
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 *Course 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: Master Thesis in Educational Theory

Semester: VT22

Ladok code: ET610E

Course coordinator: Johan Dahlbeck

Number of registered students: 11

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	N/A
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 a written assessment as well as orally throughout the course. The written assessment was based on four standardized questions (see below) and the oral assessment was conducted continuously throughout the course in the form of supervision meetings and seminars with teachers and students.

Summary of the students' course evaluations

Overall, the students are very pleased with the course with one notable exception. While they found it challenging to read and write in a more autonomous fashion, the continuous support of the writing groups as well as the individual supervision meetings with their respective supervisors was deemed helpful in the main. The students also seem to appreciate the three joint seminars. Below follows a selection of student statements about the various aspects of the course sorted according to the questions asked in the written evaluation. The one student who was not pleased with the course struggled to find a fitting subject for the thesis and as a result fell behind.

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

Could be structured in a better way with better support.

Structure of the course was helpful in assisting our understanding of the research, different criteria required for writing thesis and finally provided the support and guidance required to complete the thesis work.

Good, but would have wished for more group meetings online/in person. The seminars that we had with our teachers were interesting and helpful.

Very well structured. Lots of important scheduled points and a lot of freedom in which to navigate them.

I found the structure to be really good, especially the joint seminars with the supervisors and other students. Those were really helpful.

2. How did you experience the process of reading and writing during the course?

Reading and writing during this course was very vast as it took time to drill down to one focal point, but it was inspiring and adventurous.

Reading felt ok since I decided what to read and got advice on what I could read from my supervisor as well as from my class mates. Writing felt a bit overwhelming.

It went well, at the point in this course, we had been well trained and prepared in being able to tackle this amount of reading and more importantly, writing.

Initially, both reading and writing seemed like an individual process but once it got rolling, it got better, especially made easier with the supervisor's comments and feedback.

3. How well did your supervisor and the study groups support your work with the aims of the course?

Communication with supervisor did not work well. Everybody may have need to revise thesis after the first term but my super did not continue responding my emails on my thesis, in this manner I feel helpless as a student of this course!

I have no words to thank my supervisor for the support he provided, as it is an independent work we really did not had to work in study groups but we managed to meet very frequently and had good discussions.

My supervisor helped me in having regular meetings, and in giving me constructive feedback and helpful comments.

My supervisor gave me a lot of hands on support (e.g. feedback on drafts, comments, and scheduled meetings) and a lot of emotional/motivational support in between. I felt my supervisors belief in me, and

enthusiasm with my project made me get things done when times were tough. The study groups worked as one larger council of support, which was amazing. I feel very lucky to have had the network of support from my peers during this course. I don't think this can be planned for and replicated many places.

My supervisor was really helpful and kind with his feedback and his guidance. He helped me throughout and made me feel at ease and motivated me that I can accomplish writing the thesis.

4. What is your overall assessment of the course?

Not well working!

Very Good

4 out of 5.

I think it was great. The structure of the course was great, and I really found it easing the process of how I imagined my thesis being. Communication about expectations and dates etc. were clear. This course was one that I was the most nervous for, but whilst underway, it was very enjoyable.

I enjoyed the course thoroughly. My supervisor made it all the more better.

Summary of the evaluations of the teaching team

Overall, the teachers/supervisors found the course to correspond with their expectations in terms of it being an independent project where much of the responsibility resides with the students. The supervisors and students had three joint seminars as well as two full-day examination seminars. The main part of the scheduled meetings were individual supervision meetings between students and supervisors. One aspect that could be improved concerns preparations in terms of gathering texts to read before the course starts. Some students did not start reading until the course started which meant that a lot of time was dedicated to this. The resulting thesis projects have been a pleasant surprise in the main. A couple of students had a difficult time taking on this independent task and found it a bit overwhelming.

Analysis

The teachers and students are mostly very satisfied with the course. The course is difficult to analyse as a cohesive unit as it was largely based on individual studies. One of the students who did not appreciate the course did not find that the communication with the supervisor worked well. This is difficult to predict as it is a question of matchmaking. One thing that might improve the flow of the course is to prepare more for it in terms of encouraging the students to start thinking about their subject earlier as well as collecting literature before the course starts.

Action plan

We will ensure that the students prepare for their individual project before the course starts and we will encourage them to start reading literature earlier in the process. As far as the matchmaking between supervisor and student we will do our best to ensure that this setup works as smoothly as we can but it is difficult to judge this in advance.

Proposed revisions to the course syllabus

No suggestions at this time.