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## Template for course reports at the Faculty of Education and Society at Malmö University

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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: Sport science: One year master thesis

Semester: Spring 2021

Ladok code: IV607G

Course coordinator: Marie Larneby

Number of registered students: 15

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	

## **Forms of evaluation**

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

Course leader provided scheduled dates for open office, in which evaluation of the course also could be shared. Digital summative course evaluation was offered after exam day and open 10 days.

## **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.

The course is perceived as structured as a whole with course guide, clarifying documents on disposition, mid-course seminar and final seminar and the students appreciate these documents as an overall guidance through the course.

Most students are pleased with their supervision, however, a couple mention that they had wanted a more comprehensive feedback on their drafts.

One comment was on how important the mid-course seminar was and that its importance must be emphasized.

## **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. They experience they have achieved the learning outcomes to a high/very high extent.

The supervisors' team as well as the examiners' team have met regularly throughout the course and kept close contact. We have at some occasions assessed drafts together. The course consists, besides the course introductory lecture/information and the two seminars (mid-course and final) of individual supervision that is scheduled together with each students.

Mid-course seminar: Two of the supervisors facilitated two groups of students to present and discuss their thesis drafts in a mid-course seminar, with the purpose to get feedback on their text and give feedback on another text, but also a practice for the final seminar.

Final seminar: All examiners experienced that the final seminar (assessing examinations) went well and that all students were well prepared to defend their thesis and to critically discuss another thesis.

## **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.

One success factor is the close connection to the previous course *Research methods in sport science*, which besides providing knowledge and improvement on research methods, also prepares for the thesis writing. Especially the assignment *Project plan* can be directly used as a base for the thesis. Another success factor is the flexibility of supervision dates and times, especially since the course was held digitally and different time zones had to be taken into consideration for some students and supervisors.

One additional success factor is the close relation between the supervisors, who updates each student's process and level and inspire each other if needed. The co-assessing is valuable to reach an equal final assessment.

The course is based on supervision, and dependent on the supervisor's availability and each student's responsibility of writing and conducting the study. Most of the times this is not an issue and if it is, it is solved during the course if the student share this information throughout the course to another teacher or the course leader.

The course is intense, and although this is not considered a problem, is it a challenge. It is emphasized in the previous course that the One year thesis is short and that students should limit and adapt their topic and purpose after the course's due dates. Being aware of this before the course starts (and earlier in the program, for instance getting information already in January) enables students to contact potential research participants for interviews etc.

### **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.

Some of these short-term changes are in line with providing students early information of what it means to write a thesis during a 10 week's course at Malmö university. If they are prepared in beforehand, having decided topic and so on, the thesis can start directly.

- Inform student group in January of the upcoming One year thesis, in order to be able to make an early contact with possible research participants or thinking of an idea of the study.
- Inform students before the course that it is intense, so that they are ready to start their study when the course starts.
- Try to appoint supervisors earlier, about 2-3 weeks before the course starts.
- Be more clear on the importance of the mid-course seminar.

### **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.

No suggestions are proposed.