Course report Collaborative Learning in Digital Learning Environments (spring 2021, 210405-210606)

Background information

Report date:
Course name: **Collaborative Learning in Digital Learning Environments**
Semester: **Spring 2021, code 16144**
Ladok code: **HP621A**
Course coordinator: **Natalia Auer/Annette Johnsson**
Number of registered students: 23
Number of students who responded to the summative course evaluation: **14**

Implementation	Mark with an X
The previous course report is communicated in connection with the start of the course	
Early dialogue on expectations for the course	X
Formative course evaluation	
Summative course evaluation	X
Feedback to students	X

Forms of evaluation
Describe the method(s) and implementation for both the formative and the summative course evaluation.

Summary of the students' course evaluations
The students' views are objectively summarised here based on the various course evaluations for the course (see above). Individuals may not be named in the course report.

Qualitative answers
Most students appreciated

- they learnt a lot about the subject
- group discussions via forum, blogs and Zoom
- the structure of the course in Canvas
- content of the course and learning activities
- the possibility of meeting and networking with other students and sharing their expertise

Some mentioned:

- that they learnt about being a better teacher
- the teachers: approach, engagement and generosity
- getting to know new tools for the digital learning environments.
- literature consistent with learning objectives

Several students wish:

- less workload
- less amount of reading

Few students wish:

- more collaborative tasks
- learn about digital tools
- more information in advance about assessments and grading
- more time to learning activities
- more transfer from theory to practice
- time management in webinars
- newer literature and more diverse (gender and ethnicity)

One student had difficulty with the writing tasks. Another wishes more teacher presence.

Quantitative answers

The mean of the quantitative answers (see below) is between 4,2 and 5 (1 “to a very small extent” 6 “to a very large extent”)

- 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?
- To what extent do you think that the methods and forms of assessment (tests etc.) give you the possibility to demonstrate that you have achieved the learning objectives?
- To what extent do you think that the course in its entirety has fulfilled your expectations?
- To what extent do you think that the course has given you possibilities to take responsibility for your own learning?
- This course improved my ability to create collaborative and flexible learning environments online
- This course improved my ability to be able to make and justify choices of digital tools and forms for collaborative learning on a scientific basis
- To what extent do you agree or disagree with the following statement?
- This course helped me be familiar with the latest research and new trends in the field of collaborative learning in a digital learning environment
- To what extent do you agree or disagree with the following statement?

- This course helped me be able to critically reflect on open networked learning

Summary of the evaluations of the teaching team
The views of the teaching team regarding the content, learning activities and summative assessment of the course are summarised here.
Analysis
The analysis is based on a summary of the students' and teachers' individual and joint course evaluations. Both success factors and problems are identified.

We agree that

1. the course content was relevant but too extensive for 5 HP.
2. the learning activities were suitable to the learning goal but more time is required to do them.
3. the discussions groups in the forum, in Zoom and in the blog worked well, but collaborative tasks must be added to the course
4. the literature has to be updated and more diverse regarding gender and ethnicity
5. the information about assessment task and grading should be given earlier

One student commented on the difficulty on writing, and we will add the possibility of recording (podcast and video) to make the course more inclusive in the next iteration.

Action plan
The short-term and long-term changes that are to be implemented are specified here, along with a time-line. If no action is planned to address a specified problem, this decision must be justified.
We agree with point 1-5 above and we will address them in the next iteration

Proposed revisions to the course syllabus
Suggestions for possible revisions to the syllabus are proposed here, supported by the above evaluation and the action plan.

We will change:
- Title of the course
- Course objective
- Learning activities
- Assessment
- Course literature

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 C*ourse 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.