
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: VT24

Ladok code: ET610E

Course coordinator: Johan Dahlbeck

Number of registered students: 8

Number of students who responded to the summative course evaluation: 4

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	-
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 six 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

The four students who responded to the written evaluation seem satisfied with the course (which is largely made up of student-driven activities). While they found it challenging to work autonomously, they did appreciate the joint meetings. There were two summative questions (nr 4 and 5) and on the question "To what extent do you consider that the course as a whole has met your expectations?" two students answered 4 (out of 6) and two students answered 6 (out of six). On the question "To what extent has the course given you the opportunity to take responsibility for your own creative process?" all four students answered 6 (out of 6). Below follow the text responses to the questions:

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

I think the frequency with which I met my advisor was sufficient and helpful in the sense that I managed to have certain direction but also have great freedom in choosing what to focus on next.

I would say if anyone knows that what she needs to do then this course is ok for her otherwise anyone can lost the track.

Overall well-structured with timely scheduled seminars

I think it was very organized.

2. What did you think of the three joint seminars?

The content and styles were good, it was a space to share openly and ask about the process. I thought that the first joint seminar happened too short into the time spent on research.

These seminars were quite good as I came to know about the experiences of our teachers while writing.

They were relevant and insightful as they offered opportunities for sharing and for an important Q and A session.

I did learn a lot during the joint seminars and I found how to plan for the rest of the process.

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

I vastly enjoyed the process of reading, thinking, and writing. But to be honest, it was my self organization that led me to this success, setting up certain deadlines or aims that kept me on track to present in late May.

Reading takes much more time than writing. I was very confused reading everything because it was quite difficult to choose what should I read. If supervisor could help me in this case and could suggest me what some papers that can give me solution of my thesis then it could be better.

The course material was carefully picked to meet the goals of the seminars and which were both stimulating, refreshing and offered new perspectives of thinking.

I enjoyed reading much, but the process of writing was a little bit confusing from the beginning but after a while it started to be smooth with the help from the supervisor.

4. To what extent do you consider that the course as a whole has met your expectations. (optional comments)

I came to know about my ability in this huge course. I could read a lot of authors who researched over educational theories.

The structure, the seminars, course literature and panel of teachers were perfectly integrated to allow for teachers' reflection and input, which in turn allowed for students' personal reflection, preparation for the thesis and personal growth

5. To what extent has the course given you the opportunity to take responsibility for your own creative process? (optional comments)

It has given me helpful guidelines to follow in the initially process but also throughout the course of study.

6. Other comments about the course and suggestions for improvements?

I think the biggest thing I would recommend is to encourage and promote coming up with a solid topic earlier on. I think that by the time this course begins, it would have been beneficial to have this set. I was rather lucky with coming across a topic that interested me and in which in a short amount of time manage to have it grow in a robust fashion.

I suggest to the supervisors to be very careful about the students who are not confident about their project. Thesis is not an easy task. Some students need more help in finishing their thesis.

Summary of the evaluations of the teaching team

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. The resulting thesis projects have been a very pleasant surprise so far (four students have still not handed in their final thesis). Because this course is largely made up of an independent project it becomes quite obvious which students are ready for this kind of challenge and which are not.

Analysis

The teachers and students are satisfied with the course. The course is difficult to analyse as a cohesive unit as it was largely based on individual studies. Students were differently prepared and so while four students finished in June as planned, four will be working on their thesis over the summer so as to submit in in August.

Action plan

No changes planned.

Proposed revisions to the course syllabus

No suggestions at this time.