

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

Course name:

Teaching and Learning in Higher Education: Research Overview in Higher Education

Background information

- Date for course report: [July 1, 2025](#)
- Semester: [Spring 2025](#)
- Ladok code and course instance code: [HP711E-L3361](#)
- Course coordinator: [Katherine Doerr](#)
- Number of registered students: [6](#)
- Number of students who responded to the summative course evaluation: [4](#)

<b>Implementation</b>	<b>Mark with an X</b>
The previous course report is communicated in connection with the start of the course	<a href="#">n/a</a>
Early dialogue on expectations for the course	<a href="#">x</a>
Formative course evaluation	<a href="#">x</a>
Summative course evaluation	<a href="#">x</a>
Feedback to students	<a href="#">x</a>

### Forms of evaluation

*Describe the method(s) and implementation for both the formative and the summative course evaluation.* The formative evaluation was conducted at the midpoint of the course, when individual conferences were held between students and the instructor to plan how their summative assessment would be most beneficial to their individual needs, and then to strategize learning activities to best support accomplishing their individual goals. The summative course evaluation was presented through Canvas and was open for the final two weeks of the course

### 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 course evaluation asked five questions on a 6-point likert scale (1=to a very small extent; 6=to a very large extent). The questions and descriptive statistics of the responses are shown in the table below.

Question	mean	median	mode	range
Do what extent do you consider you have achieved the learning goals of the course?	5.25	5	5	5-6
To what extent do you think the learning activities have reinforced your learning?	5.25	5.5	6	4-6
To what extent do you consider the examination gave you the opportunity to show how well you have achieved the learning goals?	5.75	6	6	5-6
To what extent has the course given you the opportunity to take responsibility for your own learning?	6	6	6	6
To what extent has the course as a whole met your expectations?	6	6	6	6

The response rate for the survey was 66%, which I consider satisfactory given that this is the same percent who completed the examination and received final grades. Within the domains of the evaluation questions, these students overall were very satisfied with the course, taking on ownership for learning and feeling that the format of the examination was supportive of their learning. It appears that the learning objective for the course need adjustment, to better reflect their actual experiences, and that the learning activities fall slightly short for at least one student (although two students scored this as 6, meaning they were satisfied with the activities to a very large extent).

### 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.

This question is not applicable because the only teacher was the faculty responsible for the course, Katharine Doerr.

### 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.

Given this is the first time I taught the course, it should be considered a success that students were overall very satisfied. Two minor problems are that the learning outcomes appear misaligned with the students' experience, and that activities are not highly satisfactory.

### Action plan

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

Modifications to the learning activities will be planned prior to the course running again, and implemented during the next course session. These will be based upon the course responsible's reflective notes, and shall include more workshops using specific databases and qualitative analysis software.

### 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.

The intended learning outcomes should be revised, to better align with individual student needs, strengths and weaknesses. This will also help support the re-design of some learning activities.

### 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*