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

Course name: Teaching and Learning in Higher Education: Thesis I

Background information

- Date for course report: 7 June 2024
- Semester: **spring 2024**
- Ladok code and course instance code: **HP705E, L3338**
- Course coordinator: **Adrian Lundberg**
- Number of registered students: **16**
- Number of students who responded to the summative course evaluation: 6

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

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

The course is built up in different seminars. At each seminar, attending participants are asked for their formative feedback about the course. Sometimes, this was done in the form of a zoom poll, other times orally.

At the end of the course, students are asked to complete an online survey as a summative course evaluation.

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.

The quantitative data from the summative evaluation is showing a very positive view of the course. The additional qualitative comments provide some important points of departure to improve the course. They are therefore inserted here, with the topic in bold letters:

*"The seminars were great where students were given instructions and chances to discuss their struggles. But **the first introduction seminar** has too many unnecessary information while leaving little time for students to share their research ideas and plan; the focus should be on the student. As there is not a lot of meetings, the first session should give more time for the lecturer to get to know students' background and research ideas."*

*"Improvement in **supervisor-student working**. This seems to be entirely dependent on students to make it work with the assigned supervisor. In some cases, this is not within the control of the students especially in a distance course where the interaction happens virtually, the decision to meet, to converse and support lays more in the hands of the supervisor.*
Suggestions: 1. having at least one seminar (the first one, the middle one, or the last one) where supervisors participate for a short amount of time and converse with the assigned students (this also helps the coordinator knows how it is going between supervisors and students).
2. having supervisor alternatively attending seminars, each supervisor is invited to speak at one seminar of a certain topic (like Frederik did), this helps increase the engagement of supervisors in supporting students."

*"I feel it would be a good idea if the course responsible would **inform students at the start already to really make an effort**/ try their utmost best to attend the classes AND follow the class structure/ timeline. I believe bearing that in mind might help with students own timeline. However ofc there might be obstacles with participants/ responses / dates etc but this way the thesis writing might be more confined time-wise."*

*"It was a great opportunity to add to my self directed learning ability. I understand that the course organisers did their best to put every participant in the same page, **however emphasis should be layed on the field of research and the methodology**. Because sometimes when I hear what other students are doing, it feels like I am in a different world. Of course we will not write the same thing but the methodology should be within education paradigm."*

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.

There was only one teacher in the course. From my perspective, the content of the course seemed to be ok. Student attendance was somewhat disappointing. Those that were present seemed happy with the seminars. The question that is difficult to respond to is, what those that did not attend (and potentially not filled in the summative evaluation) think about the course.

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 introductory seminar should be restructured to focus more on the students' initial research plans for their master thesis. They also seem to be reminded more clearly that their self-directed learning process is central. The students also ask for a better student-supervisor relationship and a more field-related group-ing during the seminars. The teacher should need to remind the students that they will not all proceed in the same speed, which might cause the feeling described in the last student comment earlier.

Action plan

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

1. Restructure the introductory seminar.
2. Invite supervisors to participate in at least one intermediate seminar.
3. Update the course guide.

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.

None.

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-re-lated 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 C*ourse 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