
Course Report: Sport and Sustainable Development, Spring 2021

Department of Sport Sciences, Faculty of Education and Society,
Malmö University

Background information

Course name: Sport and sustainable development

Semester: Spring 2021

Ladok code: IV605G

Course coordinator: Daniel Svensson

Number of registered students: 24

Number of students who responded to the summative course evaluation: 5

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

The formative course evaluation was introduced at the course introduction, where the report from last year and the changes made to the course were presented to the students. The students could also share their expectations on the course. Given that it is part of a program where the setup is similar in many of the courses, the students were familiar with the weekly workflow and their expectations were well aligned with how the course was planned. During the course there were continuous discussions and reflections about the content and setup at the weekly “open office” sessions. At the final seminar of the course, we discussed the students’ experiences of the course and its content.

The summative evaluation was done through a survey via Sunet Survey. It consisted of the pre-existing standard questions regarding learning objectives, overall quality, pedagogical design, etc.

Summary of the students' course evaluations

General impressions of the course were positive (5.4 on a 1-6 scale in the survey evaluation). Apart from some concerns regarding the work in student seminar groups due to different ambition levels among the students, the course was considered to work well.

It was expressed that the literature was mainly on general level and focused on theories and concepts (sustainable development, sportification, etc.) while literature on specific cases and sports had to be searched for by the students. While some students found this to be a good learning experience on literature search, a couple of students suggested that optional/additional readings may be posted in Canvas by the course teachers. This will be taken into account for next year.

The general structure of the course, as well as the workload and the assignments, was seen as well-balanced and meaningful. The portfolio setup, with continuous albeit quite short papers submitted each week, was perceived as a good structure for the students to improve their writing and familiarize with the topic and the theories.

The online format has, according to the students, provided some initial challenges but in the end worked well. Administration and access to Canvas etcetera has worked well.

Summary of the evaluations of the teaching team

The teaching team had an evaluation meeting after the course and the general impression was positive. In particular, the structure of the weekly workflow (lecture - student seminar- teacher-led seminar – open office) and the use of Modules in Canvas worked well. The assignment format with weekly portfolio papers made for an iterative process with continuous feedback. Many of the students showed a clear progression during the course, and the teaching team agreed that the portfolio setup was contributing to this progression.

In terms of content, most of it worked well and will remain for next year. There were some minor problems with finding relevant literature on social sustainability that explicitly deals with sport, and that needs to be addressed for next year.

Finally, the possibility of introducing a more structured form of student peer review was discussed. While this was partly addressed through the student-led seminars, it could be elaborated even more as a complement to the feedback given by teachers.

Analysis

In general, the course is well-designed and appreciated by the students. Given the covid-19 pandemic and its associated restrictions, the course was transformed into online format. While there have been some challenges with this format in terms of social factors and the building of a good discussion climate, the students adapted well. The different forms of learning activities all contributed to a positive outcome.

The weekly workflow, with lectures followed by student seminars, teacher-led seminars and open office, has worked well. If the course will be given on campus next year, we will need to plan carefully to allow for a similar workflow. Some parts of the course (e.g. open office) may benefit from being given online.

The collective work in the student-led seminars worked well in general, but some groups experienced tensions due to differences in ambition level. The teaching team could try to remedy this by stressing the importance of the student-led seminars.

Action plan

More optional readings will be added in Canvas, as requested by some of the students. Depending on the situation with covid-19 restrictions, the format of the course in terms of learning activities online and at campus will be revisited. Given the rather low number of respondents for the summative course evaluation survey, time will be devoted to answer the survey during the final seminar of the course. Hopefully this will lead to a higher response rate.

The teaching team will underline the importance of students being engaged and active during the student-led seminars, and if any group experiences severe problems a member of the teaching team will devote extra time to work with that group.

The course literature will be reviewed and updated, as the field is growing rapidly and many relevant studies are published.

Finally, an element of peer-review will be introduced. Students will be given the task to read and give feedback on the work of their peers.

Proposed revisions to the course syllabus

No major changes to the syllabus are planned. However, there will be more optional readings on specific sports added in Canvas in accordance with the results of the evaluation. Possible additions to the literature on social sustainability in sports will also be considered.