

# Report - LS140V - 2023-04-14

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.

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The LEQ questionnaire was open for three weeks after the last session.

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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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No course evaluation meetings were arranged. I had a brief, slightly informal, chat with the few students who attended the final session.

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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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Six course meetings, 3 hours each. On campus. Meetings include e.g.

- brief grammar exercises
  - general feedback on students' assignments
  - group discussions of student drafts (peer review)
  - introduction to assignments through presentations by the teacher, analysis of examples, and discussion of students' experiences.
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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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No, the students seem to work less. The average reported number of hours per week is 4.3 (not close to 10). One student reported that they had worked 12-14 hours per week.

However, it should be noted that only six students (out of approximately 14) answered the questionnaire.

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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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The students have succeeded well on the course. Almost all registered students passed all assignments and were given their credits within a couple of weeks after the final course meeting.

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**STUDENTS' ANSWERS TO OPEN QUESTIONS**

What does students say in response to the open questions?

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That the course fulfilled their expectations and that the feedback given was specific and useful. The course gives the students many opportunities to improve, and reflect on, texts that are directly relevant to them.

The course could well be longer.

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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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The questions in the LEQ received a score between 5.7 and 6.7 out of 7. The two statements on which students gave a score below 6.0 were "Understanding of key concepts had high priority" and "The course activities helped me reach the learning outcomes efficiently".

The opinions that emerged at the final course meetings were positive and match the answers to open questions (see above).

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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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The course atmosphere is friendly and open. Students get to work on, and get feedback on, texts that are relevant to them. Their syllabus is not altogether fixed, and there are opportunities to include grammar points and text types suggested by the students.

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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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The LEQ questions received scores between 5.7 and 6.7 - in other words, the areas in the learning environment can be said to be equally strong. With only six replies, there are no discernable differences between female or male students or students with and without disabilities.

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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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The primary focus when developing the course should lie on finding authentic examples of professional writing in different STEM disciplines - for instance, a successful proposal, a well-written corporate blog, a technical report.

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