
Course evaluations at Malmö University: Gender & Sport II

The course evaluation is an important tool in the development of courses and programs as well as securing the possibility of student influence. The structure of the course evaluation is described in *Policy för kvalitetsbygge: kursutvärdering* and must contain background information/key figures, a summary of the students' course evaluations including an analysis, plan of action and proposed changes to the syllabus. The course evaluation is then published together with other information on the course.

Background information

Name of course: Gender & sport II
Semester: summer 2020
Ladok code: IF620E
Course coordinator: Anna Maria Hellborg
Number of registered students: 17
Number of student responses on summative evaluations: 4

Activity	Mark with X
Previous course evaluation has been communicated to students at the start of the course	
Early dialogue about expectations on the course has been held	
Formative course evaluation	
Summative course evaluation	x
Feedback to students	x

Types of evaluations

An anonymous survey has been available for the students to fill in.

Summary of the students' course evaluations

Those who answered the survey mostly liked the course. The learning outcomes were fulfilled. There were different opinions if the assignments were helpful, one student did not think so. Other comments were that it was hard to get hold of the teachers, instructions needed to be clearer and to give room for interpretations in the assessment of the assignments. But the course seemed also to have lived up to expectations and given the students new perspectives.

Summary of involved teachers' evaluations

In the course syllabus it says there should be three assignments, this made it hard to assess the bigger assignment of a research review. It would be better for the students if the first two hand-ins were only formative and not graded assignments. It would probably be helpful with an introductory lecture on what a research review is and what is expected as well as provide inspiration for choosing a subject for the review. A seminar in the middle would be helpful if the students could read and comment on each other's texts. Also, the assessment criteria need to be clearer.

Analysis

The instructions to the assignment could be improved according to the students and teacher. Maybe the design of the assignments make the understanding of the task harder. This must be looked into. The students ask for better responses and more accessible teachers and this can always be improved. The students need to be better helped in how to write a longer essay.

Plan of action

- Changes in the course syllabus regarding the amount of assignments, from "three written examinations" to "at least one written examination".
- Revise the assignment instructions and the assessment criteria.
- Include an introductory lecture on how to write a research review.

Proposed changes to the syllabus

The amount of assignments needs to be more flexible in the course syllabus, change from "three written examinations" to "at least one written examination".