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## Template for course reports at the Faculty of Education and Society at Malmö University

Revised 2020-05-24

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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: Teaching and Learning in Higher Education: Knowledge Field and Research

Semester: Ht-2021

Ladok code: HP701E-L3316

Course coordinator: Marie Leijon

Number of registered students: 15

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

Ongoing dialogue, CAT:s like muddiest point, exit ticket; social-meet ups. Verbal summative evaluation at the last session and through a form.

## Summary of the students' course evaluations

The students are satisfied with the course. Regarding the four Mau-questions (To what extent do you consider you have achieved the learning objectives of the course; 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? To what extent do you consider that the course as a whole has met your expectations? To what extent has the course given you the opportunity to take responsibility for your own learning?) alternative 4 is dominating, with 5 dominating the last question.

We also asked what has been valuable and what can be done different. The discussion at seminars is the most valuable part, according to students, together with a good structure. "Nice assignments and structure of the course. Good ground knowledge for people that have no prior theoretical background in education." Students also highlight the value of sharing experiences in a multicultural and transdisciplinary setting.

However, the students highlight how we can elaborate more on the learning goals and, develop the scaffolding part in relation to assessment and examinations. Share more examples, is one suggestion, and to structure the social meet ups. Another suggestion is to let the student create discussion questions. Two students find Canvas to be nonintuitive, and difficult to manage as a channel for information and interaction.

## 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.

The course is given for the second time, and the format is falling into place. The seminars and collaborative environment are valuable and can be developed even further according to the student suggestions. Another valuable part is the research path, were members of the group present and discuss research as a way of understanding the field.

## Analysis

The format will continue, but with an even more student active process, like student creating questions for literature. We will add elaborated discussions on learning goals and work with more example texts, and develop the feedback processes even further.

## Action plan

We continue to work with the four cornerstones in the program (pedagogy, research path, praxis and evaluation). In this course the first two are foregrounded. The short term action plan is stated under "analysis".

## Proposed revisions to the course syllabus

None.