



Report - LS1415 - 2021-06-09

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):

jabo@kth.se

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.

Mid-term reflection on the course
Course evaluation

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 online course

COURSE DESIGN

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

The stds study 6 online modules and complete a number of tasks: assessment consists of a quiz and several reflective exercises, mostly written, but with one video

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?

The average corresponds to the expected approx. 12hrs per module, with not to much deviation from that

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?

Most students completed and passed the course

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

The course seems geared towards stds at beginning of studies, whereas many stds are at a later stage

SUMMARY OF STUDENTS' OPINIONS

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

The most positive comments related to the detailed, timely feedback that stds get on their assignments
Some mentioned the lack of speaking opportunities
The reading is quite time-consuming



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.

The course has been slightly adjusted to reduce the assignments and leave more time for reading and study to reflect previous comments on workload. There is now a specific grammar focus in one of the tasks, specifically related to the feedback given in tasks. This appears to have been positively received. We prioritise giving high quality feedback on the course and this continues to be appreciated. We have tried out offering seminars in response to comments on the lack of speaking opportunities, but there has been no take up of these.

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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Nothing of significance here

PRIORITIZED COURSE DEVELOPMENT

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

We may need to develop some writing tasks which are less reflective and more connected to the academic writing stds are working on.