

Report - LS1415 - 2022-08-01

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

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

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.

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 3 and 17 hours a week. Those at the lower end would seem to be not engaging in depth with the materials. Some comments:
The assignments can be completed in an hour if you want, or you can spend a lot of time completing them to make the assignments fruitful. The workload depends on your attitude and how much you want to develop.
Good.
Too much modules and things to read.
The amount of time needed to complete the weekly assignments were more than reasonable.

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.

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

Best aspects:
The content seemed directed towards students in earlier years. However, I still learned much thanks to the feedback.
The course fits students who just enrolled in university studies better.
As someone who is on the autism spectrum, I really appreciated and liked how the assignments worked and the feedback.
That it was digital.
The best aspect of the course was that it was completely online and that all the modules were available from the start. The continuous feedback was also very fruitful.
The various concepts that feel obvious when learning about them, such as words potentially indicating where a presentation is going. It feels obvious but without this I wouldn't have learned so many new things. As someone who struggles with communication, I really appreciated those parts.
Completely online with self-study.
The best aspect was that the course was very well structured. It was also really good that you could do the course in your own pace.
Writing a lot. I learned much from simply having to write many but shorter texts and receiving feedback on what was good and could have been better.
The feedback was great! I loved getting actual and personal feedback on each text. It helped me loads with improving my writing.
The detailed feedbacks.
The feedback on the written assignments, the course administrator gave constructive and helpful feedback.
To improve:
Maybe not have the introductory parts since most of us taking the course are in our third, fourth or fifth year.
Some sections was a little too basic, and maybe they could be optional.
Longer times for the quizzes, maybe just 5 minutes more. As it was now, there was not enough time for me to read through all of the questions and answers the first time through.
Less modules, activities to read in order to facilitate assimilation of information.
Give a grade at the end of the course not a pass or fail.
Some of the material in the course were mainly directed towards newer students (first year), which wasn't very relevant/meaningful to me.
Advice for other stds:
Take advantage of the feedback you get and try to learn and improve those things in the following assignment.
Pay attention to details. Even if it feels so obvious, you might not be aware of it. Details can really improve your writing and presentations.
Try to work every week with the assignments, make sure not to pile them up.
Try to incorporate every feedback you get.
Try to carefully read and follow the feedback you get. Even though it may seem difficult, it really helps.
Good luck, there is a lot of work to do.
Use the online material and the feedback to really improve.

SUMMARY OF STUDENTS' OPINIONS

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

Mixed response on suitability of workload.

Very positive comments on feedback provided.

positive comments on online format and organisation.

Mixed response on suitability of materials, but stds are informed that the course is directed towards beginning studies.

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 continues to be well received though there are issues around when stds should do this course.

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?

Stds affected with disabilities made positive comments about how the course met their needs.

PRIORITIZED COURSE DEVELOPMENT

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

Refining assignments.
