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 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.

Background information

Course name: Sport psychology
Semester: Autumn term 2024
Course code: IF125E-46206
Course coordinator: Anna Funke
Number of registered students: 17
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	
Early dialogue on expectations for the course	X
Formative course evaluation	X
Summative course evaluation	X
Feedback to students	X

Forms of evaluation
The summative course evaluation was conducted in the form of a digital survey at the end of the course. 6 students (35 % of the active students) responded to the digital evaluation. During the course, we try to evaluate how the course content suits the students and how it is received. These sources form the basis of this course report.

Summary of the students' course evaluations
In summary, the students' feedback is very positive. All students consider that they have achieved the learning objectives of the course (5.5 ± 0.5 on a scale from 1–6, on the digital evaluation). The students also felt that the course had met their expectations (5.7 ± 0.5, on a scale from 1–6, on the digital evaluation). Related to the learning activities, they especially appreciated the lectures (5.0 ± 0.6) and oral presentations (5.2 ± 0.8). The ratings were also high in general regarding the exercise campaign (4.7 ± 1.2) and field study (4.3 ± 1.0). Regarding the examinations, students particularly appreciated the oral examinations (5.3 ± 0.8). This is especially gratifying as it represents a shift in examination format in relation to AI, but it seems to have had a positive outcome, being appreciated by both students and teachers. The students had left very few specific comments in the digital course evaluation, but the impression from the ongoing evaluation in meetings with students during the course gives the picture that the students have been satisfied.

Summary of the evaluations of the teaching team
The teachers are very pleased with the positive feedback provided by the course evaluation. We have also received positive feedback during meetings with students. We are especially pleased with the positive outcome regarding the transition to individual oral examinations. Of course, we continue to work on details to further develop the course.

The teachers are satisfied with the course. However, we think it is unfortunate that not many students responded to the digital course evaluation, but we are aware that it can be a general problem to get students to respond to evaluations after the course has ended.

Analysis
We will take the positive feedback and minor lessons learned into the next course.