
Template for course reports 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: South Africa: From Apartheid to Democracy in a Global Perspective

Semester: HT22

Ladok code: IS226F

Course coordinator: Emma Lundin

Number of registered students: 20

Number of students who responded to the summative course evaluation: 2

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 evaluation was predominately conducted through the survey tool Reflex in Canvas, where the students were asked the required questions. They were also given a chance to comment on each question and to add their own thoughts and reflexions.

The module is online-only, taught mostly through recorded lectures and using various chat and Q&A-tools as the students are based in several different time zones (which makes Zoom attendance difficult).

Summary of the students' course evaluations

Question	Mean (1-6)	Student comments
To what extent do you consider you have achieved the learning objectives of Module 1: South Africa During Apartheid, 7.5 hp? After completing the course, students will be able to: 1. describe how apartheid affected the living conditions of people in South Africa; 2. account for and analyse different forms of resistance to segregation and apartheid, and how social and cultural norms and identities affected resistance repertoires. 3. discuss, contextualise and problematise a range of sources created during the apartheid era.	5.0	<ul style="list-style-type: none">I deeply enjoyed the course structure and the reading material, as well as the way the lectures were held and shared. The information included in the lectures was always interesting, relevant and often - despite being born and raised in South Africa - previously unknown.
To what extent do you consider you have achieved the learning objectives of Module 2: The Global Anti-Apartheid Movement, 7.5 hp? After completing this course, students will be able to: 1. describe how a global movement emerged to protest against apartheid regime in South Africa; 2. discuss connections between global trends and local contexts in the creation of the anti-apartheid movement; 3. discuss, contextualise and problematise various source materials created during the	5.5	<ul style="list-style-type: none">"This module was well-structured and interesting, and I really enjoyed how the lecturer ensured to give ENOUGH depth to each region and their response to Apartheid, without fixating on one particular region. We were encouraged to think outside the box and realise that Apartheid became a global issue at a point and was something that the nations of the world were aware of and responding to."

struggle against apartheid across the world		
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?.	4.5	<ul style="list-style-type: none"> “I think that the structure of the course and the learning activities (oral exams and group comments and chats) were an excellent way of fostering connection between students (despite the distance) and I deeply enjoyed those elements. However, the reading for some weeks was more intense than others and therefore I didn't have time, in some instances, to really review all the literature prior to the lecture. So I sometimes felt a little left behind or under-prepared.”
To what extent do you consider that the types of examination on the course gave you the opportunity to show how well you had achieved the learning goals?	5.5	<ul style="list-style-type: none"> “I liked that we were able to select our own topics for the oral exams as well as the essay and that we received guidance and feedback on our topic selection, prior to handing in the assignments. It was a very well-guided experience, but one that allowed us to explore the elements of the coursework that WE found most interesting and relevant.”
To what extent do you consider that the course as a whole has met your expectations?	5.5	<ul style="list-style-type: none"> “The course has honestly exceeded my expectations and I was very pleased with the learning outcomes, overall structure and relevance of the lectures and literature. You can tell that Emma is not only passionate about the subject, but wants the students to come to their own conclusions, through their own processes and thinking. This course was excellent and very well done, and I wish that more distance courses would take a page out of this book because it was always interesting, and I was amazed at what I was learning throughout.”
To what extent has the course given you the opportunity to take responsibility for your own learning?	5.5	<ul style="list-style-type: none"> “This course encourages students to review the suggested literature prior to the lectures, and this is left up to you. The course is largely self-driven, but students are encouraged to participate in discussions when they submit work, etc. I feel this is a very good pedagogical model.”
Other comments and suggestions for improvement?	-	<ul style="list-style-type: none"> Thanks so much, really enjoyed it! One suggestion - instead of making it optional for students to comment on lectures per week, perhaps this could be framed as more of a necessity (like the comments on the oral examinations). This will foster connection between students sooner and increase engagement in the course

		early on. I know that I personally didn't feel the need to comment or join any discussions being had, prior to the first oral exam and subsequent comments on my fellow students work - and this created a slight disconnect with the course. So, in order to pick up momentum in the early stages of the course, I suggest encouraging more interaction, early on.
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Summary of the evaluations of the teaching team

This is a course taught by a one-person team, and it is very close to my own research and area of expertise, and a joy to teach. As digital courses go, it is also one that gives plenty of opportunity for conversations with students outside of class hours – e.g. through the Canvas noticeboard. Encouraging students to make contact to ask questions also seems to work well. A lot of the readings are available online through the MAU library, but it can still be uneven and difficult to access, particularly for students beyond Sweden's borders. This is also a module on which we tend to have students participating from around the world: the fact that the course costs about 20 000 SEK for non-EU students is a great problem, and there ought to be bursaries and scholarships available for non-EU students to enable their participation.

Analysis

One student points out in the comments above that the readings can be uneven from week to week – some weeks require a couple of hundreds of pages of reading to be done, while others expect less. That is something that can be addressed. One student suggests making student contributions obligatory (or at least framed as necessities) early on so as to foster greater connections between students – as this is outside the scope of examinations on the course, they can't be made obligatory, but we can attempt to frame interaction in a way that would encourage more to speak sooner.

Action plan

This module is unfortunately not scheduled to run in the autumn of 2023, but the reading list will be examined so that it will be up-to-date by the time the course is offered again.

Proposed revisions to the course syllabus

None for the time being.