

# Report - FDS3103 - 2024-01-17

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):**

Jane Bottomley, jabo@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.**

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End of course evaluation questionnaire  
Through discussion throughout the course  
Some emails and comments through Canvas received

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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.)**

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5 face-to-face 3-hour sessions

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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.**

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There are 5 face-to-face sessions with input and discussion. These prepare students for assessment: a pre-proposal (3 versions, each building on the previous one) for research with peer review and tutor feedback on later versions; a test on recognising IMRAD + discussion post relating IMRAD to own discipline. Canvas provides information, support and extra activities.

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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?**

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Students reported working between 3-5 hours a week with a few working more or less.

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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?**

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All students passed. A small number were required to submit extra revisions to pass.

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**STUDENTS' ANSWERS TO OPEN QUESTIONS**

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

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Best aspect of the course:

The teacher was really interested in the subject and helpful.

Receiving written feedback of my own writing

Very interesting and very useful. A very pedagogical teacher that really took the time and was good at getting everyone involved and kept a nice pace of the lecture, enough time to discuss but not too long so that it became boring.

There were many examples to illustrate the key concepts and I find it very useful to understand how to apply the writing tips.

The teacher was always promoting discussion and discussed concepts on an engaging way.

I find that the best aspect of the course was the way it was being conducted - students were free to ask as many questions as possible and sometimes it was leading to a discussion of something that was important, but not primarily predicted in the course. Thanks to this, the course was kind of flexible and was adapting to student's actual concerns.

I can learn how to write scientific English.

The discussions during the lectures were very interesting.

The best aspect of the course is that we received concrete examples of practical scientific writing and then exercised a lot throughout the sessions and assignments.

Suggestions to improve:

No suggestions

would really have liked to have dug into some of these a bit more and had some more time to really work with everything.

Maybe writing more could be interesting but it would increase the work load.

Advice for future participants:

Follow the teacher's advice

Try to apply the tips you learn when reading article ! It's a great to understand how your field work and you can find interesting facts to discuss in class.

Try to engage in discussions during the course

Everything is explained during the course and the materials needed are uploaded to canvas, so there is no need for giving any advice for students taking the course

You can apply the rules you learn from this course to your own writings in the future.

If you want to improve your writing skills, please take this course

Do this course in the first year of your PhD, so you can use the tips for your writing since the early stage.

Extra comments:

really enjoyed this course !

This is not about the course content itself, but for me personally, starting the course at 9am is a bit early (I've heard that some other students feel that way too)

I think that I would not change anything in the course.

Nothing at present

When there was an exercise, we were given only a very short time to read and discuss. We often did not have time to finish it. So I will suggest to reduce the length of the texts or give longer time.

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## **SUMMARY OF STUDENTS' OPINIONS**

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

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Overall, students were very happy with the course and felt they had learned a lot. They appreciated the teaching approach, the quality of the feedback on work, useful exemplars for key concepts, writing tips, opportunities for deep discussion and the flexibility to allow for spontaneous exploration of topics. Some felt they needed more time to dig deeper, both in terms of time dedicated to activities in the class and the course hours available.

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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.**

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This was a successful, productive course. The course is now more streamlined due to past improvements and more topical reading matter has been added. There was more scaffolding of the post-IMRAD test discussion post and students produced excellent work for this. These posts will also feed into future course development.

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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?
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Some comments:

Gender equality is well reflected

Equality is well reflected

As a PhD student I find the course very useful.

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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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Many students value opportunities for deep discussion in the class, where we explore issues important to students. There are not always easy answers to questions that arise, but it is the discussion itself that enlightens or builds confidence. I would like to make more time for this and to create Canvas content for self access for some more straightforward areas. I will use the post-IMRAD test discussion posts to introduce more differentiation into discussion of IMRAD.

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