

## Course report

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### Background information

Course name: Teaching and Learning in Higher Education: Theoretical Perspectives on Research

Semester: ht 2021, 3rd semester in the programme

Ladok code: HP704e

Course coordinator: Jonas Christensen

Number of registered students: 12

Number of students who responded to the summative course evaluation: 9

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	Ref to the Course Introduction and pre-meeting in previous course
Formative course evaluation	Yes
Summative course evaluation	Yes, see encl
Feedback to students	According to final reflection in relation to examination

### Forms of evaluation

Describe the method(s) and implementation for both the formative and the summative course evaluation.

*Summative made in Reflex/Sunet Survey, Formative orally partly during scheduled sessions.*

### Summary of the students' course evaluations

The students' views are objectively summarised based on the various course evaluation for the course.

### Summary of the evaluations of the teaching team

A well-planned course based on regular meetings in the complete course teaching team, including the library. Good insight into what the other educators/faculty covered in their teaching and it felt assured that all learning goals were included in the course. Easy to follow the instructions.

Great variation in academic disciplines creates a fruitful interdisciplinary teaching team

Content wise the course could possibly be developed and synchronized to improve the degree of students and teachers plan of achievement.

## 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.

- +Great variation in academic disciplines creates a fruitful interdisciplinary teaching team
- +Engaged students
- +Teach team interdisciplinary
- +Structure of examination incl presentation and written/oral feed back
- +Course literature (books and articles) from the lecturer themselves
- + Pre-filmed brief introductions seem intriguing
- +Discussions
- +Course literature (books and articles) from the lecturer themselves
- Male dominated teacher team
- Structure of course introduction
- Transition from the previous course
- Program council meetings
- Student diversified expectations
- Digital lectures on zoom limit the communication and interaction necessary for greater learning opportunities
- A challenge is to construct the aligning linkage/"glue" between the different lectures, seminars and teachers

## Action plan

Tie/integrate learning activities and learning outcomes more closely together

Content wise the course could possibly be developed and synchronized to improve the degree of students and teachers plan of achievement. Evt lectures could have been better prepared by each of the course participants having to prepare a relevant theory to use and bring to the teaching. Also, the participants perhaps can prepare a research question.

More in advance collegial planning within the program

Organize a "weekly"/ teacher meeting to follow up student questions and discussion from lectures creating constructive

Early on plan and arrange for course with following structure:

course literature (books and articles) from the lecturer themselves

- a) individual reading of course literature
- b) small study groups for students to discuss course content/literature,
- c) followed by student watching brief film introduction,
- d) student participate in lecture where they meet "expert" lecturer to discuss their own questions and partake in lecture as response to their questions
- e) arrange for recurring/ongoing writing sessions as a part of the weekly lectures/sessions. That way the students could start their writing process earlier on in the course and get formative assessment/support/feed-forward on their papers throughout.
- f) more student action/participation e.g. in connection to qualitative and/versus quantitative data.

## Proposed revisions to the course syllabus

Evt. less credits offered for the oral part or alternatively integrate the oral and written part in one total credits. Overall, a more clear balance between the oral and written part. In the course objectives, maybe that the course objectives is also to develop the students critical thinking and doing out of his/her own field of research interest and/or discipline.