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 Politics
Semester: HT22
Ladok code: ET607E
Course coordinator: Johan Dahlbeck
Number of registered students: 7
Number of students who responded to the summative course evaluation: 5

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 regular seminars).

Summary of the students' course evaluations

Overall, the students are very pleased with the course. They express that they have learned many things but that the complexity of the readings was a challenge overall. The weekly lectures were appreciated as an introduction to each thinker. One student expresses that the course lacked a clear connection to education as much of the primary literature focused on political theory. 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?

Very appropriate.

It was good to have a few study weeks in between. It would have been interesting to have a few more guest lecturers, even though I found the lecturers we did have to be inspiring and knowledgeable.

I liked the structure and the fact that we got introductory lectures for every thinker.

The structure is good. There is a logic to the order of the readings. The mini lectures at the start of the week were very helpful in grasping the core of the texts.

It was very well structured with the separation between classical literature and contemporary literature

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

It is completely related.

Very interesting and diverse, but I wonder if there wouldn't be room for more diverse perspectives in geo-political terms.

Well, however some perspectives seemed quite similar. I would have liked to have a more modern, progressive thinker to for contrast.

I must say I found the engagement in education in the discussed texts somewhat poor. This course was more about politics than about education. Finding a connection between the two had to come more from us, than that it was obvious in the texts.

It was very good and varied.

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

The course and books are very technical and needs more time to understand better.

I wish we had had more time to discuss freely, perhaps with the help of small stimulating assignments. I wonder if lectures can be conducted separately, maybe even on zoom...? Or if classes can be three hours instead of two, at least one of the days. I felt like we often tried to hijack the lectures because we had so many questions...

This seems like the same question I just answered.

I found this course a bit less enjoyable and inspirational, because I missed the clear perspectives on education. This obviously derives merely from personal interest. I do understand that they are valuable texts to lay a foundation for our understanding of politics in society, but I missed contemporary perspectives.

It was very good even thought there were many books and it felt overwhelming sometimes but it helped having the reading weeks.

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

Before every session we had study group but our group could not finished the reading.

Not as much as in the first year. Unfortunately there seems to be less motivation within the group now. But the study groups are still crucial. I especially love that we can write our own papers and give our own presentations without having to collaborate, but that we still work together in developing our ideas and expressions.

Quite well, sometimes it was hard to find time to meet.

We didn't meet up much, so the most support came through class.

In this course the study groups were used mainly to talk about if we liked the books or not, we didn't talk that much about them because we knew we were going to have lectures where the theories were going to be explained.

5. What is your overall assessment of the course?

Although it is too technical and philosophical, it was very interesting and new for me.

I enjoyed it and learned heaps.

Very engaging and I learned a lot. I feel like I got a good overview of political theory which was something I hadn't studied before.

I think this course could use some rethinking. As a first course of the new academic term it takes us away from education, while instead we are moving towards our thesis. Perhaps take out a few authors and include contemporary perspectives instead. I don't want to have the feeling I'm studying political science, while I'm in a programme on education. Having Peter as a teacher was refreshing, after a whole year of M&J.

It was a very interesting course I really enjoyed it, and it was very insightful to see how politics affects education and the other way around. It was very helpful to have lectures so that we could have a better understanding and then on Thursdays we could discuss it, even though with some books we didn't have much chance to discuss. But overall it was an excellent course.

Summary of the evaluations of the teaching team
The teachers are pleased with the overall outcome of the course. Classes were dominated by vibrant discussions and several students asked questions that illustrated a deep engagement with the texts. There were not that many students which could be interpreted as a vulnerability. On the other hand, this allowed for in-depth discussions based on students' questions. From the teachers' point of view, this is a challenging but rewarding course with a high degree of theoretical complexity. The fact that the connection to education is not always explicit is deliberate on the part of the teachers as this compels students to make these connections rather than simply reflect on them. While the study group meetings may not have been as regular as on previous semesters, it did serve a purpose insofar as it allowed students to reflect on the texts collectively before the seminars.

Analysis
The teachers and students are very satisfied with the course, but the intention of the teachers is to strengthen the connection to education by way of a policy text assignment and additional readings.

Action plan
The plan is to revise the course so that it includes a part more explicitly focused on contemporary educational policy and the methodological considerations connected with this approach.

Proposed revisions to the course syllabus

A revised reading list as well as a change in the graded assignments, adding an assignment on educational policy analysis.

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