

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

Course name:

“Teaching and Learning in Higher Education: Theoretical Perspectives on Research”

Background information

- Semester: HT22
- Ladok code: HP704E
- Number of registered students: 8
- Number of students who responded to the summative course evaluation: 7

Implementation	Mark with an X
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

Formative dialogue during the course and summative evaluation in Reflex.

Summary of the students' course evaluations

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

1 of 7 (14,2%)	has to a very large extent (level 6)
2 of 7 (28,4%)	has to a large extent (level 5)
3 of 7 (42,6%)	has to some extent (level 4)
1 of 7 (14,2%)	has not to some extent (level 3)
0 of 7 (0%)	has to a small extent (level 2)
0 of 7 (0%)	has to a very small extent (level 1)

Mean: 4,4
Standard deviation: 1,0

One student mentioned they started the course late, which made it harder to achieve the learning outcomes. From the teacher perspective, many students weren't engaged during the course sessions. This might have been a reason for the generally low reported achievement, as the course relied on student participation during the sessions.

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?

3 of 7 (42,6%)	has to a very large extent (level 6)
0 of 7 (0%)	has to a large extent (level 5)
4 of 7 (56,8%)	has to some extent (level 4)
0 of 7 (0%)	has not to some extent (level 3)
0 of 7 (0%)	has to a small extent (level 2)
0 of 7 (0%)	has to a very small extent (level 1)

Mean: 4,9
Standard deviation: 1,1

One student wrote that they would have liked one more mandatory seminar for e.g. discussion.

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?

3 of 7 (42,6%)	has to a very large extent (level 6)
2 of 7 (28,4%)	has to a large extent (level 5)
1 of 7 (14,2%)	has to some extent (level 4)
1 of 7 (14,2%)	has not to some extent (level 3)
0 of 7 (0%)	has to a small extent (level 2)
0 of 7 (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?

2 of 7 (28,4%)	has to a very large extent (level 6)
2 of 7 (28,4%)	has to a large extent (level 5)
3 of 7 (42,6%)	has to some extent (level 4)
0 of 7 (0%)	has not to some extent (level 3)
0 of 7 (0%)	has to a small extent (level 2)
0 of 7 (0%)	has to a very small extent (level 1)

Mean: 4,9
Standard deviation: 0,9

One student remarked that the course was well-organized and easy to follow.

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

4 of 7 (56,8%)	has to a very large extent (level 6)
2 of 7 (28,4%)	has to a large extent (level 5)
1 of 7 (14,2%)	has to some extent (level 4)
0 of 7 (0%)	has not to some extent (level 3)
0 of 7 (0%)	has to a small extent (level 2)
0 of 7 (0%)	has to a very small extent (level 1)

Mean: 5,4
Standard deviation: 0,8

Other noteworthy perspectives from students

- The students appreciated the lectures. They liked that they were pre-recorded, which contributed to the online emphasis of the course.
- The students also appreciated that the outline of the course allowed for flexibility, especially in the examination of the course.
- Some also appreciated that it has prepared them to write their thesis later in the program.
- One student mentioned that he or she would have liked to get more individual feedback.
- Another student would have liked more individual feedback on their work in order to improve in the future.
- Another complaint was that the focus on the examination seminars was too a large extent focused on the research question and not on the theories.

Analysis

Overall, the course had a course design that worked, where the learning activities had a clear link to the examination format. Also, the teacher was appreciated. The teacher believes that the critical remarks came in large part from those participants that did not attend the sessions. One perspective that the students' responses highlighted was that the theories used within research in higher education should have been highlighted more in a systematic and structured way.

Action plan

Building on the successful course design, the course should present some theories that are common within teaching and learning in higher education. Also, a clearer description of how the examination tasks will be assessed should be added to Canvas.

Proposed revisions to the course syllabus

None.