
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: HT25

Ladok code: ET702E

Course coordinators: Johan Dahlbeck & Morgan Deumier

Number of registered students: 30

Number of students who responded to the summative course evaluation: 10

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	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

In general, the students expressed mostly positive opinions about the course in the summative course evaluation. Most responses veer towards the high end of the spectrum (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 5.7; on the second the mean was 5.3; on the third question there was only a text response option; on the fourth the mean was 5.3; on the fifth the mean was 5.5; on the sixth the mean was 5.6. 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?"

"I really enjoy the themed weeks and organised readings"

"Extremely helpful structure. The clear delivery by the professor and the logical flow of the modules significantly enhanced my understanding of the subject."

In response to the question: "To what extent do you think that the working methods / learning activities on the course have contributed to your knowledge on the subject of teaching and the teacher?"

No additional comments.

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

"Very helpful"

"I really liked the literature for this course"

"The choice of books and movies was very good, they tie in perfectly to educational themes."

"Very good"

"I think the literature for the course was very helpful in understanding the different concepts we studied. Especially the films, I really enjoyed them as they helped us critically apply what we learned in the texts as praxis. Overall it was a great course."

"The selection of literature and films was excellent. The resources were diverse, highly relevant to the curriculum, and provided a multi-dimensional perspective that enriched our discussions."

"I really liked all of the readings and movies in the course."

"The movie stretches our understanding to the concept. For me, after watching the movie, I need some time to think and reconnects to the theories. It does not mean that the resources does not engage with the course. It means that the material, especially the films, stretches our understanding to think a few levels beneath the surface."

In response to the question: "To what extent do you consider that the types of examination on the course gave you the opportunity to illustrate your understanding of teaching and the teacher?"

"I enjoyed the mix of a written and oral presentation. I like that the presentations are pass/fail and the papers graded, especially as in my view the written exams are demonstrating not just knowledge but the

important skill of academic writing. Also just personally I prefer writing essays to having to make and give presentations.”

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?”

“I enjoyed how the exams was engaging with separate themes and centering them to a subject, i.e your interviewee or book. It allowed for a really engaging and dynamic learning.”

In response to the question: “To what extent has the course as a whole lived up to your expectations?”

“I really enjoyed it over all”

In response to the question: “Other comments about the course?”

“I have to say i really enjoyed this course! However during the oral exams I was honestly very upset over [student name retracted] behaviour. It is one thing to go slightly over time. However, her consistent disregard for others is becoming too much. If the examination guidelines outline 15 minutes, and most clearly took that time limit to heart it is beyond disrespectful to exceed the time in the way she did. Perhaps making timing a grading factor would prevent something like this (if it is not one already, I am unsure on that). I

understand it is an awkward position for you two to be in, and I sympathise with it. Perhaps students should have been given a 5 min warning to time and then told to stop at 15? I have had many teachers who set alarms and once they go off you are done speaking no matter what. Johan said that the reason we do oral exams is so everyone gets a voice, yet she still takes so much more then everyone else. Her behaviour in class, especially the way she spoke to the 2nd year who interviewed her brother, and how she combats clear attempts to move the conversation on makes me, and many others feel very hesitant about engaging. I understand it is a sensitive topic, I know some people have discussed bringing it up as a group to you both. However I feel like that could be a bit mean. Despite this I really enjoyed the class literature and thought the course was really engaging. It was always fun to read the material and hear different perspectives.”

“An outstanding course in every aspect. The combination of high-quality resources, expert instruction, and a well-planned syllabus made this one of the most rewarding modules of my degree.”

“I would sometimes prefer to have lessons that are organized in a lecture style. I feel like that the discussions often go into wrong directions which makes it hard to get back to the main problem of the seminar that we wanted to discuss. I think a lesson, in a lecture style, every now and then could prevent that from happening.”

“The course has really exposed us to aspects of teaching which are crucial for flourishing of the students and pedagogical learning.”

Summary of the evaluations of the teaching team

In sum, the teachers are pleased with the outcome of the course. Since the previous year, we have exchanged a few of the films of the course, focusing less on investigating “good” examples of teaching and more on looking at “questionable” examples of teaching. This was found to be helpful in terms of really digging deeper into the question of what constitutes teaching from the standpoint of philosophy of education. Frequently, we started out with the question “why is this not teaching?” which made for a very productive starting point for the discussions. We do, however, acknowledge that some students have a tendency to hijack the discussions for their own purposes and are looking for strategies to deal with this.

Analysis

Overall, the teachers and students are well satisfied with the course. In general, everything ran smoothly and as planned. In terms of dealing with potential disruptions to the discussions, we will attempt to follow a stricter guideline in terms of who gets to speak and for how long.

Action plan

No action plan at this time.

Proposed revisions to the course syllabus

No suggestions at this time.