

# Report - LS1415 - 2022-08-01

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):**

Jane Bottomley, jabo@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.**

Students complete a mid-course course evaluation as an assessment and an end-of-course questionnaire.

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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.)**

Online course so no meetings.

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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.**

Students study course materials online and complete weekly assessments based on them. Most are reflective activities; some comprise short academic writing texts or presentations.

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**THE STUDENTS' WORKLOAD**

**Does the students' workload correspond to the expected level (40 hours/1.5 credits)? If these is a significant deviation from the expected, what can be the reason?**

Students report working between 2 and 23 hours a week. Those at the lower end would seem to be not engaging in depth with the materials. It was good to be able to do the course when ever, and not have to do it on specific times during the week. The estimated workload felt a bit excessive compared to the points.

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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?**

Students who completed the course requirements passed. Some students did not pay attention to the requirements and believed they could do all the assessments at the end of the course. These were therefore unable to pass the course. the requirements are made very clear in the course materials.

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**STUDENTS' ANSWERS TO OPEN QUESTIONS**

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

Best aspect:

The ability to develop and improve my academic English in my own time.

The frequent feedback throughout the whole course.

The course made use of interesting material and had some interesting assignments.

To improve:

A better structure on the canvas page, it was a bit overwhelming sometimes to find the right lecture etc.

More communication between examiners and students. There was barely any way to receive information that was not already there, and the information that was there felt lacking at times.

Advice for other stds:

Follow the schedule, do the assignments as intended (do not leave it to the last week).

Read through all the information for each week, it seems a lot but take your time. By doing this the quiz will become much easier.

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**SUMMARY OF STUDENTS' OPINIONS**

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

Positive remarks on feedback on assignments.

positive remarks on content and organisation.

Some issues around communication.

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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.**

There were fewer responses than usual. Mid-course evaluations were generally positive.

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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?

Nothing significant.

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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?**

Refine assessments and review communication strategies.