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

Revised 2020-05-24

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.

Background information

Course name: Physical Education and Sports from a Swedish Perspective

Semester: autumn term 2025

Course code: IF106E

Instance code: IF106E-56002

Course coordinator: Björn Sjöberg

Number of registered students: 27

Number of students who responded to the summative course evaluation: 13

| 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

The course leader has been very present and involved in the course, participating in and teaching many of the activities and elements that the students have carried out, so there has been a constant dialogue between students and teachers throughout the course.

In the middle of the course, a formative course evaluation was carried out, giving students the opportunity to give their views on the course.

At the end of the course, a new oral course evaluation was conducted, in which 23 of 27 students participated.

After completing the course, the students were given a written course evaluation to fill out, which 13 of 27 students responded to.

Summary of the students' course evaluations

The students who responded to the summative course evaluation are very satisfied with the course. On the five questions we ask, using a scale of 1-6, where 1 is worst and 6 is best, we have no responses lower than 4. Most students give the course the highest rating in all categories.

Examples:

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? 13 students answered and the average score was 5.5, 7 students voted 6 of 6.

To what extent do you consider that the course as a whole has met your expectations? 13 students answered and the average score was 5.7. 10 of the students voted 6 of 6.

In the verbal course evaluation, students primarily highlighted success factors that they see as strengths of the course and which made them feel that they had learned a lot from the course.

The canoe camp as a whole and all outdoor activities were considered very positive and rewarding.

The visits to a Swedish school and a Swedish sports club were very rewarding.

The lectures and sports and PE in Sweden were considered very rewarding. It adds value to gain background knowledge on why things are the way they are in Sweden.

The sustainability perspective on outdoor life was good and interesting.

All activities with the Swedish students were particularly good.

Good mix of activities with outdoor life, ball games, parkour, and dance. Everyone found it rewarding and fun that it was more exploratory than they are used to. Many highlighted dance as something that was super challenging and very rewarding.

Good structure to the schedule, with a lot of teacher-led instruction at the beginning and more independent work at the end of the course.

The teachers' leadership was highlighted by many as positive. They liked the more student-oriented/student-centered leadership style.

However, a few things were mentioned that they think we could improve on

More activities with the Swedish students would be desirable.

Sometimes it felt strange when the Swedish students had different assignments than the international students.

Try to find assessments that are the same for Swedish and international students.

The groups became static; we could have mixed the teams more during the course.
More and earlier visits to Swedish schools.

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.

Overall, the teachers are satisfied with this year's course, but we need to review the curriculum so that we can give students similar exam assignments to those we give to the Swedish students they are studying with.

The literature needs to be reviewed, as much of it is becoming outdated.

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 practical nature of the course is a success factor that we should not overlook. It is very valuable for these international students to come to Sweden and experience sports and outdoor life from a Swedish perspective.

However, the course syllabus needs to be reviewed. It is difficult to carry out good activities when we study together with Swedish students. This often results in two different activities or lessons taking place simultaneously.

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.

1. Implement the course with minor changes to the syllabus in the spring.
2. Conduct a major syllabus review ahead of the courses in the fall of 2026 and spring of 2027.
3. See which courses the course can be combined with in the fall and spring to truly achieve internationalization for both the students in this course and the Swedish students in our Swedish programs.

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.

Review the literature and update it to reflect more recent findings.

Review the learning objectives and define how many points each learning objective should be worth.

It is important that the learning objectives have a clear, practical application and are not merely reflective.