

# Report - FDS3102 - 2022-09-17

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.

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

Susanna Lyne suslyne@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.**

The LEQ was sent out after the last session, and the form was open 3 weeks. Respondent rate: HT-21 - 64% VT21 - 69%; HT20 - 64%.

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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.)**

No course evaluation meetings were arranged.

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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.**

10 three-hour meetings.

A mix of Zoom and on-campus sessions.

Course meetings are mostly devoted to discussions in small groups, facilitated by the teacher.

An important part of the course is the peer reviews of the participants' own drafts. One written assignment: a mobility grant proposal, written in three drafts.

The examination consists of a 30-minute tutorial with the teacher on a complete manuscript + a final reflective assignment.

Recent changes: For HT 2021, language and grammar tasks (punctuation, etc.) were moved online, as Canvas quizzes.

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**THE STUDENTS' WORKLOAD**

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

Students report they have worked on average just over 10 hours/week, which corresponds very well to the expected 10 hours/week for this course.

The question is, however, hard to answer for this course, since work on the article could also be seen as course work and students may interpret the questions differently (a couple of students report approx. 20 hours/week). Most students still seem to think that the workload is reasonable. A couple of students find the workload rather high in relation to the amount of credits.

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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?**

Most students have succeeded in completing the course (except the final tutorial) during the semester. One or two have dropped out after half the course.

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**STUDENTS' ANSWERS TO OPEN QUESTIONS**

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

**BEST ASPECTS OF THE COURSE:**

Great content: coherence/cohesion, parts of the research paper

Continuous feedback on our texts and all the discussions with other students

The peer reviews

**To IMPROVE:**

The instructions on using AntConc and corpora can be better

The workload is slightly too high

Slightly confusing information re. Zoom/Campus teaching, and the structure in Canvas

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**SUMMARY OF STUDENTS' OPINIONS**

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

See the previous section

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**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.**

FDS3102 continues to be a generally well-planned and enjoyable course, although the experience depends a lot on the peer review group.

The course material should be updated.

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**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?

Women seem to be slightly more happy with the course than men, but we cannot find an explanation for this.

There are no stronger or weaker areas in the learning environment - all areas score between 6.3 and 6.8

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**PRIORITIZED COURSE DEVELOPMENT**

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

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Updating of course material (text samples etc.)

Consideration of how material is presented in Canvas.

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