
Course report: Teaching and Learning in Higher Education: Knowledge Field and Research-HT22

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-HT22**

Semester: ht-22

Ladok code: HP701E

Course coordinator: Marie Leijon

Number of registered students: 59 (about 40 students have been participating in the course)

Number of students who responded to the summative course evaluation: 26

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	x
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. Formative dialogue during the course, exit ticket, visual representations (formative feedback), summative evaluation in Reflex.

Summary of the students' course evaluations

61% answered that they have achieved the learning objectives to a very large extent (level six) (38%) or to a large extent (level 5) (23%). About the learning methods 27% thought that they had reinforced their learning, 19 % answered to a large extent and 26% to a very large extent. About examinations giving the students opportunity to show how well they reached the ILO:s 52% gave the highest score, and 24% answered to a high extent.

The course as a whole is placed on level 6 by 38% and on level 5 by 23%. And participants seem to appreciate the course as an opportunity for their own learning: 65% placed the course on a 6, and 15 % on a 5.

Comments from the participants: (four to five students contributed with comments on each question)
Negative aspects: the readings were not discussed in the seminars, little room for small scale-discussions and assignments. A community of professionals would be created – now we don't benefit from each other's knowledge.

Positive: Well planned and executed, The content is well structured and aligned to the learning outcomes. I think the assignments were creative, not standard. I liked that. It was a key element to see my improvement and evaluate my learning. It is beyond my expectation. Well thought out content, which I can apply to my own praxis. Great facilitator that took into account our previous knowledge and skills.

Summary of aspects of the course that have been particularly appreciated.

The outline, the communication, the setting, the flexibility, the lecturer and facilitator, opportunity to tap from different perspectives. Examples: *"The flexibility and kindness and safety that was created so that we dared speaking up and interacting". "The collaborative nature of the course with frequent discussions leading to a variety of perspectives and experiences being highlighted. The flexibility in course planning has also made it easier for me to part take in and learn from the course at my own pace and when I have free time"*.

Summary of aspects that can be improved: Smaller group, clearer instructions, more recorded lectures on the research field, clearer rubrics on assignments, connection between examination 1 and 2. More on central concepts and theoretical perspectives surrounding teaching and learning. Example: *"I would have liked to have a couple of lessons where we actually went deeper into research. Also, I would have liked to have a brief overview of Swedish legislation in HE. A short recorded lecture would have introduced us to the main legislation. I found the readings and examination 1 and 2 to be a bit disjointed." "It would have been great if the more elaborate description of the assignments including the rubrics would have given from the start. That way it reduces confusion and unclearness and thus also unnecessary cognitive load. I also think the rubrics could be clearer, really describing concrete behaviours and indicators"*

Summary of the evaluations of the teaching team

Most of the students are content with the course as a whole. Improvements can be made regarding providing more pre-recorded lectures, develop the descriptions of the assignments including the rubrics,

Analysis

Success factors: facilitation, course alignment, flexibility,

Problems: How to create a collaborative learning environment with such a large group. How to draw on the participants previous experience in a larger extent. The participants were invited to present research/development projects at one session, but only one student accepted. Develop the communication around the alignment between the assignment and also present rubrics from the beginning of the course. In this case, the rubrics were developed during the course. Develop more pre-recorded lectures on the topics in the course. Connect the literature to the seminars/or make clearer how the literature will be used. Keep the focus on working together at the seminars.

Action plan

On a short term, the above-mentioned actions will be implemented. In a longer term a revision of the course plan would be recommended, especially to look into the alignment between assignment 1 and 2. A revision of the course literature could be relevant.

Proposed revisions to the course syllabus

Se the comments above.

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