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: VT23
Ladok code: ET604E
Course coordinator: Johan Dahlbeck
Number of registered students: 13
Number of students who responded to the summative course evaluation: 9

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 weekly seminars). Because of the limited number of students, the summative course assessment was not quantitative, but kept qualitative so as to allow for nuanced student responses.

Summary of the students' course evaluations

In general, the students are pleased with the course. In the oral evaluation they expressed that they enjoy the seminars and the way they allow for many different points of view to meet. Some of the novels and some of the films were not to everyone's liking and some students expressed a desire for more lecture-based teaching. Below follow the students' written responses which offer a good view on their opinions about the course, formally as well as content wise. The responses are sorted in accordance with the questions asked.

1. What do you think of the structure of the course?

It was a bit ambiguous to me at the beginning but then it became more meaningful. In general I would expect more precise and not boring literature to read.

Structure was well defined and pretty clear.

the course structure is perfect in relation to the formation.

It was well structured and well-thought of. Having the reading and writing weeks allowed for more flexibility and providing much needed preparation time for covering course literature but also for the exams. The only minor thing I would have liked removed would be the coarse literature and seminar prior to the presentation as it required time to read a new novel and then participate in a seminar while at the same time we were practising or still preparing for our oral exam.

Was well planned and well executed.

It was nice. From the introduction to the end, it was quite organized.

I thought the course was well structured, it really is great when we have the chance to have a writing week. I would have preferred there being a lecture of sorts as an introduction after reading many papers the first seminar; the Humboldt text and the Goethe book were not as fleshy and juicy. A possible addition to the course literature could be on Aspirational selves by Doug Yacek.

The structure lacks opportunities for in depth engagement with the subject matter. It seems to be concerned more with quantity than with quality that leads to superficiality. However, it would not be fair to level this critique against this course in particular, it seems to me, sadly though, a general feature of the entire programme.

There was a smart design regarding the structure of the course, a good combination of theories and artworks.

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

They were well suited to the theory of formation, although some texts were a bit dull.

The films were very much related to the course literature and the reading material was very much related to the theme of this course.
The combination of films with readings cover almost every era of formation such as individual to social factors.

It was a beautiful match and tied really well into the topic of formation. It was enriching and refreshing and thought-provoking which initiated great seminar discussions.

The literature was adequate and interesting

The films were excellent and properly connected with the theories provided.

I thought that this time around there might have been too many novels. I think that "The sorrows of young Werther" and "To the lighthouse" were the ones that were extra, so to speak. Maybe short stories or poems could be considered as alternatives, which would allow for a greater in depth analysis in class.

Literature and films were suited to the course; however, the following issues were observed that might help selection of better strategy in future: 1) The rationale of selection of aspects from the selected literature was not always clear. For instance, it was not clear why the theme of communication failure was selected from “To the light house” when there were other themes in that novel that could have better connection to the theme of formation. The same can be noted about selected aspects of Glass bead game. 2) During seminar on Nietzsche it was noted that his understanding of Human Nature is the key to his concept of formation but somehow it was never discussed in the seminar, and even after the seminar the students were never guided to the relevant literature to help them understand his concept of Nature on their own. 3) Formation in an Aristotelean framework of virtue ethics was coupled with a policy paper that presented a buffet of virtues valuable in a particular context than a philosophical discussion around Aristotelean virtues and formation. As a result, students picked up virtues of their liking and argued in their favor without understanding and realizing their relevance with Aristotelian virtue ethics. That is not to say that one should limit oneself to what Aristotle says but any course that includes Aristotelean Virtue ethics as part of a syllabus must first teach exactly that; so that the students have a clear understanding of what formation means if Aristotelean virtue ethics is acted upon.

it was fully related which shed the light on the theories of the course.

3. How did you experience your developing understanding of formation in relation to the readings and the film viewings in the course?

To me it wasn't so interesting since I had a prior knowledge of formation from years ago.

it was quit new and helping concept in terms of education. I had never learnt about this aspect of education.. it was really a helping course to develop my understanding how important formation is in our growth

This course helps me to think more accurately and widely but logically.

It has definitely been a very reflective experience as we were delving deeper into the topic, it brought up a lot of memories, examples from my teaching practice, my own upbringing so it allowed for both a professional and a personal reflection.

My vision of the concept of formation is now wider.

When we read the literature and after that read the novels and watch the movies the theories became clear to us. Thanks for giving us the opportunity to understand the formation.

An interesting exercise could have been watching a movie we had previously watched already, although this time seeing connections to formation. I thought of this in relation to the Kindergarten teacher.

The course did introduce several perspectives on formation. It did not disappoint in terms of breadth. In terms of depth, the comment is already offered.

I have been trying to make a clear link between formation theories and the art works which we experienced and discussed.

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

I can't say exactly how well but I know for sure they were helpful to open other doors of looking at the process of formation.

Seminars were very well structured according to the demand of the course specially the films.

Excellently.

Seminars are always exciting, a bit unpredictable and a wonderful opportunity to hear different perspectives. This time there were different guest speakers which I think was an amazing idea to bring in PhD students, former graduates and have an exchange of ideas and opinions. They're relaxing yet focused and on point, flexible yet still following a set goal or an outline.

Sometimes the students are shy but the teacher found how to break the ice.

Seminars were helpful to a great extent, but it would be helpful if course coordinator explained theories in a systematic way such as through a prepared presentation of anything else.

The seminars do help in general.

The comment is already made in response to the previous questions.

Each single seminar and the discussion over that opened up a new perspective to understand the concept of formation and its dimension better.

5. What is your overall assessment of the course?

I'd rather read not too wordy literature because I find very long texts more boring than informative. I think sometimes teachers can't help but to choose from among the existing texts, from this point of view it can be concluded that most famous authors tended to write in length and more complicated way since many of them had psychological or physical problems in their personal lives. To finish I really would like to read more interesting literature quite in contrast to the ones I've read so far.

Very good and well defined.

The course is very helpful in personal and professional formation.

I really enjoyed it and found it stimulating, enriching, relevant, and at the same time entertaining. The choice of novels and movies was fantastic. Great take aways and last but not least, the instructor/ coordinator was superb, as always!!!

A well prepared and interesting course.

Rich and comprehensive.

Very good.

The comment is already made in response to the previous questions.

There is still the room to improve the structure, to me it was difficult to relate more to Virginia Woolf' novel and the concept of formation.

Summary of the evaluations of the teaching team
Because of a sudden change in the teaching staff—due to illness—there was only one main teacher in this course (apart from a couple of invited guests at two separate seminars) and the two-teacher system that is generally employed had to be abandoned. The seminars still worked quite well but they suffered from this insofar as some of the dynamic between two teachers' perspectives on the issue at hand got lost. Because the study groups have not been functioning optimally in previous courses (for this group of students) the students did not engage in organized group work outside of regular seminars. This is unfortunate but it seems to be a better option than forcing students into working with groups that they deem dysfunctional. Given these challenges, the course went surprisingly well and the seminars were well attended in general.

Analysis
The content and themes of the course is deemed well-functioning, but the course is in the process of undergoing some changes to the literature list and to incorporate new modules on writing academically.

These changes have been underway for some time and they will be launched next time the course is offered.

Action plan
There is a new course plan in the loop including a new literature list and a somewhat changed structure.

Proposed revisions to the course syllabus
The proposed revision concerns a change in some of the required reading and additional seminars on academic writing within the context of educational theory.