

---

## 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: VT25

Ladok code: ET610E

Course coordinator: Johan Dahlbeck

Number of registered students: 17

Number of students who responded to the summative course evaluation: 8

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 eight students who responded to the written evaluation seem very satisfied with the course (which is largely made up of student-driven activities). While they struggled somewhat to identify the genre of educational theory, they did benefit greatly from the joint meetings – in fact, some students would want more joint seminars than there currently is. 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?” five students answered 5 (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 learning?” one student answered 5 (out of 6) and five 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?

*It worked perfectly for me.*

*The structure worked well for me.*

*Good*

*It was well-structured and seminars were helpful. And my supervisor provided enough meeting sessions for guiding me to write my thesis.*

*I liked the structure. It is flexible and allows you to do your work at your own pace.*

*Good*

*IT IS FINE*

*I found the structure of the Master Thesis course in Educational Theory well-organized and thoughtfully designed. The clear guidelines, timely scheduled seminars, and structured checkpoints for feedback greatly supported the research process. Additionally, the pacing allowed sufficient flexibility for deep exploration of theoretical concepts, enhancing both my academic development and the overall quality of my thesis*

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

*They were helpful.*

*They were insightful because the teachers shared their experiences of doing research and writing.*

*They gave me so much information about how is and should be the process of writing thesis.*

*Very helpful because it helped direct my writing*

*They were insightful, if there can be more.*

*Helpful*

*Each session added something unique, though the level of engagement varied depending on the topic and presenters. Overall, they supported our thesis development and broadened our academic outlook.*

*The seminars were helpful for the preparation to start and the thesis process.*

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

*Quite stressful because of wide reading*

*It needed much time and attention*

*It was not an easy one but, at the same time a good experience.*

*It was overwhelming but manageable*

*I had a well-laid plan.*

*The reading and writing process was challenging but rewarding. The academic texts required focus and critical thinking, which helped deepen my understanding of the subject. Writing the thesis pushed me to structure my ideas clearly and support them with evidence. At times it felt overwhelming, especially balancing research and deadlines, but overall it improved my skills and confidence in academic writing.*

*I really liked the reading and writing time and the ideas came to my mind by reading sources. Sometimes it was also a bit stressful and boring when I read and couldn't find any connection with my ideas. All in all I had an exciting and educational experience.*

*Mind blowing experience*

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

*See result of the summative questions above*

5. To what extent has the course given you the opportunity to take responsibility for your own learning?

*See result of the summative questions above*

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

*About four or five joint seminars will be more helpful*

*The course was interesting and an enlightenment to policies, theories and strategies that are helpful in developing a sustainable kind of education. However, some literatures in the course do not align with my expectations in line with education.*

*The course was well-structured and provided solid support for thesis work. The seminars and supervision helped keep us on track.*

*Many scholars are not familiar with a theoretical thesis than an empirical thesis. i would therefore suggest if there can be a module or more seminars to discuss about theoretical thesis writing. if current scholars only depend on previous theses for the structure of their thesis, there will not be enough room improvements in theoretical theses. through more seminars or a module, the feedback and areas of improvements which professors have from previous theses, can be discussed with current students for improvements.*

*I think it's good if everyone could present their own thesis.*

*No comments*

### **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 (with two more following in August). 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 (roughly half of the students have still not handed in their final thesis, but will do so in August). 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 a group of students finished in June as planned, the remaining students will be working on their thesis over the summer so as to submit in August.

**Action plan**

No changes planned.

**Proposed revisions to the course syllabus**

No suggestions at this time.