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

Revised 2020-05-24

Background information

Course name: Gender and Sport II

Semester: VT2022

Ladok code: IF620E-26091

Course coordinator: Sepandarmaz Mashreghi

Number of registered students:22

Number of students who responded to the summative course evaluation:10

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

Describe the method(s) and implementation for both the formative and the summative course evaluation.

The course had 2 formative evaluation that ended in a final summative evaluation. The summative evaluation was a final research paper that was divided into 3 parts. The students did not get graded for the first 2 formative evaluations but were given detailed feedback. The final assignment was the full research paper that was graded.

Summary of the students' course evaluations

The students' views are objectively summarised here based on the various course evaluations for the course (see above). Individuals may not be named in the course report.

Only 4 students participated in the evaluation. Overall, the students evaluated the course schedule and assessments positively. In order to improve the course, they recommended having student discussions as well as introductory and required reading on gender and sport.

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.

The teaching team also had positive evaluation for the course. The formative assessments format worked well to prepare the students for the final graded assessment. The optional discussion forums were good, but no discussion took place.

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.

Considering the fact that this course is a distance course, overall, the format of the course and the assignments were positive and worked well for the students to have a more central role in their own learning. But there were certain sections that could be improved to provide a better learning experience for the students.

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.

Short term goals:

In order to make this distance course more interactive,

- 1) We will provide a couple of required readings/lectures for the students at the beginning of the course.
- 2) We will make the student discussion more interactive.

Long term goals:

Possible change to the syllabus, see below.

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.

At this point there is no revisions suggested but if the above action plan is not successful in creating a more interactive learning environment, we plan to possibly change the syllabus to include mandatory student discussions in the future. This is to add a more interactive and student-centred learning environment for this distance course.