

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

Course name:

Teaching and Learning in Higher Education: Knowledge Field and Research

Background information

- Semester: HT25
- Ladok code: HT2025-HP701E-L0042
- Number of registered students: 52
- Number of students who responded to the summative course evaluation: 24

| 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

Formative dialogue during the course and summative evaluation in Reflex.

Summary of the students' summative course evaluation

Question 1: To what extent do you consider you have achieved the learning objectives of the course?

| | |
|----------------------|---|
| 5 of 23 (22%) | has to a very large extent (level 6) |
| 8 of 23 (35%) | has to a large extent (level 5) |
| 8 of 23 (35%) | has to some extent (level 4) |
| 1 of 23 (4%) | has not to some extent (level 3) |
| 1 of 23 (4%) | has to a small extent (level 2) |
| 0 of 3 (0%) | has to a very small extent (level 1) |

Mean: 4,7
Standard deviation: 1,0

Question 2: 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 23 (21%) | has to a very large extent (level 6) |
| 10 of 23 (42%) | has to a large extent (level 5) |
| 6 of 23 (25%) | has to some extent (level 4) |
| 1 of 23 (4%) | has not to some extent (level 3) |
| 2 of 23 (8%) | has to a small extent (level 2) |
| 0 of 3 (0%) | has to a very small extent (level 1) |

Mean: 4,6
Standard deviation: 1,1

Question 3: 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?

| | |
|-----------------------|---|
| 10 of 23 (42%) | has to a very large extent (level 6) |
| 9 of 23 (38%) | has to a large extent (level 5) |
| 2 of 23 (8%) | has to some extent (level 4) |
| 1 of 23 (4%) | has not to some extent (level 3) |
| 2 of 23 (8%) | has to a small extent (level 2) |
| 0 of 3 (0%) | has to a very small extent (level 1) |

Mean: 5,0
Standard deviation: 1,2

Question 4: To what extent do you consider that the course as a whole has met your expectations?

| | |
|-----------------------|---|
| 6 of 23 (26%) | has to a very large extent (level 6) |
| 11 of 23 (48%) | has to a large extent (level 5) |
| 3 of 23 (13%) | has to some extent (level 4) |
| 2 of 23 (9%) | has not to some extent (level 3) |
| 1 of 23 (4%) | has to a small extent (level 2) |
| 0 of 3 (0%) | has to a very small extent (level 1) |

Mean: 4,8
Standard deviation: 1,1

Question 5: To what extent has the course given you the opportunity to take responsibility for your own learning?

| | |
|-----------------------|---|
| 13 of 23 (54%) | has to a very large extent (level 6) |
| 8 of 23 (33%) | has to a large extent (level 5) |
| 2 of 23 (8%) | has to some extent (level 4) |
| 1 of 23 (4%) | has not to some extent (level 3) |
| 0 of 23 (4%) | has to a small extent (level 2) |
| 0 of 3 (0%) | has to a very small extent (level 1) |

Mean: 5,4
Standard deviation: 0,8

Other noteworthy perspectives from formative and summative course evaluation

- The students appreciated:
 - The teachers that were engaged and responsive
 - Stimulating Zoom sessions that felt thoughtful and inclusive; questions were answered and discussions were “interesting and thought-provoking.”
 - Pre-recorded lectures and the flipped-classroom setup.
 - Clear linkage between literature and assessment
 - The peer presentation/feedback session before the deadline was especially motivating.
 - Breakout-room interaction and collaborative tasks (e.g., Padlet) that supported peer learning

- Library session
- Overall course structure/design felt professional and research-based; teaching approaches were seen as accessible for a diverse, international cohort.
- Early visibility of end-of-course tasks (knowing the two final papers from the start) helped students plan.
- The students would have liked to improve:
 - Earlier release of materials: pre-recorded lectures and module descriptions sometimes arrived too close to the session
 - Desire for more “actual lecture” time and deeper teacher-led input, not only small-group discussions. However, some preferred larger-group discussions at times.
 - Clearer, written instructions for breakout tasks (posted in chat before sending groups off), and greater variety/structure in live activities beyond repeated discussion rooms.
 - Assessment timing & guidance: concern that two assignments were due the same day. Request to stagger deadlines and to provide earlier, clearer re-exam information. More guidance and exemplars for Examination 2, plus clarity on expectations.
 - Strengthen the legislation/policy component (including more judicial/legal perspective) and ensure course literature aligns tightly with learning outcomes.
- Other noteworthy comments:
 - Some felt the course was short relative to its foundational role.
 - Students not yet teaching in HE sometimes found certain discussions challenging
 - Request for a pre-course socialization/orientation session

Analysis

Overall, the evaluation depicts a well-received course led by engaged, responsive instructors, with particular praise for the flipped-classroom design, pre-recorded lectures, rich Zoom discussions, strong library support, and clear integration of literature with assessment—features that students felt promoted active learning, confidence, and motivation (notably the peer presentation/feedback session before the article deadline).

At the same time, students consistently asked for earlier release of videos and module descriptions (with reference lists), a better balance between teacher-led input and small-group discussions, clearer written task instructions for breakout rooms, and more structured variety in live sessions to move beyond repeated discussion formats.

Many of the problems involved with this course were probably due to the fact that both the teachers gave the course for the first time. Therefore, many of the problems that arose during the course were due to time constraints that the teachers were under, where they did not have pre-prepared material to use.

One interesting suggestion was to arrange a pre-course socialization/orientation session.

Action plan

This is the last time that this course is given, as it will be discontinued due to the a new course replacing it for the renewed master's programs that start HT26. However, all the critique and suggestions should be taken into consideration when planning for the new course. Especially noteworthy suggestions are:

- Continue with pre-recorded lectures and the flipped classroom setup
- Keep the library session
- Give instructions for assignments at the beginning of the course
- Create clearer instructions for break-out sessions
- Arrange a pre-course socialization/orientation session

Proposed revisions to the course syllabus

None.