



Report - HU1800 - 2020-12-30

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):

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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.

re-curring time, part of lectures, to comment and discuss content
evaluation LEQ at course-end

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.)

weekly during course as part of lectures

COURSE DESIGN

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

TEN grade E-A, 4,5 credits

ÖVN grade P/F, 3 credits

* changes semester 2020

weekly lectures for presenting new content and for discussion

* TEN Del A as bi-weekly part-exam of recent content

* TEN Del B six course content excercises

* grade 'pass' on all four part-exams 'KS' + 4/6 passed course excercises TEN Del B lead to TEN grade E

* with TEN Del A + TEN Del B 6/6 passed course excercises is possible to do written final exam for higher degree D-A

* ÖVN 7 weekly hand-ins showing own work with course content gives grade P



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?

course evaluation has low return 12 replies of 68 active registered students
average work load in replies is between 10 - 20 hours work per week, in line with previous years

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?

73 course registered, of which 50 new-registrerd
33 grade E
2 grade D
2 grade C
6 grade B
11 grade A

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

LEQ is enclosed

focused suggestions for changes

* spring 20 was pilot trial of new examination format

present all of examination earlier, even the final parts for higher grades, for good support of preparations and ample time for questions and discussion

make part-exams one level more challenging

less lectures, more time for self-studies

avoid increasing work-load final two weeks, retain even level balance

SUMMARY OF STUDENTS' OPINIONS

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

LEQ is enclosed

focused suggestions for changes

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present all of examination earlier, even the final parts for higher grades, for good support of preparations and ample time for questions and discussion

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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.

implementation of new examination format is functional, but needs more time and clarification earlier in course



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?

strenhth - examination format is functional and seems effective

weakness - examination format somewhat complex

weakness - students do not find each other for discussions and co-work as intended

PRIORITIZED COURSE DEVELOPMENT

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

a slight reduction in lectures

more structured format for co-working in groups

further and earlier clarification of all of examination format
