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: **Research Methodology, Research Ethics, and Academic Writing II**
Semester: Spring term 2022
Ladok code: ET606E
Course coordinator: Robin Ekelund & Hanna Sjögren
Number of registered students: 9 (6 students have actively participated in the course)
Number of students who responded to the summative course evaluation: 3

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
A formative course evaluation was done orally during one of the seminars mid-course. The summative evaluation was done by the students filling out a course evaluation digitally.

Summary of the students' course evaluations
The students are very positive in their evaluation of the course. When assessing the course based on the following questions the students gave an overall high score.

To what extent do you consider you have achieved the learning objectives of the course?
5.7 on a 6-grade scale.

To what extent do you think that the working methods / learning activities on the course have reinforced your learning and your ability to achieve the learning objectives?
5.7 on a 6-grade scale.

To what extent do you consider that the types of examination on the course gave you the opportunity to show how well you had achieved the learning goals?
5.3 on a 6-grade scale.

To what extent do you consider that the course as a whole has met your expectations?
5.7 on a 6-grade scale.

To what extent has the course given you the opportunity to take responsibility for your own learning?
5.7 on a 6-grade scale.

When asked if there were any aspects of the course that they have particularly appreciated, the students responded that: "The teachers are so varied in their views, but all so "professional " in their manners when in conflict. The atmosphere in larger seminars with numerous academics is friendly, which I think is a relatively new phenomenon and very much appreciated", "lectures were very helpful to understand the concepts we were studying" and that the seminars helped "classifying the technical words very well".

One student's suggests and improvement for the course: "Maybe it would have been helpful a little introduction of the papers before we read them. It felt like being thrown into very difficult concepts without knowing in what contexts did they appear and not knowing how they are relevant to us. So, we were a little bit out of context when we were reading them."

One student also adds: "It was a fantastic course and very "refreshing" compared to what we study in the rest of the course."

Summary of the evaluations of the teaching team
This was the second time the course was given and it worked better this time. This might be due to the fact that we could (post-pandemically) meet physically for the lectures and workshops, and also to the fact that the course was revised for this round and therefore could be more focused in its format.

The guest lecturer, Robert Aman, who lectured on postcolonialism worked very well.

The course teachers didn't give any traditional lectures, instead they used a workshop format in which the students were very active. This seemed to work really well and was appreciated by the students.

One aspect that can be looked at is that the students interpreted the instructions for the assignment in different ways. All students still met the criteria for the course, but this can be looked at.

Analysis
Overall, the course has worked well. Based on both the students' and the teachers' evaluations the course can be improved in two ways. First, that the literature can be introduced and contextualised ahead of the students reading it and preparing for the workshops. Second, that the instructions for the assignment can be clarified and more detailed.

Action plan

The course introduction will include a short introduction and contextualization to the articles that the students will read as preparation for the course workshops. The instructions for the assignment will be clarified.

Proposed revisions to the course syllabus
N/a