Course report at Fakulteten för lärande och samhälle at Malmö university

Reviderad 2020-05-24

Background

Name of the course: Special Needs EducationTermin: VT2022
Ladok code: VT2022-SO166E-26212
Course responsible: Johanna Öhrn
Number of registered students: 21 (18 completed the course)
Number of students who answered the summative course evaluation: 7

Implementation	
The previous course report is communicated in connection with the start of the course	
Early dialogue about expectations of the course	X
Formative course evaluation	X
Summative course evaluation	X
Feedback to students	X

Evaluation forms

The course has been evaluated continuously in connection with, for example, lectures, where the students have been given the opportunity to ask questions about the educational elements. The course leader and the students have had a summative oral course evaluation (220322 and 220323) as well as a summative evaluation in writing via Mau Survey (220330-220407).

Summary of students' course evaluations

The survey is structured so that each question is given the opportunity to be commented on. The questions provide six options for answers, with 6 implying *to a very large extent* and 1 *to a very small extent*. The comments section after the questions provides the course teacher with support for the analysis of both the oral and written evaluation to be more accurate.

The written course evaluation has a low response rate, only seven answers, and the answers are quite spread across the different answer options, however with an emphasis on positive response.
When analyzing the answers, it can be inferred that the various course elements, such as group work, literature, lectures and seminars, have been helpful in achieving the course objectives. The different types of examination were perceived by the students to give them the opportunity to show that they had achieved the course objectives and they appreciated the mix of oral and written examinations. One student suggested the "learning from fiction"-seminar to be examining, and this seminar was generally the one that was most valued, together with the group task concerning case work.
Furthermore, the course evaluation shows that the meeting with SPSM as well as with the guest lecturing special education teacher was highly appreciated. Regarding the question of whether the course as a whole had met the student´s expectations the majority of the respondents agreed to a very large extent.

Concerning things that could have been given more space in the course, there are requests for more practical examples of how to teach children and students with special needs, and the possibility of putting in practice what the students learned, as a part of the course. In the oral course evaluation the students suggested a whole term course with the second part containing a practical approach, such as visiting schools or in other ways practice what has been learned. One student pointed out that the course contains a good combination of contents with a lot of everything men does not provide a deepening of special educational knowledge.

Several students express dissatisfaction with the fact that a large part of the course was held digitally, although they simultaneously express understanding of this being a consequence of the covid pandemic. In the oral evaluation the students specifically stated that some of the digital lectures were hard to keep up with and that they would have liked the lecturers to take more breaks and check that everyone understood. The group work as well was affected by meeting digitally, according to the students.

Summary of the course leaders' evaluation and analysis

The course leaders share several of the students' reflections. The fact that the first part of the course was held digitally may have led to an extra vulnerability in a course of this kind, which is independent and where the students' experiences regarding both professional life and education as well as their geographical origin differ. Despite this, a high activity has been noted at the various seminars, especially the ones that were held physically, where the students have shown great commitment and ambition. The fact that there was a wide range of pedagogical professional experience in the student group during this course made it difficult to find a level in lectures and group discussions that could conceivably suit everyone. When assessing the final, individual report the course leaders noted a lack of experience of academic writing in the majority of students.

Action plan

Before the course starts in spring 2023, the course leaders propose that:

- Support is given at start concerning academic writing, for example by with the help of the Writing Centre
- The assessment criteria and the course guide further emphasizes the importance of substantiating the written examination report with scientific sources
- Provide support in using the course literature through e.g. literature seminars and/or (based on the students' suggestions) developing the seminar Learning from fiction so that the fiction is linked to the course literature and by encouraged the base groups to work together on the course literature for the different course assignments

Thanks

As course coordinator, I thank the students for a rewarding course and valuable feedback.

Johanna Öhrn