

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

Course name: Widening Participation and Inclusion

### Background information

- Date for course report: 23. Dec. 2023
- Semester: H23
- Ladok code and course instance code:
- Course coordinator:
- Number of registered students:
- Number of students who responded to the summative course evaluation:

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

### Summary of the students' course evaluations

About half of the students in the course contributed to the evaluation (13 of 29). Of these, all but two students' (\*=one student,/ \*\*=three students) use the positive end of the likert scale (1-6) to evaluate the course on all questions:

1\*: "... you have achieved the objectives of the course",

Comments+: "Such a fantastic course I'd take over and over again!", "I have learnt a lot about Widening participation and inclusion",

Comments%: "Felt we never got a chance to go over what we read. No clarification."

2\*: "... the working methods / learning activities ... reinforced your ... learning ...",

Comments+: "The course has been very well spaced, designed in a scaffolding manner, learning objectives have been clear all along. Very manageable in a nutshell.", "I was a shy person before but this course helps a lot in bringing out my voice and I feel so comfortable with KT. Hope to meet her again in another course.",

- Comments%: "I wish we had more discussion on the literature. Also more guidelines on assignments. How many words or pages", "though it felt tedious but it eventually worth the stress."
- 3: "... the ... examination ... gave ... opportunity to show how well you had achieved the learning goals"
- Comments+: "Well detailed instructions", "especially the decolonization task and the reflections"
- Comments%: "I found the assignments very broad and demanding. I would recommend a more focused selection of topics to be able to dive deeper into the material"
- 4\*\*: "the course as a whole has met your expectations"
- Comments+: "It is such an inspiring course and so well presented with such a competent professor."
- Comments%: "Would have liked if the course also included inclusion from a disability perspective."
- 5: had "the opportunity to take responsibility for your own learning"
- Comments+: "Felt like it was all on my own. To understand it and do it.", "I will say I learnt more from peers and through the overarching assignments"
- Comments%: "The course had many mandatory assignments, both formative and summative. Attendance was mandatory. There was hardly any room for doing the course at your own pace."

The course was also evaluated using open questions. The answers are summarized here:

Appreciated:

- 'feedback',
- 'literature',
- 'class discussion',
- 'a number of smaller assignments that make up the total grade'
- 'teacher's understanding of ... individual growth in the discipline',
- 'the flexibility of the teacher',
- 'how the course practically simulated its concepts by including and accommodating almost all our schedules and differences'.

Can be improved

- Students use an informal chat to discuss and understand assignments
- The workload is too high / too many assignments for a student who wants to study asynchronously.
- Need a rubric/criteria for grading rather than checking off activities/tasks for pass and distinction.
- Want actual lecturing also, and not discussion among students only. Want textbook literature, not journal articles only.
- Need to be told referencing style and length of assignments.

Anything else? (un-edited):

- I really enjoyed this course and this way of teaching and I will definitely be looking out for other courses offered by KT in the future. I feel like i have learned a lot about the subject matter but I have also expanded my horizon of what it means to be an inclusive pedagogue. Much appreciate all the hard work that went into this course from KT's side!
- I would love to say that the teacher in this course KT has been amazing. They did all to make the students' participation in the course. Amazing teacher.
- KT is a fantastic asset to Scandinavia! They "breathe life"into this course. No one else would have been able to teach it the same way to be honest. FANTASTIC person who is dedicated and hard working on a whole other level! Give KT a raise :)
- No
- The teacher would be a great thesis supervisor because how active, responsive and enthusiastic they are to students.
- Zooms should [maybe: zooms to] review the literature and go over the theories to make sure we understand

Summary of the evaluations of the teaching team

The teaching team on this course consist of one educator, me. I have been working hard on this course to design and organize activities so that students' participation would be maximally facilitated through active engagement with me and the other course participants. Given the topic of the course 'Widening participation and inclusion', I provided an alternative option to the examination described in the course guide – which involves demonstrating outcome of reading and independent studies with a thesis essay: 1: I provided three small'ish esseys that could be passed with distinction supplemented with a small'ish final exam.

2: I made it a criteria for the grade 'pass with distinction' that students reflected on interactions they had with others, in contexts provided through the course – i.e. online meetings or discussion fora that I arranged for using the learning platform.

3: Some students expressed concern that these were difficult criteria to meet, as global participation on various aspects regarding daily routine that inconvenienced or made it impossible for them to attend online meetings on a regular basis. These could be time difference, need to work, transport to and from work, picking up children from daycare etc. Thus I decided to offer the same class three times a week. Twice on Thursdays and once on Saturdays.

The students who participated in the course expressed their satisfaction with this system, and from their participation and work in the course I could also follow their academic development which I feel was largely supported through their engagement with the various perspectives on inclusion and participation that this group of students represented. To me, their outcome was impressive.

Another group of students did not want to make use of either the comprehensive essay or the other option I had provided. I am still perplexed, but it seems to me that there is a group of students who expect to be able to pass courses without engaging either with or in them. Despite attempts on my side, the only contact I have had with these students is through, hurtful answers on a mid-term evaluation and a complaint to an administrator. However, with the help of students who attended the course, most of this group of students came to see the meaningfulness of the organization I was attempting. I view this final course evaluation as an expression of that.

## Analysis

My overall impression of these evaluations are that they are much more tempered than the mid-term evaluation was. Thus, my interpretation on this final round of evaluation, is that a long conflict between me and a particular group of students was resolved – although one or two students still express some hesitancy in their evaluations. This hesitancy, however, comes with some constructive suggestions, that I believe can be addressed easily, as described in the Action plan.

## Action plan

- 1: Primary literature should be supplemented with secondary / textbook literature.
- 2: Aspects of zoom meetings should be allotted to facilitating text-comprehension

## Proposed revisions to the course syllabus

Propose revising the syllabus to take into account formative assessment to support summative assessment.

## 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*