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## Report - FAK3145 - 2020-10-22

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Respondents: 1  
Answer Count: 1  
Answer Frequency: 100.00%

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Please note that there is only one respondent to this form: the person that performs the course analysis.

**Course analysis carried out by (name, e-mail):**

Nina Wormbs, nina@kth.se

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**DESCRIPTION OF THE COURSE EVALUATION PROCESS**

**Describe the course evaluation process. Describe how all students have been given the possibility to give their opinions on the course. Describe how aspects regarding gender, and disabled students are investigated.**

All students were sent a course evaluation at the end of the course. 9 out of 13 filled out the survey. (One student dropped out early on.) We also had a tour de table at the end of the final seminar where people could voice their views if they wanted.

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**DESCRIPTION OF MEETINGS WITH STUDENTS**

**Describe which meetings that has been arranged with students during the course and after its completion. (The outcomes of these meetings should be reported under 7, below.)**

We had no specific meetings dedicated to this during the course, but we had regular contact and issues were raised as sessions continued.

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**COURSE DESIGN**

**Briefly describe the course design (learning activities, examinations) and any changes that have been implemented since the last course offering.**

This is a practice based course where you don't read so much external papers but write and speak and critique your peers. The design is learning by doing. Thus students write an abstract for a conference, make a presentation at a mock conference, write a review, and introduction to a journal article and a non-academic piece. Each assignment is prepared in one session by an introductory discussion and then some reading, and then presented at the next session, where also the following assignment is introduced, and so on.

A change since last time was a compressed schedule and all (except for a small session on presentations that were offered IRL) was in zoom - due to Corona.

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**THE STUDENTS' WORKLOAD**

**Does the students' workload correspond to the expected level (40 hours/1.5 credits)? If these is a significant deviation from the expected, what can be the reason?**

It is as expected. Students can re-use earlier work which brings down the workload if you have already practiced some of the tasks. Then you are able to reflect and re-assess.

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### **THE STUDENTS' RESULTS**

**How well have the students succeeded on the course? If there are significant differences compared to previous course offerings, what can be the reason?**

A number of times students had not read instructions and thus submitted things that lacked dimensions. This was a bit surprising. For some it may have had to do with Canvas, which not everybody were familiar with.

Submissions were also often late, which made preparations hard for both me and other students.

As for the content and general quality of submissions they were as expected.

### **STUDENTS' ANSWERS TO OPEN QUESTIONS**

**What does students say in response to the open questions?**

They are in general happy with the course and the setup. Zoom was mentioned as not being so good, but was unavoidable. One suggests more reading to prepare assignments. A recurrent opinion is that working with your own "real" material is very good and useful. The course was scheduled on full time because of Corona and other student demands, but the intense pace did not suit everyone. More time for group discussions was mentioned. A few wanted more examples and more concrete tips on either writing or non-academic engagement.

### **SUMMARY OF STUDENTS' OPINIONS**

**Summarize the outcome of the questionnaire, as well as opinions emerging at meetings with students.**

They are in general happy with assessments and say it was interesting, that it was stimulating and concrete. One response stands out: "I was able to practice and receive feedback without being graded" was marked with the highest score by everyone. This is noteworthy and rewarding as creating a safe space for practicing was one central aim of the course.

### **OVERALL IMPRESSION**

**Summarize the teachers' overall impressions of the course offering in relation to students' results and their evaluation of the course, as well as in relation to the changes implemented since last course offering.**

Given that we had to do this on zoom, and the timing which was compressed for scheduling reasons, and also that the course itself was given earlier than originally planned - all because of Corona - I think it went really well. Responses are positive and affirmative. I also believe that students learned a lot and that many got to practice things key to their vocation as scholars. They were mostly engaged and group discussion helped; zoom can easily remove some of the energy.

### **ANALYSIS**

**Is it possible to identify stronger and weaker areas in the learning environment based on the information you have gathered during the evaluation and analysis process? What can the reason for these be? Are there significant difference in experience between:**

- students identifying as female and male?
- international and national students?
- students with or without disabilities?

It appears not all students were well prepared to serve as peers. This was hard for me to spot since due to the large number of students we had to have three parallel groups. I believe it is important to put peer feedback more firmly in the learning outcomes and stress that part of the practice too.

### **PRIORITIZED COURSE DEVELOPMENT**

**What aspects of the course should be developed primarily? How can these aspects be developed in short and long term?**

Put more emphasis on peer feedback. Demand on-time submissions to allow for preparation of sessions. Make sure that instructions are understood. Have a bit more space in the schedule and give each session a bit more time.

It is possible to also offer more readings for those who are interested. However, contrary to all other compulsory courses, this is not a theoretical course and thus, the balance must not shift in that direction.

### **OTHER INFORMATION**

**Is there anything else you would like to add?**

The main aim with this course is for students to practice central communication tasks of a scholar. They can use things they have already produced during the PhD training and so to say recycle for the course. However, for next time I will be more elaborate on what is most useful to recycle and put more detailed instructions on that in the course memo.