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: February 20, 2025
- Semester: **spring 2024**
- Ladok code and course instance code: **HP625E, 46153 + L3367**
- Course coordinator: **Natalia Auer**
- Number of registered students: **11 (46153) + 22 (L3367)**
- 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	x
Early dialogue on expectations for the course	x
Formative course evaluation	x
Summative course evaluation	x
Feedback to students	Via Canvas

Forms of evaluation

The evaluation of the course "Digital Learning Design in Higher Education-VT24" involved both formative and summative methods. Formative evaluation was conducted in the middle of the course to allow for changes during the course itself. Summative evaluation was implemented at the end of the course through a comprehensive survey that assessed students' overall experiences and achievements.

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
Students appreciated the following aspects:

- Well-structured course and content - good mix with online and virtual meetings - thoughtful exam setup to cover learning objectives
- The format of the assessment tasks encouraged students to think creatively and engaged students digitally.
- The hyflex session gave an authentic experience of the theory and content presented in the course.
- Teacher competencies pedagogical and helpful.

Suggestions for improvement:

- Provide more examples on curriculum construction, including videos showing teachers' grading and teaching methods, followed by discussions on potential improvements.
- Improve the navigation on Canvas by consolidating information into a single, easily accessible location to enhance navigation.

One participant wished to reduce the amount of mandatory content to accommodate students' varying schedules and workloads.

Quantitative answers

- **Achievement of Learning Objectives**: Most students felt they had achieved the learning objectives to a large extent, with 33% rating it as "to a very large extent" and 33% as "to a large extent".
- **Reinforcement of Learning**: The majority of students found the working methods and learning activities effective in reinforcing their learning, with 33% rating it as "to a very large extent" and 33% as "to a large extent".
- **Types of Examination**: Students appreciated the types of examinations, with 60% feeling they had the opportunity to show how well they had achieved the learning goals.
- **Meeting Expectations**: The course met or exceeded the expectations of most students, with 42% rating it as "to a large extent" and 33% as "to a very large extent".
- **Responsibility for Learning**: A significant number of students felt the course gave them the opportunity to take responsibility for their own learning, with 58% rating it as "to a very large extent".

Summary of the evaluations of the teaching team

Overall, the participants expressed a high degree of satisfaction with the course. The teaching methods worked well providing room to explore personal interests whilst still covering and achieving the ILOs.
The teaching team highlighted the following points:

- The course was well-structured and provided a good mix of online and virtual meetings.
- The exam setup was thoughtful and effectively covered the learning objectives.
- Students appreciated the flexibility and support provided by the teacher.

Analysis

The analysis of the evaluations identified several success factors and areas for improvement:

- **Success Factors**: The course's structure, the format of the assessment tasks encouraging students to think creatively, and the flexibility in exams were highly appreciated by students. The teacher’s support and guidance were also significant contributors to the positive feedback.

- **Problems Identified**: Some students found the module structure overly detailed. There were also suggestions for more examples on curriculum construction and change the navigation on Canvas.

Action plan

Based on the evaluations, the following action plan is proposed:

- **Short-term Changes**: Simplify the module structure to improve the navigation on Canvas: one simple box to click into instead of drop-down menus. Provide more examples on curriculum construction and how it affects grades.
- **Long-term Changes**. Regularly review and update the course content to ensure it remains relevant and engaging.

Proposed revisions to the course syllabus

The following revisions to the course syllabus are proposed:

- Consideration of including case studies as teaching methods.

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 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.

Revised 2020-05-24