead of a seminar discussion. Overall, the course was very interesting. The main highlights of the course: Guest lectures on Nietzsche and Klaus Mollenhauer, films, aphorisms, helped a great deal.

It has contributed immensely to my 'formation' and created a space for reflection and exchange that was incredibly valuable.

Summary of the evaluations of the teaching team

Overall, the teachers agree with the students that the structure and scope of the course are apt and well balanced and that the readings and assignments serve to promote the learning objectives of the course well. Based on previous course evaluations (from the first term) we have incorporated a reading week and a writing week, both of which have been very much appreciated by the students (as is evident from the

assessment above). Another thing that is much appreciated and that is part of the fundamental structure are the weekly office hours where the students have an opportunity to influence the course throughout. This has resulted in a few extra seminars and in extra attention paid to creative writing for instance. Overall, the readings have worked well although we may look into changing some of the readings for next year.

Analysis
The teachers and students are all very satisfied with the course. The course has been a bit limited by the digital format, 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.

Action plan
We will evaluate the current reading list and we may exchange one of the novels and possibly a couple of the academic papers.

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

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