
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: Education and Formation

Semester: VT24

Ladok code: ET703E

Course coordinators: Johan Dahlbeck & Morgan Deumier

Number of registered students: 15

Number of students who responded to the summative course evaluation: 13

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 six 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. Most 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 4.5; on the second the mean was 4.8; on the third question the mean was 4.9; on the fourth the mean was 4.8; on the fifth the mean was 4.6. Question number 6 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?"

In my idea it has been really helpful and paved the way for me to understand and follow.

In response to the question: "To what extent do you think that the that the literature and films were suited to the objectives of the course?"

Some films were not in English. Reading subtitles was challenging. And again films as part of course materials were not readily available for studies before and after.

Films in English language would be very helpful.

In response to the question: "To what extent do you consider that the readings and film viewings helped you develop your own understanding of formation?"

Both texts and films have given me many new reflections and helped me to get perspectives on formation.

I am not sure if I can actually define formation.

In response to the question: "To what extent do you consider that the seminars supported your work and your developing understanding in this course?"

The seminars were so helpful as we discussed deeper on the readings.

There has been an improvement compared to the previous course, but some of the seminars felt very vague and general.

In response to the question: "Other comments about the course and suggestions for improvements?"

At some points of the course I struggled to find the connection between education and formation, in regard to a small percentage of the educational documents. Watching a film at 9 in the morning really doesn't work for me. Maybe a combination of movie + seminar could be a bit better, I mean in the same 3hr slot for example. 1-2h of watching the movie and 1-2 hours of discussing about it back to back. Consistent 3pm slot is really convenient. I know it's a scheduling/room issue, but it really helped me that it was this consistent for this course.

The course should consider using films which are in English and reduce the amount of readings for the course.

The reading week in week 4 came so early. There was not much to study. The best time could be week seven prior to presentations which were in week eight.

If possible the links for the movies could be provided on canvas because it was difficult to answer the oral presentation which was based on picking a scene from the movie. Secondly I would like suggest that the reading week could have been in week 7 before the presentations.

If the films are available to watch, we could just watch them beforehand and then come to class, then we would have more time to connect them to the themes and talk about them.

Thanks.

Films selected should be in English language because I think it would help and give a quicker appreciation on the theme.

If possible offering more guidance on the discussions because many times some classmates would add comments out of place while talking about a very complex topic that made everything more confusing. In the end in those situations that happened pretty often I wasn't able to understand the topic at all since the professors would not successfully bring the discussion back to the main topic.

Summary of the evaluations of the teaching team

Overall, the teachers took an explorative approach to formation in this completely revised version, introducing the idea of a kaleidoscopic approach where each week another fragment of formation would be introduced. This along with the method of working with educational documents was deemed a rewarding way of circling in on the concept, and although there were some confusion, the teachers viewed this as part of the process of grappling with an abstract and contradictory pedagogical phenomenon. The teachers intend to continue developing the method of the kaleidoscopic approach and to apply the methodology of working with educational documents as this was deemed to be a promising way of instigating collective investigations of foundational concepts of educational theory.

Analysis

Overall, the teachers and students are satisfied with the course. In general, it worked well and the explorative approach towards the concept of formation (in terms of a kaleidoscopic approach) worked out surprisingly well. We may well revise some of the readings and the films until next year and we may reconsider the order in which the different fragments were introduced.

Action plan

No major changes planned at this time.

Proposed revisions to the course syllabus

No suggestions at this time.