

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

Revised 2020-05-24

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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: A/r/tography: Mellan kreativt skapande, forskning och undervisning

Semester: VT2023 (summer)

Ladok code: KS292F

Course coordinator: Chrysogonus Siddha Malilang

Number of registered students: 9

Number of students who responded to the summative course evaluation: 4

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 evaluation was conducted as a dialogue in the middle of the course and the summative evaluation was conducted through a classroom discussion / conversation at the last meeting.

## **Summary of the students' course evaluations**

In general, the students are satisfied with the course. They find the material fresh and helpful for their professional development. They also enjoyed the freedom to choose their own course literature and the freedom to explore their own field of interests to support their a/r/tographic journey. Combined with the various workshops they have had during the course, they see the course as organically growing into a interdisciplinary course.

In terms of the format of the course, the students also appreciate the hybrid format. It allows them to still participate in the course during summer.

## **Summary of the evaluations of the teaching team**

Overall, we found that this course has become better compared to the previous year. We have more students participating in the course this year, and that has benefited the group dynamics. The change in the first week to spread the sessions into three days instead of the usual two days also helped students who could not attend the first day.

While the hybrid format works well, we experienced the limit of the classroom for the hybrid teaching. It would have been better with more flexibility in the room.

The four weeks break during July posed a small challenge, in which students forgot the exact instruction for their workshop. Despite this, the course could continue as expected.

## **Analysis**

From the course evaluation and the result of examinations, we can conclude that the course has fulfilled its objectives. The possibility of blended learning helps the students to be more flexible during summer and at the same time also allow students outside Skåne to participate.

The schedule for summer course in general, however, poses a challenge for the students who are working as in-service teachers since the first week of the course always coincides with their last week of teaching.

## **Action plan**

When the course is offered next time, we plan to keep the current form and planning. However, one more workshop before summer will be added.

## **Proposed revisions to the course syllabus**

There is no plan for revision.