

# Report - LH238V - 2024-02-15

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):**

Fredrik Enoksson, fen@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 participants of the course have been given opportunities to continuously provide feedback on the course content and format during the course meetings and via assignments, thereby facilitating an ongoing evaluation of the course. A Community of Inquiry survey was also conducted during module 4, which served as yet another way to carry out formative evaluation throughout the course.

Upon the end of the course, an LEQ survey was administered and included questions pertaining to gender and disabilities.

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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 formal course meetings have been arranged in this course. A formal mid-term evaluation was conducted during module 4, which was also discussed with the course participants. The course meetings and assignments have also been structured to encourage feedback on the course.

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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.**

The course contains workshops, seminars/webinars, self-study material and assignments on various aspects of digital education.

Topics of the course includes Introduction to Digital learning, Digital assessment, Online and/or blended learning activities, Theoretical perspectives of digital learning, and future perspectives of digital learning. The biggest change done was to include material and activities related to generative AI. Both in the topics of the future perspective, and for (digital) assessment.

The course aims to contribute to the development of skills and abilities to analyze, plan, create, implement, and evaluate learning and teaching in a digital education environment.

This was the third offering of the course, and few changes in course design has been made since the last offering. Some changes in course material (readings) has been made as this is a course in a rapid changing subject.

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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?**

From the data of the responses in the LEQ survey, the workload for students matches with the intended workload.

The teachers of the course carried out an analysis of predicted workload for the first course offering, which is followed up when making changes to the course activities and readings for each new course iteration.

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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?**

Out of the 18 participants registered for this course round, 14 have passed the whole course (i.e. 78%). Out of the 4 participants that have not passed the course, 1 participants have some work left in the course, while the rest were not actively participating in the course ( where 2 of them notified early that they will not have time for the course).

This is the fourth time that this course is given, the throughput is higher than for previous course round HT22 (55%) and even better than the course round in HT21(75%). In the last year the course have had less participants who are professors or associate professors. Thus, it could be more participants who actually need the credits in the last years, but that in HT22 there were more participants were more occupied with other duties, e.g. research.

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**STUDENTS' ANSWERS TO OPEN QUESTIONS**

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

The open questions concerned: 1) the best aspect of the course, 2) Suggestion for improvement and 3) advice for to participants in upcoming course rounds.

For the first question, expressions on appreciation of module 4 and the Community of Inquiry framework can be found, but also expression module 3 and how to create educational video. Positive expressions on the structure of the course and on dedicated and knowledgeable teachers can also be found.

For the second question, expressions can be found on having more course-meetings on campus as well as a little more variation on the activities on all meetings. Also, expressions on longer feedback from the teachers on the written assignments.

For the third question, one response is expressing that this is one of the most important pedagogy courses. Another response states that it is important to reserve time for the course

## **SUMMARY OF STUDENTS' OPINIONS**

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

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According to the LEQ survey (end of the course) and the Col survey (during the course), this course seems to be appreciated by participants. The rating of the items in the LEQ survey varies between, 5.1 and 6.9 (7.0 being the max). The two LEQ statements with the lowest rating (indicating rooms for improvements are):  
14. I received regular feedback that helped me to see my progress (m = 5.1)  
20. I had opportunities to influence the course activities (m = 5.4)  
These are the two same statements that received the lowest ratings in the previous course iteration, but then with an average of 6.1 for statement 14 and 5.9 for statement 20. So, these aspect has worsened since last course round. The result in statement 14 is also reflected in the replies to the open ended questions.

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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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Participants have provided us with valuable feedback. An open, inclusive atmosphere and a high level of interaction are essential to this course and how it is designed. Since this is a course about online and blended learning given in an online format, it also naturally serves as a joint reflection base for discussions.

Keeping the practical exercises to complement the discussions from previous course iteration seems to be a good decision. The plan is to still continue to balance the theoretical and practical portions of the course. What is still needed for improvement is ways to provide teacher feedback on assignments.

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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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Variations on statement 14 and 20 in the LEQ are of interest here.

On statement 14, males rated on average 4.6, whereas the females rated 6.0. Thus, a notable difference of the perception of feedback in the course

Similar, but the other way around on statement 20: Females rated on average 6.0, whereas the males rated 4.3 on average. Thus, a notable difference on perceived opportunities to influence the course.

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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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One of the things discussed since previous course round is to deepen the module on learning activities. Right now the participants can choose to focus on digital meetings or educational video. The focus on those tracks is on how to record an educational video or carry out a digital meeting in an educational setting. This will be changed to next course round when module 3 will include 3 course meetings instead.

The hot topic of generative AI will be even more integrated in to all of the modules of the course. Thereby the last module is shortened and will be renamed to some like "Digital learning in the future".

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