

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

Course name:

Teaching and Learning in Higher Education:  
Educating for Widening Participation and Inclusion

### Background information

- Date for course report: [December 21, 2022](#)
- Semester: [Autumn 2022](#)
- Ladok code: [HP702E](#)
- Course coordinator: [Katherine Doerr](#)
- Number of registered students: [22](#)
- Number of students who responded to the summative course evaluation: [13](#)

<b>Implementation</b>	<b>Mark with an X</b>
The previous course report is communicated in connection with the start of the course	First time KT Doerr has taught 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 course evaluation was elicited at two points during the progress of the course, 1/3 of the way through and 2/3 of the way through. The first formative evaluation was conducted as short individual conferences between each student and the instructor. The second formative evaluation was a group planning session to determine how the examination assessment would be conducted and to determine individuals' needs to achieve their personal learning goals. The summative course evaluation was presented through Canvas and was open for the final two weeks of the course.](#)

### Summary of the students' course evaluations

The students' views are objectively summarised here based on the various course evaluations for the course (see above). Individuals may not be named in the course report.

<i>Available scores ranged from 1 (not at all) to 6 (a great extent)</i>	mean	me- dian	mode
<b>To what extent do you consider you have achieved the learning objectives of the course?</b>	4,77	5	4
<b>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?</b>	5,08	5	6
<b>To what extent do you consider that the course as a whole has met your expectations?</b>	5,15	5	6
<b>To what extent has the course given you the opportunity to take responsibility for your own learning?</b>	5,69	6	6
<b>To what extent do you feel the learning products gave you the opportunity to show how well you had achieved the learning goals?</b>	4,17	5	5

The students appreciated the flexibility of the course and the variation in teaching and learning activities. They felt that the assessment was aligned to the learning goals and that the examination format resonated with their needs as well as the theories of learning which underpinned the course. A particular strength was the course gave students many opportunities to learn from each other – sharing insights about the system and individual pedagogical practices. The students suggested the course could be improved with updated readings that were more relevant to their needs, specifically about how teaching and learning activities might be designed to appreciate and include diverse learner identities and perspectives.

### 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.

I, Katherine, believe that the flexibility of the course, both in learning activities and assessment methods were a strength. I agree with the students that the reading list should be updated to include more recent literature that is directly relevant to their needs as university educators. It is also noted that the course was in development, given that this was the first time I had been responsible for it and also the first term in some time that had not had serious disruptions due to the pandemic.

### Analysis

The analysis is based on a summary of the students' and teachers' individual and joint course evaluations. Both success factors and problems are identified.

The major success factors in this course were the collaborative and supportive learning environment that provided students with differentiated learning goals, pathways, and outcomes. Problems were that the reading list did not fully support students' learning trajectories and emergent themes related to diversity and culturally relevant pedagogy.

### Action plan

The short-term and long-term changes that are to be implemented are specified here, along with a timeline. If no action is planned to address a specified problem, this decision must be justified.

The short-term changes to be implemented are a revised course syllabus that attends to students' individualized learning needs. Updating the course literature should be accomplished, with particular attention to culturally relevant pedagogy, in the Spring 2023.

#### Proposed revisions to the course syllabus

Suggestions for possible revisions to the syllabus are proposed here, supported by the above evaluation and the action plan.

Possible revisions to the syllabus are to include one to two more books related to diversity in higher education, sociocultural theories of learning, and/or postcolonial and feminist pedagogy. In addition, research articles on the list should be eliminated so that students can choose, with the instructor's assistance, articles which are particularly relevant to their identified pedagogical needs and disciplines.

#### 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*