
Course report for Gender & sport I (2021) 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: Gender & Sport I

Semester: 2021

Ladok code: IF126E

Course coordinator: Anna Maria Hellborg

Number of registered students: 48

Number of students who responded to the summative course evaluation: 11

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	
Summative course evaluation	x
Feedback to students	

Forms of evaluation

At the end of the course the students had the chance to answer a survey. There were plans to have a mid-course evaluation but it was cancelled and moved to the open office we had once a week, but no students attended that open office.

Summary of the students' course evaluations

Most students seemed to like the course but had some suggestions on improvements. Most students answered that they liked the course or liked it very much. Most students felt that they achieved the learning outcomes. One student expressed the need for more live (zoom) lectures whereas another student liked to plan their own time and preferred recorded lectures. Some expressed that they didn't use open office hours because it was a bad time for them but appreciated that it was available. A couple of students expressed that some books were hard to find and that it affected their learning. Some students appreciated the feedback that was given and that the information on Canvas was helpful. Assignments were good, although one assignment was too narrow. The lectures were appreciated for those who attended/watched them.

Summary of the evaluations of the teaching team

The course has proceeded without any problems. Our intention was to provide the students with knowledge about academic writing and gender through lectures to get a good start into the course. The open office was also an opportunity that we gave the students every week, but students attended only the first week. Maybe we need to change time for the open office or maybe the students did not need our assistance. We had meetings about assessments of assignments, which was very helpful. Maybe some of the books are too old and need to be exchanged.

Analysis

It seems like the lectures are welcomed, maybe more lectures are needed for those students who are unsure of gender. The open office should continue, but maybe at a different time. Maybe some course books need to be exchanged for other alternatives.

Action plan

Include more learning activities and support for those who are new to gender studies, maybe seminars or more lectures. Review the course literature.

Proposed revisions to the course syllabus

- Change one or two of the books in the course literature, for example Hargraves, Jennifer and Anderson, Eric (2016) Routledge handbook of sport, gender and sexuality. London: Routledge. 496 p. instead of Adair & Knijnik (2014) and Hargraves (2000).