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: Ethics and education
Termin/Semester: H21
Ladokkod/Ladok code: ET608E revision 1.1
Kursansvarig/Course coordinator: Morten Korsgaard
Antal registrerade studenter/Number of registered students: 12
Antal studenter som besvarat den summativa kursvärderingen/Number of students who responded to the course evaluation: 5

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 seminar discussions as particularly valuable. There was a strong interest in extending the course. Many students felt it was much too short.

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 was great for this course. We met on Mondays and Thursdays. The seminars were interesting and involved great discussion. Overall, I learnt a lot in this course, especially the different contents and central points for each ethical theory.
The course is structured effectively by considering different philosophers' positions and viewpoints; however, I felt that the readings are extensive for a short duration. In addition, if we had two days of discussion for each position, it would help in a greater understanding of ethical positions.
It was great. We were introduced to great authors and had the chance to discuss and appreciate the relevance of their perspectives to contemporary discussions on ethics.
The structure of the course is easy to grasp with seminars on Mondays and Thursdays, mainly between 1 pm to 3 pm. I liked the short writing assignment during study week 2 because it made me reflect about deontology, utilitarianism and Aristotle's virtue ethics and encouraged me to consider what I like about these theories and what I do not agree with. However, I felt (and still feel) that my "knowledge" have a lot of "gaps" - resulting in a somewhat shallow understanding when it comes to ethics (at the same time, I understand that a 5 week course only allows us to "scratch the surface" so to speak). An idea would be to mix mini lectures (example: about the history behind the theories, main ideas) with follow-up discussions about the literature. Moreover, I appreciated the possibility of viewing a film together at campus. Yet another thing I liked was that we had a few days assigned for writing during study week 4. I like this idea, but I felt it was a bit early to start writing during week 4. One suggestion would be to move the writing days to week 5, and have the Weil discussion coupled up with a sum up of the course literature (in the beginning of week 5). Lastly, I found the sum up in the end of the course helpful and it made me realize, once again, that I only have a partial understanding of ethical theories - I simply need to read, discuss and reflect upon these questions more.
It was well structured and clear

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

I liked the diversity of the literature from the ethical theories to the podcasts. It really helped me in understanding the ethical theories better.
Literature was very enlightening and helped me in understanding the implication of ethics in different circumstances
Different perspectives were brought to table, which made the course all the more interesting.
Well-suited, especially Kant, Mill and Aristotle. Noddings and Weil bring important perspectives to the discussion, but I am still not entirely sure exactly how they are related to ethics(?).
It was suitable

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

The reading went well in this course. The chapters and sections of the books were carefully selected by the teachers and I really appreciated we had more time to really grasp the contents of the ethical theories.
The readings were interesting. Different ethical positions intrigued me with questions about responsibility, justice, love, and their reflections added to my understanding of possibilities in ethics.
The reduced reading load allowed me to focus and gave me more time to reflect and 'digest' new concepts. Including fiction and background info on the authors also makes 'theory' all the more relatable and topical.
Kant, Mill, Aristotle to be interesting, difficult and well-suited to the objectives of the course. I found the podds very helpful. White Ribbon was not a very enjoyable film to watch, but I nevertheless found it very thought-provoking, interesting, and highly related to ethics, care and attention. MacIntyre was very difficult to understand. I really liked Noddings and would like to understand Weil a bit more (her notion about the personal/impersonal, what suffering is). I found the overall reading a bit heavy, but appreciated that some of the books were not supposed to be read in full.
They were challenging, difficult, but some were also interesting

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

We discussed the ethical theories and our examples for the assignment. Really helps to work on our assignment from different perspectives.
Study groups were not too functional; however, we had synchronous writing group sessions and discussions, which were helpful.
The study group activities were not officially going on, but we still had many opportunities to exchange ideas. We found time to discuss things before and after the seminars, which was quite productive and helpful. More of official study group activities and collective tasks (within or beyond the seminar setting) would have been even better, but it's been great in every possible way already.
We do not really have study groups anymore. But we had an informal, hybrid-meeting at one time, and I found it helpful, engaging and interesting. It was nice to discuss (ethical) examples and hear the others' perspectives.
We carried out only one study group. I needed more

5. What is your overall assessment of the course?

Really enjoyed the course. The seminars were productive and interesting with all the discussions. The use of examples discussed in the ethical theories really broadened my mind. The last seminar where we had a discussion of all the important points of each ethical theory was really helpful.
Thought-provoking and need of the hour to make life sustainable.
It was a fantastic learning experience and it drew attention to important questions. It invited me to 'stay with the trouble'.
4 out of 5 stars. Interesting, but short.
It was a very interesting course that even though it was difficult, I enjoyed it for the most part

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 really well, but was deemd to be too short. This is reflected in the students' evaluations. The course progression worked well and the students could see the interconnections between various themes.

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 explore possibilities for extending the course, through a reworking of the programme as a whole.

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.