# 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: VT22
Ladok code: ET604E
Course coordinator: Johan Dahlbeck
Number of registered students: 10
Number of students who responded to the summative course evaluation: 7

| **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 | - |
| 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 in the form of a group discussion in the final seminar of the course.

**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. The students requested more time to discuss in pairs so as to divide the speaking time more evenly between all the participants. This was implemented and the results seems to have paid off. 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 structure was good. It was nice to have the presentations somewhat in the middle of the course. Also the reading week and writing week are helpful to stay in the pace of the course. Content-wise the structure of the course seems to make sense. Starting off with Bildung is helpful to introduce thinking about formation, and it was good that this came back in the week of Tone Saevi. The aphorism writing was a fun exercise that also provided valuable insights into your own thoughts about formation.*

*Good - it helped to revisit earlier texts and have overarching assignments at different points during the course*

*I like the pace*

*I think the order of the modules could be reconsidered, but I enjoy them individually*

*Made sense*

*The structure was very applicable and systematic.*

*I feel the structure was good.*

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

*The literature and films suited the objectives of the course well, even though sometimes there was a bit more time needed in order to see the connections to formation. F.ex. Woolf was interesting, but it was a bit tricky to relate it to formation in an educational context. In that sense the course literature sometimes felt a bit too 'far removed' from education.*

*Good.*

*Too much films haha, always hungry in the middle*

*Yes, although I thought there could have been more diverse readings with more female and non-european writers*

*Quite suited. I wish we had a more foundational perspective on the concept of dialogue.*

*They are very connected to the course.*

*It was very interesting to have so many fictional examples of what we were reading so that we could see the theory reflected in different examples, and it was a good way of hearing people's opinion.*

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

*The reading I liked the most was that of Masschelein and Simons, as it was most directly linked to contemporary challenges in education. I missed this link in other literature. It was interesting and valuable to reread texts from previous courses, yet time is also precious, so perhaps new texts could have been*

*added and old texts merely put as reference points. I'm still a bit annoyed by the high level of white (dead) men in the course literature. There must be so much more out there on formation, written by other authors?*

*Good - it helped getting a more mainstream perspective as well as theoretical and historical perspectives*

*Really like the process though*

*Interesting and insightful discussions. Also, interesting guests.*

*Good.*

*Interesting and new for me.*

*It was a good experience.*

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

*Group work went well, and it was nice to have the smaller assignments in the class. Thanks for taking up that advice. It's a point of frustration for many when seminars become monologues or dialogues between the teachers and one or two other students. We should all be aware of these dynamics, but it is the responsibility of the teachers to make everyone feel safe to participate in the conversation. Especially being*
*mostly women in front of male teachers and reading male texts, it is an easy slide into feeling academically incompetent when you are not up to speed in class. Everyone has interesting things to say, so try to make everyone heard.*

*Very well.*

*It is very useful, and new idea always comes from talking with classmates.*

*Quite well, we're still trying to find the best structure to support each other.*

*Pretty well.*

*We have got various ideas from the text.*

*This course was more organized, we met much more and it was very helpful to clear our ideas.*

5. What is your overall assessment of the course?

*The course was interesting and personally also a bit confrontational. Different ideas about formation have been introduced and they deserve more time to grow. I hope we will come back to this later in the programme.*

*Excellent.*

*Really like all the materials, somehow find them all have some same connections inside.*

*Good.*

*Enjoyed the topics, literature, and also the guest lectures. Good.*

*Good.*

*Good. I also appreciated that in all the seminar we were asked our opinions individually because it gave us the chance to talk and it felt more inviting to give our opinions.*

**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. The teachers agree with the students that setting aside some time in the beginning of each seminar for a discussion in pairs make more students get involved in the conversation. The reading and writing week was also appreciated from the teachers' point of view as it makes more space in an otherwise intense course. Overall, the readings have worked well although we may look into changing some of the readings with regards to the diversity of perspectives represented.

**Analysis**
The teachers and students are all very satisfied with the course. The course has been based on weekly seminars with intense discussions on key themes. This is a conscious choice, as it helps place focus on developing joint understandings of the readings and the films viewed.

**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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