

Report - FDS3103 - 2023-01-16

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

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):

Jane Bottomley, jabo@kth.se

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.

After the course, all students were invited to complete a course survey online.

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.)

There were five meetings with students, comprising lecture and workshop elements.

COURSE DESIGN

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

The course was delivered through the lectures/workshops and supporting material on Canvas. The course also drew on a number of key sources available in the library or to purchase. Learning activities included text analysis, language study and text production strategies. Students received detailed formative feedback on text submissions so that they could work on developing and improving a text over the duration of the course.

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?

Most students reported working between 3-5 hours a week.

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?

All students passed the course, although some were asked to look more closely at the feedback they had been given and to make further edits to their final text.

Comments:

Workload was reasonable considering the number of credits.

The workload for this course is perfect.

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

It was a very good course and I learned useful stuff about writing a scientific paper.

For a Ph.D. student, it was a very good course and helped me to learn about scientific writing.

Best aspects of the course:

Introducing new tools that help out in writing a paper was one of the key points of the course.

Prof. Jane is really nice and good at teaching

It involves a lot of basic knowledge and practical tools in scientific writing.

Learn how to write

Lectures

Jane was the best part of the course. She is a great lecturer and very inspiring. Another good thing about the course is that it was very practical compared to the other mandatory courses which easily become very abstract. I feel that I actually learned a lot.

Tools to use later when writing

The knowledge and experience of the teacher indeed make this course helpful.

Thanks Jane for the nice course!

To improve:

I disliked how much they made us discuss with other students.

In the first lecture, there was too much information about scientific writing guidance. I was a bit lost. It may be good to prioritize the content.

Advice for future students:

I suggest following the course flow, which makes it easier to understand the key concepts.

Everyone should take this course and accept some formal training of writing.

This is a great course to get you started in scientific writing. Highly recommended.

Nice course to learn writing

Attend the lectures.

Be sure not to miss more than 1 class because of the rules

To take this course as earlier as they can, so that they can benefit from the earlier of their writing.

SUMMARY OF STUDENTS' OPINIONS

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

A high number of respondents gave a high response (+3) to questions, particularly those relating to learning outcomes, learning from examples, assessment and learning support. The individual comments suggest that the course is useful, relevant and motivating. A number of students commented on the high quality of the teaching. Several mentioned the useful writing 'tools' they had taken away from the course, which suggests they have made the connection between the course and their development as writers over time; some also mentioned the practical nature of the course. It was gratifying to hear that a student had felt inspired by the course. One student felt that there was too much discussion, but others mentioned that this was useful. One student felt there was too much information in the first lecture, which is undoubtedly the case.

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.

The course went well and seems to meet the needs and expectations of the students. Students engaged fully in the writing, peer review and feedback process - the central element of the course - and seemed to value this. This was the first time since Covid that we met face to face and there were a few issues with attendance, a problem on such a short course. We dropped the requirement to buy a course book this year, instead drawing on resources which I could provide or which are available in the library. This seems to work better. The course continues to become more streamlined.

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?
-

Nothing significant.

Comments:

I don't think that there is any comment cause there was no gender discrimination for any individual person.

PRIORITIZED COURSE DEVELOPMENT

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

There is a lot of content to fit into five lectures in order to give a meaningful overview of scientific writing with a degree of personalisation.

Some streamlining is required so that students are not overwhelmed. One way to do is to introduce more flipped learning activities, and to guide students towards more guided discovery re genre and rhetorical patterns.
