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: HT24
- Ladok code: HP704E-L3357
- Number of registered students: 12
- 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' summative course evaluation

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

2 of 7 (29%)	**has to a very large extent (level 6)**
4 of 7 (57%)	**has to a large extent (level 5)**
1 of 7 (14%)	**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:	5,1
Standard deviation:	0,7

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 (43%)	**has to a very large extent (level 6)**
4 of 7 (57%)	**has to a large extent (level 5)**
0 of 7 (0%)	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:	0,5

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?

4 of 7 (57%)	**has to a very large extent (level 6)**
3 of 7 (43%)	**has to a large extent (level 5)**
0 of 7 (0%)	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: 5,6
Standard deviation: 0,5

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

2 of 7 (29%)   **has to a very large extent (level 6)**
5 of 7 (71%)   **has to a large extent (level 5)**
0 of 7 (0%)   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: 5,3
Standard deviation: 0,5

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

4 of 7 (57%)   **has to a very large extent (level 6)**
3 of 7 (43%)   **has to a large extent (level 5)**
0 of 7 (0%)   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: 5,6
Standard deviation: 0,5

Other noteworthy perspectives from formative and summative course evaluation

- The participants generally appreciated the course design. They especially mentioned that the video lectures were well-done and informative, and the inclusive character of the sessions were they all could share their ideas and work. The oral examination was also mentioned as good.
- The examination task was good. One participant mentioned that they would have wished to have done a "pre-project" to their thesis during the course, where they would have used the theories to work on their thesis project.

- The time for the live sessions was problematic. Many did not have time to participate 13-15 CET. They would instead have preferred 15-17 CET.

Analysis

The course was well received. The comments did, however, not give any reason to change the course design. Rather, it should be built and expanded upon.

The time for the live sessions should be 15-17.

Action plan

The course design works well and should be built upon. Particularly, more learning theories could be highlighted in video lectures.

Proposed revisions to the course syllabus

None.