
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: Perspectives on Teaching and the Teacher

Semester: HT23

Ladok code: ET702E

Course coordinators: Johan Dahlbeck & Peter Lilja

Number of registered students: 28

Number of students who responded to the summative course evaluation: 12

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 both oral and written assessments. The written assessment was based on seven standardized questions (see below) and the oral assessment was conducted continuously throughout the course in the form of discussions with teachers and students as well as at the final seminar of the course.

Summary of the students' course evaluations

Overall, the students expressed mostly positive opinions about the course in the summative course evaluation. All responses span from 3-6 on a scale from 1-6 (1 being "to a very small extent" and 6 being "to a very large extent"). On the first question the mean of the assessment was 5.1; on the second the mean was 5.0; on the third question there was only a text response option; on the fourth the mean was 5.2; on the fifth the mean was 5.3; on the sixth the mean was 5.0. Question number 7 invited other comments and so was not summative. Below follow some quotes from the student evaluation:

In response to the question: "To what extent do you consider the structure of the course to be helpful?"

The schedule was very unstable.

To discuss the topics has been a very good way to reflect thoughts in authentic real time and try them out. Also to see other perspectives. The Guidance of the master in the sessions has been invaluable to my progress.

In response to the question: "To what extent do you think that the working methods / learning activities on the course have reinforced your learning and your ability to achieve the learning objectives?"

Some week themes were kind of vague.

The education films helped alot in the learning process.

See comments question 1. They have been effective for the learning process. Using the dialog together with the other students is very valuable.

In response to the question: "What do you think of the resources of the course (literature and films)?"

More papers, less books if possible.

Interesting readings, some more than other. Hooks as a favourite.

It really helpful easy way to connect to real life examples

I think they helped immensely.

They are good.

I really enjoyed the films. I learnt a lot from Biesta.

Both were very connected to their themes and gave a deeper understanding during seminar discussions.

I consider the literature to be suitable for the content of the classes. What I do not fancy much is film Fridays. I do find interesting connecting the theory to the practise provided by films, but I would prefer if we could watch films as a home assignment and devote the content of classes to discussions.

They were properly featured.

The resources are adequate enough for a smooth progress of the course. However, most of the films were in French with subtitles making it difficult to read throughout the movie.

Very nice way to expand the views to read papers and articles in the ongoing dialog of educational theory.

Perfect but too much

In response to the question: "To what extent do you consider that the types of examination on the course gave you the opportunity to show how well you had achieved the learning goals?"

I don't understand pretty well what are the learning goals.

I loved reading Stoner.

The essay was a perfect opportunity to show our understanding of themes of our liking, however, I am not sure about the presentations. Maybe it would be more fitting to have it as an assignment during the semester since the final project implies the importance of the task. I feel a little bit unsure about the fact that some of classmates were asked to redo their presentations while some already did the project to a satisfactory level. I know that this was more or less an experiment on how to conduct an interview, but I feel it the way it was 'evaluated' was a bit unfair.

I think there is too much focus on one point of showing knowledge. It awakens an unnecessary stigma to students. What if you have a bad day? And why do the seminars exist if they are not the valuable part of the sharing in progress. I hope the seminars will be a contribution on knowing the student that should become. Not as a way of counting skill but in the value of contributing and been a part to people learning together. This will give the seminar a meaning of sharing and to show who you are and not the role. The dare to say and express in familiar context. To see the person student early on and not in the mood of being afraid to say something wrong and be the stupid dunce.

In response to the question: "To what extent has the course given you the opportunity to develop methodological skills useful for studies in educational theory?"

The essay and the presentation were very helpful.

I enjoyed interviewing because it helped me formulate questions.

The course has greatly helped my methodological skills.

Maybe it would be interesting to see more of the field of educational theory methodological enquiry. I have found a book by Biesta about educational research.

In response to the question: "To what extent do you consider that the course as a whole has met your expectations?"

It has given me new things to think about when it comes to teachers and teaching.

I did not have any expectations, but the course broadened my understanding on the role of the teacher to a great extent.

I'm thrilled over the subject.

In response to the question: "Other comments about the course?"

The course is really good for teachers. It's practical and theoretical at the same time.

The weekly themes are really working well in my mind, and also the kind of weekly discussions and assignment-like questions help us with reading the literature.

Thanks for the effort.

I enjoyed the discussions. I had an amazing time attending all the classes.

The course gave a better understanding on the perspectives of teaching and the teacher on the view point of creating awareness and the balance between the role of the teacher with respect to him or herself, his or her student and the other.

It was properly programmed. I enjoyed the interview part of the exams.

The course has unveiled skills and methodological concepts that are relevant to teaching which is positive turnout of some of my expectations.

Thanks for the teachers effort to take a living part in the seminars. 1) Maybe there could be more ways for the student to show the progress of skills and fact...We all know that philosophical learning is something you see from behind and not when you are in progress. As Bateson say; In the difference that make a difference. Even though the is a good progress in learning by reflective writing (in the progress). Maybe you can check(official test) the students progress backwards in some way...the test of "the difference" of last coarse....As an art-teacher I can also suggest more learning by different "games".. I.e Memory. It should be fun to learn..the play in the Childs expand of imagination. That will be a nice way to explore learning of reflective thoughts in diverse ways. 1) Also maybe by talking groups, as in last coarse but in more organised ways, do to the feel of been taken care of and in clearness of what to do. Clear organised topics.

Summary of the evaluations of the teaching team

Overall, the teachers agree with the students that the course has been on point, both theoretically and methodologically. The interview part of the examination worked out, although the mode of presentation could perhaps be revised by allow for more time to present. The reading and films worked well in relation to the themes and overall the teachers are quite pleased with the outcome of the course.

Analysis

Overall, the teachers and students are satisfied with the course. In general it worked smoothly and as planned, although we may need to revise the setup for the final presentations.

Action plan

We will add another day of presentations for next time.

Proposed revisions to the course syllabus

No suggestions at this time.