

Course report for the Faculty of Education and Society at Malmö University

Course name: Digital Learning Design in Higher Education

Background information

- Date for course report:
- Semester: **Fall 22**
- Ladok code: **HP 625E-26304**
- Course coordinator: **Nathalie Auer**
- Number of registered students: **21**
- Number of active students: 13
- Number of students who responded to the summative course evaluation: **9**

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	
Formative course evaluation	
Summative course evaluation	X
Feedback to students	Via Canvas for Fall 22 students Orally in next iteration

Forms of evaluation

The summative course evaluation was conducted via Reflex. In addition to the email generated automatically by Sunet Survey, participants received a message in “Announcements” in Canvas encouraging them to complete the survey.

Summary of the students' course evaluations

Overall, participants expressed a high degree of satisfaction with the quality of this course (based both on qualitative and quantitative responses below)

Qualitative answers

Most students appreciated the following aspects:

- Studying at your own pace.
- Teachers' competencies –presenting and disseminating knowledge.
- Rapport between participants teachers, and each teacher's availability.
- The course's structure and materials chosen.
- Employing dynamic and substantive synchronous webinars.
- Being challenged by the tasks in each module.
- The topic of digital learning, which is relevant in higher education, GDPR issues, accessibility and Hyflex learning design

Two students wish to:

- use a different web application than the blog for helping to achieve Learning Outcome 4;
- have less of a workload;
- include collaborative tasks in group work and consider group division based in ambition level.

One student wishes:

- a clearer structure and larger tasks.

One student wishes:

- more learning activities that facilitate students achieving Learning Outcomes 2 and 4;
- for a user-friendly interface, something other than Malmö University's Canvas LMS;
- not to include GDPR/accessibility issues;
 - Noted here is that GDPR and the Accessibility knowledge addressed and discussed in this course is due to that these laws are foundational knowledge for anyone designing a digital course online, including digitised content.
- For more recent literature;
 - Noted here is that the course literature stated in the syllabus and used throughout the course has four items from 2017-2021 and two items from 2006-2014 where the bulk of the literature is less than five-years old and is considered recent.

Quantitative answers

The mean of the quantitative answers (see below the questions) is between 3,7 and 5,3 (1 "to a very small extent" 6 "to a very large extent") these results, together with the qualitative answers above indicate an overall satisfaction with the course.

- As the student amount answering was less than 10 individuals, we have stated the actual numbers, including the mean for clearer perspective.

- To what extent do you consider you have achieved the learning objectives of the course?
 - 7 of 9 students that answered from "expected" to "a very large extent" that they have achieved the learning goals.

- 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?
 - 5 of 9 students that answered from “expected” to “a very large extent” that they have reinforced their learning and ability to achieve the learning objectives.
- 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?
 - 6 of 9 students that answered from “expected” to “a very large extent” that they have been given the opportunity to show how well they had achieved the learning goals.
- To what extent do you consider that the course as a whole has met your expectations?
 - 7 of 9 students that answered from “expected” to “ ” that the course met their expectations.
- To what extent do you think that the course has given you possibilities to take responsibility for your own learning?
 - 9 of 9 students that answered from “expected” to “ ” that the course allowed them to take responsibility for their own learning.

Summary of the evaluations of the teaching team

Overall, the participants expressed a high degree of satisfaction with the course. The teaching methods worked although two students found group work challenging due to individual work schedules outside of the course and difficulty of the groups to schedule with consideration for all. This is a discussion point for many courses that do require group work as many students are prone to this view. The content and learning activities could be reduced. However, if learning activities are removed, this would impact the learning outcomes. If learning activities are reduced, then the course might need to be reduced in the amount of credits the student receives. Alternatively, one could give the course over the full term at 25% thus giving the students more ability to plan and achieve a higher flow through. The Accessibility, GDPR laws cannot be decreased as they are already streamlined. Course literature is already up to date, though new research may be added if available and applicable. The digital applications chosen are based on the vetting that Malmö University’s IT department conducts. Other digital applications are discussed by the teachers, yet due to security/GDPR/licensing restrictions, etc, we do not make use of them in this course.

Action plan

- Reframe some learning activities and learning materials to focus on Learning Outcomes 2 and 4.
- Even though most students found a clear structure, further revision could improve cohesiveness.
- Consideration of the blog, and to possibly chose another digital application vetted by Malmö University and are available, e.g., Yammer, or MS Teams.
- A clear specification of the amount of hours needed for each week of the course for student awareness should be stated on the course page.

No action is planned to the following issues

- Using another interface as Canvas is Malmö University’s official LMS.
- Adding recent literature as there is already recent literature as stated above.
- The purpose of the module “online learning frameworks” is to give an overview from the start to the present and how these theories relate to each other. The theories from the 2000 presented

are constructivist and are still used in all education as well as adaptable to the subject and teaching methods employed.

- Removing the one seminar on GDPR and Accessibility as both are Swedish and EU laws that must be followed, and both are considered foundational knowledge for any teacher that is to design a course and teach within a digital environment.

Proposed revisions to the course syllabus

- More information as to why the content chosen has been chosen, e.g., GDPR and Accessibility laws.
- Consideration of reducing learning activities and its impact on the learning outcomes as stated above.

Information on course reports

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.

Revised 2020-05-24