Kursrapporter vid Fakulteten för lärande och samhälle vid Malmö universitet/Course Report, Faculty of Education, Malmö University

Bakgrundsinformation/Basic information

Kursens namn/Course name: Education: Pedagogical Relations
Termin/Semester: V21
Ladokkod/Ladok code: ET605E revision 1.1
Kursansvarig/Course coordinator: Morten Korsgaard
Antal registrerade studenter/Number of registered students: 15
Antal studenter som besvarat den summativa kursvärderingen/Number of students who responded to the course evaluation: 6

Genomförande	**Sätt X**
Föregående kursrapport är kommunicerad i samband med kursstart/Previous course report was communicated at the beginning of the course	x
Tidig dialog om förväntningar på kursen/Early dialoge about expectations on course	x
Formativ kursvärdering/Formative course evaluation	x
Summativ kursvärdering/Summative course evaluation	
Återkoppling till studenterna/Feedback to students	X

Utvärderingsformer/Forms of evaluation

The course has been evaluated through formative assessment both oral and written. No summative evaluation was deemed necessary due to the limited number of students.

Sammanfattning av studenternas kursvärderingar/Summary of the students' evaluations

Overall the students seem to be very pleased with the course, they highlight the readings and the visits from international guests as particularly valuable.

Below are a selection of statements from the students about the various aspects of the course sorted by the questions posed in the written evaluation:

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

'The structure, I thought, was great for this course. The fact that we had each week corresponding with one theme in this pedagogical relation was interesting. I really enjoyed the themes, especially seduction, inclinations and generations and autonomy. It was really nice to have some guest speakers come in and to listen to them and take part in the discussion was wonderful. I always enjoy when the guest speakers come in. Also, I appreciate that we had the oral presentation based on the written paper earlier – that really helps in getting the feedback from the teachers and my fellow classmates.

As with the previous courses, I still consider the structure of the courses to be very apt for our thinking process and for engaging with the literature in ways that make us position and push ourselves. I appreciate that we have had the chance to have guest lectures with the writers of such central texts, and also that you our main teachers have also introduced some of the underpinnings to the work. Having said that, it is nice to see how we are learning to work more independently and find our own way through the texts. I consider that the change of plan with the oral presentation was a great idea, and I see how all these processes help us structure our work, inspire us to write and find flows of work that allow us to complete our tasks but also enjoy the academic process of thinking and writing.

The structure of this course was very well planned. All themes merged one way or another into each other and the more we explored, the more we revisited other themes in the course, but also other themes in the programme.

It is well-structured and really liked the orientation of films in relation to the theoretical concept of pedagogical relation.

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 (Hunt for the Wilderpeople, Leave No Trace, Mud) that we have seen together digitally. I especially liked the seminar about seduction where we brought our own real life/fictional examples and discussed what seduction is and what it is not. Our teachers have invited additional persons to lead or part-take in seminars (Morgan, Christian, Sharon Todd, Lovisa Bergdahl and Elisabet Langmann). I found the short oral presentations beneficial: The fact that they were just 5 minutes each (instead of 15-20 minutes) eased my nervousness a little bit. In addition, it was useful to start thinking about the written assignment through the oral presentation - we presented our ideas and got feedback. We have also been invited to more informal sessions (office half hour, mainly on Thursdays) in order to ask questions about the course, have more informal talk about different topics and/or give feedback about the course. Yet another example are the open PSE-seminars. 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.

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

The literature was well suited with the course, especially keeping in mind how varied it was from films, articles and texts. I thought the selection of the literature was interesting, especially Kafka's letter which we first had a glimpse of in Mollenhauer's text. Also, to revisit some of the texts we had in previous courses was just great – to read a text from a different angle and perspective really brings a whole new dimension to the text itself.

I found the literature very relevant to our course objectives. I agree with the discussion that have been lifted by our classmates regarding Saeverot's text, in the sense that articles are sometimes very useful as they are more concise than lengthier works, but maybe too concise. However, it's a good thing to be inspired to go read Kierkegaard or whatever the author in question is. I wished we had discussed Letter to the father more in detail, but it's simply that 7,5 courses go way too fast!

The literature was very much suited to the course objectives. Although I would have like to read The Seducers Diary alongside Sæverot and Twain. I know that practically there would be an issue with the amount of reading for the week. Alternatively, having the Seducers Diary in Canvas that was an option to read. However, Sæverot's article did a great job in highlighting the characters in relation to Seduction. I

think this is coming from a mere enthusiasm to read it myself, and I don't think I am alone in this enthusiasm. (But please don't lose Satan 666)

The literature helped me to understand concepts such as authority, emotion, care, etc., in relation to different theories of pedagogical relations.

I view the literature and films to be relevant and suited to the objectives of the course. The course encouraged me to explore the selected literature/films and study how pedagogical relations are portrayed in the selected examples. Pedagogical relations may be understood through ideas about autonomy, seduction and pedagogical postures + concepts like care/emotion, authority/power and generations.

