

The work with course evaluations and course reports constitutes a part of the faculty's quality assurance work in education at first-cycle and second-cycle education. The course report is a comprehensive documentation of the course evaluation and is an important instrument for the development of courses and programmes as well as for guaranteeing the students' influence on these. The course report takes into account the students' course evaluations, the teachers' views on the course's implementation and the results based on an assessment of the students' achieved learning outcomes in relation to the intended learning outcomes of the course. Key figures, an analysis and a development plan for the course are also included in the course report.

It is of the utmost importance that students are given the opportunity to participate throughout the course evaluation process and that they make use of the opportunity to give constructive criticism. In this way, the results can serve as a relevant and specific foundation for improvement.

The structure for course evaluation is described in the "Course evaluation process for first- cycle and second-cycle education at Malmö University" (in Swedish *Kursvärderingsprocessen för utbildning på grundnivå och avancerad nivå vid Malmö universitet*, dnr. LED 1.3-2018/123) and in the "Routines for course evaluations and course reports at the Faculty of Health and Society", Ref. no. LED 1.3-2016/187.

The course report compiled after each completed (full) course forms the basis for feedback to students and is followed up at quality dialogues at faculty- and university-wide level.

Background information (to be completed by the course administrator)

Course name		
Social Work in Local and Global Context		
Course code	Scope (credits)	Semester in which the course is completed
HS265E	15	20242
Specify the freestanding course or contract education (if the course has been completed within a programme, specify the name of the programme)		
Freestandubg course		
Course coordinator		Number of registered students
Johas Christensen		13

Students' perspective (to be completed if possible by the course administrator or in some cases by the course coordinator)

Formative course evaluation/Momentary study climate assessment form for course evaluation (oral or questionnaire) and when it has been carried out	
Oral in the classroom (Part 1+2/Oct 28th+31st)	
Number of students who have completed the formative course evaluation/momentary study climate assessment	Percentage response rate (the response rate should be indicated as a percentage when the formative course evaluation has been carried out via questionnaire, for example when conducting a momentary study climate assessment.)
10	Classroom

Summative course evaluation (oral or questionnaire) and when it was completed	
Oct 28th + 31st	
Number of students who have completed the summative course evaluation (please indicate both the number of registered and the number of active students on the course)	Response rate as a percentage (please indicate response rate both based on the number of registered students and the number of active students on the course)
5/13	38,5

Feedback to students who have completed the course: describe how and when the feedback has been given
<input type="checkbox"/> By email <input checked="" type="checkbox"/> In Canvas <input type="checkbox"/> Through a discussion in class <input type="checkbox"/> In other way, how: Date of feedback:

Feedback to new students on the upcoming course: describe how feedback will be implemented
<input checked="" type="checkbox"/> Presented at the start of the course <input type="checkbox"/> In other way, how:

Teacher's perspective (to be completed by the course coordinator)

<p>Results: Comments on the course implementation and the results based on an assessment of the students' achieved learning outcomes in relation to the course intended learning outcomes are summarised here (incl. information regarding the result of the examination). Both success factors and problems are identified</p>
<p>The course has been carried out in two parts based on the following components: 1) Social policy and comparative welfare models and 2) Preventive social work and interventions from a comparative and local perspective. The course has been implemented in relation to those different parts including a final overall examination for the whole course. The focus in the two parts did reflect the learning outcome. The two parts were clearly connected due to the learning outcome reflected by different thematic focus. The macro (policy level linking in to soc work) overall characterized part I. As part of the examination process, this part included a number of weekly reflections (in relation to the thematic content) which were integrated in to the classroom. Part 2 covered both preventive social work and social interventions for target groups at national and local level in a Swedish context. Prevention and intervention in social work focus out of a community context, group and individual level as well as from a diversity and life course perspective characterized this part. Field studies and practical social work were given special attention as part of the examination process.</p>
<p>Analysis: Analysis based on a summary of the students' individual course evaluations – both formative as summative. Produced in collaboration with the teachers involved in the course, alternatively by taking their views into account.</p>

Critical views due to one overall classroom and essay based written assignment were raised. This can be closely related to the students diverse experiences out of their educational traditions. Some criticism towards a lack of a broader comparative global view in sense of diversity out value base influencing social work position, field of practice and academization. The teacher team will take this into account making awareness that the course do not focus International Social work, instead raising the awareness about the interplay between locally applied social work/social policy meaning and importance (Local and global knowledge), a glocal approach.

Course development and action plan: Course coordinator's suggestions for changes, comments and actions. Describe the relevant and possible changes to be implemented in the short and long term and when they are planned to be put into action. Specify who is responsible for the implementation: the course coordinator or another teacher. If a problem was identified, explain why nonetheless no consequent changes are warranted. Follow-up of measures proposed based on previous course report(s) should also be presented here.

The aim of the course is that the student develops knowledge and understanding in relation to social policy, social problems and living conditions from a multicultural perspective in relation to social work in a local and global context. The course is carried out in two parts based on the following components: 1) Social policy and comparative welfare models and 2) Preventive social work and interventions from a comparative and local perspective. The examination for part I+II will be more clearer separated and developed in a way where the two different parts are accumulated due to performance and grading. The Course intro will even more strenghten and stress the contextual content incl local and global perspectives (e.g in relation to Social policy in comparison and Social work practice) due to the content focus for the whole course. Student expecations vs the learning outcomes/syllabus will be a part of this. Synergies in relation to teachers research background and network competencies will be a part of this. Innovative diversity in teaching methods out of the pedagogical approaches will further reflect the overall course content. Anchoring in scientific thematically based papers and development of the understanding of social work practice will further reflect the two parts in the course. A more case based focus on global issues of relevance for social work practice will be developed. Sensitivity towards different educational traditions due influencing student comments essential also in the upcoming course.

Publishing and archiving (arranged by course administrator)

Publication of the course report: when and where the report was published

Valen

Course report archiving: when and where the report was filed for archiving

Valen

Course administrator

Name	Date
<i>Helen Olsson</i>	2024-12-02

