

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

Course name: Teaching and Learning in Higher Education: Knowledge Field and Research-HT24

### Background information

- Date for course report: 241212
- Semester: HT-24
- Ladok code and course instance code: [HP701E-L3380](#)
- Course coordinator: Marie Leijon
- Number of registered students: 52
- Number of students who responded to the summative course evaluation:24

<b>Implementation</b>	<b>Mark with an X</b>
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

During the course we have worked with formative assessment in dialogues, exit ticket and check-in. The summative course evaluation has been conducted at the end of the course via Reflex.

### Summary of the students' course evaluations

The students have highly appreciated the formative assessment, especially the personal check-in. In the summative assessment 41,7 resp 33,3 % answer that they have achieved the learning outcomes to a very large extent (6) and to a large extent (5). The same pattern is replicated when it comes to the methods: 37,3 and 33,3 %, the examination 37,5 and 41,7 % the course as a whole 30,4 and 39,1 %. About taking responsibility for their own learning 69,9% says to a very large extent and 21,7% to a large extent. The students especially appreciated the course leadership, meeting other teachers, the content and the flexibility:

I really enjoyed the parts where Marie talked about policy documents and didactics, since that is my area of expertise—it was easy to connect with my own experiences. The session with Martin and the session with the colleagues from Tanzania was also super engaging. Hopefully, both of these sessions can get more time in the future.

Marie! On a person level I could listen to her views of education for hours. I feel that incorporating experts where we could ask questions really is a good addition.

Yes, the recording of lectures when I cannot attend!

I really enjoyed the online synchronous sessions and the discussions that we had online

The collaborative interaction in the beginning of the course was appreciated.

The examination forms

The openness and the fact that each student has the freedom to decide on their level of participation. Especially considering that most people are also working, so it was appreciated.

1: Audio video analysis and giving reference of speeches and lectures which minimizes the risks of AI influences and refers to show the understandings and comprehensions of the students.

2: Relevant and outstanding reading material /articles/videos given by the teachers, clarity of instructions and possibility of communication and discussions make this learning fruitful.

Welcome and kind mood from teacher Marie, and the opportunity to meet other teachers from other countries.

I have appreciated the different modality of exam submission, like the audio recording.

the autonomous teaching and learning style

Yes, All the online seminars

-Encouraging critical thinking.

Promoting active thinking and engagement.

-supporting inclusivity and diverse perspectives.

I am very thankful for how flexible it is, so I can continue working and researching.

The students suggest that there is room for improvement when it comes to group work. Both on how the groups were introduced but also how the interaction developed:

Students should be more active.

The discussion groups did not really work. I was posting things on my own without receiving any interaction from my peers.

Also during the online sessions, I would like to have more time to discuss things.

Students also ask for more seminars and lectures, and for more asynchronous interaction.

Summary of the evaluations of the teaching team

The students seem to be content with the course and the way I (single teacher in the course) design content and teaching. This year was the first time asynchronous group work were added, and there is room for improvement.

Analysis

The success factors are the course design, the flexibility and the student active approach. Group interaction and student activity, both synchronous and asynchronous, could be developed.

Action plan

The course format will remain and in the next cohort, a revision of group work and asynchronous interaction will be done. Furthermore, more recorded lectures could be added, and maybe some seminars.

Proposed revisions to the course syllabus

No revisions to the syllabus.

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*