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

I enjoyed reading the literature in this course especially Saeverot's article. The fact that I had never associated seduction to something that could be destructive and at the same time, pedagogically valuable was really interesting to read. Also, Kafka's letter to his father was, like I have said, raw and intense, but what a wonderful read – not to mention Mark Twain's book. Overall, I enjoyed the readings in this course. They were varied and offered different aspects and themes, which I really appreciate.

Very demanding and not easy, yet, as always, very inspiring and thought-provoking.

A great mix of theory and fiction. Highlights were Twain, Ranciere, Todd and Kafka. There's something about these books that really hit me on a personal level, and many times throughout the course I very much contemplated the relations in my life and even acted upon them.

The readings in the course are knowledgeable and evolved my understanding.

I really appreciated the films, especially Hunt for the Wilderpeople which I found both scary and funny at the same time. I appreciated that the films came with subtitles in English - sometimes it is difficult to hear, or make out what the characters are saying. I loved Mark Twain's book The Mysterious Stranger. I found Sæverot's article interesting, but I would have liked an additional article on the theme of seduction. However, Twain's book + Sæverot's article + another article might be too much to read.I also liked how the articles about autonomy 'responded' to one another, and appreciated revisiting the article by Bergdahl and Langmann (I felt like I had not read it before, although I had, which was interesting).

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

As mentioned in our brief course evaluation in the seminar today, the study group (Shut up and Write group) has been amazing. I think to go from a smaller four-person group to 7-8 people in a group has been interesting and at the same time, really brings great discussions to the group. So, on Mondays usually, we meet up to discuss the texts for that week and on Thursday, we write (either work on assignment, or just write notes for the text) etc. I am really happy with the study group.I think for the new students that come next term, it would be nicer to start off with smaller groups like we started, just to get to know each other in a smaller group and then from there, they could progress to a Shut up and Write group like we did. I think it works wonderfully when you have known each other for several months especially the discussions.

The study groups have shifted a lot. We have had good conversations as to the changes in my own little group, and how the structure we have with Shut up and Write works very well. The overall chats, study groups, and even individual meetings with students have been central for pulling off the high workload.

In terms of my small reading group, we met up a few times and didn't discuss much about the readings. However, with the Shut up and Write group, we met up on Thursdays for writing sessions and on Mondays for discussing the texts. I would suggest going forward, for the next course, to have set up reading groups of 3-4 people and booking a room on a day that's dedicated to writing. The same as what we have done with the Shut up and write sessions, but obviously physical. If this was communicated as an open invitation to everyone on the course and with the view of mixing current students, new students, PhD students and even you guys. It would be so nice to get some writing done, but also to work next to different people, working on different things within our programme.

We worked in shut up and write group, where we had challenging questions during our discussions with interesting points and interpretations and had worthy writing sessions.

To be honest, the initial study group I am part of have not met during this five week course. However, I have been taking part in the pomodoro-group (both discussing- and writing-sessions) and I have invited the members of the study group to part-take. The pomodoro-group varies in size - which can be perceived as both a challenge and a privilege. I am very happy to be part of the pomodoro-group since I feel it is supportive and makes it possible to take part in discussions in a more informal way.

5. What is your overall assessment of the course?

Overall, I had a great time in this course. I just felt it was more relational to me in some aspects. The discussions in the seminars and even in our group were wonderful. It really made me think about things which I haven't thought in a long time. I quite enjoyed reading the literature in this course.

GREAT! Look forward to our next term already, but I'm glad we have a little holiday in between.

I thoroughly enjoyed this course. As I have said before its impacted me on a personal level which has given added enthusiasm to read, think, discuss and write.

Though Pedagogical relations is known concept, but the perspectives chosen were intriguing and challenging. Personally, I feel more time given for ignorant school master would have been more effective.

I give the course 4 out of 5. Interesting, relevant, engaging, with possibilities to influence decision-making. The fact that the course is conducted digitally (which we cannot really escape due to the circumstances) has both its pros and cons.

Sammanfattning av lärarlagets utvärdering/Summary of the teacher team's evaluation

The general feeling is that the format and structure of the course has worked surprisingly well given the circumstances. Everything has been digital, but we have strived to maintain the aim of creating an inclusive and engaging atmosphere based on regular seminars and a process based on close collaboration. This is reflected in the students' evaluations. The course progression worked well and the students could see the interconnections between various themes. Some students want more focus on The concept of relations, while others on specific texts or additions to the literature, while acknowledging the limitations.

Many of the students appear to find reading the literature to be challenging and time consuming but also express the benefit of this and are pleased with the literature and their own progression in relation to this.

Analys/Analysis
Overall the course has exceeded the expectations of both students and teachers. Reading has been challenging and tough, but also in line with the objectives of the course, and there seems to be a general agreement on the suitability of the literature as well as the amount of reading required. The study groups seem to be changing in nature, moving towards a more open and larger group, this probably has to do with the natural decrease in the number of students and the progression in the social relations in the group as a whole. The students in general seem happy with this development.

Åtgärdsplan/Plan of action

We will continue with the course plan and syllabus much as they are seeing as they seem to have worked even under the present circumstances.

Förslag till revidering av kursplan/Suggestion for revised curriculum

We will evaluate the syllabus, and see if changes are needed in relation to the suggestions for the students. Perhaps merely by highlighting possible supplementary readings.