



Report - LS1415 - 2021-08-30

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.

Students were invited to complete a course survey. There was also a mid-course reflective evaluation, one of the assignments on the course.

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 meetings as the course is completely online.

COURSE DESIGN

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

The course is composed of online reading materials and activities. For each module, students submit short texts, mostly reflections. There is also a mid-term evaluation and grammar task. There are also assessed quizzes for each module.

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?

Reported workload varied from 11-4 hours a week. It is expected that students spend between 10 and 12 hours working through the materials and completing the exercises, but it is up to students to regulate their time.

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?

Students who completed all activities and achieved the required pass rate passed the course.

SUMMARY OF STUDENTS' OPINIONS

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

Students commented positively on the freedom and flexibility afforded by an asynchronous online course.

Students commented positively on the quality of the feedback, and 'constructive criticism' they received on assignments.

Suggestions for improvements: more collaboration with peers; more focus on language rather than academic culture etc.

Advice for future students: pace the work and don't leave everything till Sunday



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.

Most respondents found the course interesting, challenging and useful, and to appreciate the detailed feedback we provide; a small number did not, but provided no specific reasons for this. All respondents were positive about the learning outcomes and aligned activities and assignments. Some low scores were for practice and collaboration.

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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No significant variation.

PRIORITIZED COURSE DEVELOPMENT

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

There are often comments regarding insufficient opportunity for collaboration and discussion with peers. However, when we introduced an optional seminar, there was zero take up. We will continue to reflect on how we might deal with this. We will explore how to introduce more peer review and focus on academic language. One task which we will introduce in Period 2 is an extended definition.