

Report - LS1415 - 2023-05-16

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.

Written mid-term evaluation as an assignment

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.)

Asynchronous online course

COURSE DESIGN

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

Online content, assignments (reflections, short academic writing tasks, quizzes) with weekly submissions, personal feedback weekly, so that students can apply certain strategies or improvements in subsequent assignments

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?

As students work independently, there can be variation (they reported working between 3 and 15 hrs but with an average of approx. 5/6.

Comments:

The majority of my time was spent on writing the texts as well as on taking the quiz.

The scheduled hours were very reasonable. Nevertheless, I liked to invest a bit more time since I enjoyed the content and the assignments.

Very reasonable workload

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 successfully. Students cannot pass if they stop regular submissions. (Some believe that it is OK to submit everything all at once at the end, which is not the case, and we make this very clear at the beginning.)

SUMMARY OF STUDENTS' OPINIONS

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

It was a very free course in the sense that one could work whenever it suited them.

The assignments were stimulating and the feedback I got from my teacher was extremely helpful.

It is was remotely, and I was able to work in my own phase

Maybe adding two or three seminars where we meet and discuss certain (main/extra important) subjects in class/groups.

Maybe one physical meeting would be good, maybe to introduce the course and the teachers?

Follow the course plan, it will help you get significantly better at academic English.

Keep up with the schedule. Don't wait until the final hour to turn in your work

An additional thank you to the teacher that graded my work and provided feedback. Very positive, proactive, and encouraging

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 formal evaluation and the mid-term evaluation confirmed that students found the course useful and motivating on the whole. Some activities were less relevant for some students, but this often relates to the fact that they chose to do the course later in their studies, even though we are very clear that the course is aimed at those new to academic study. The students commented on the high quality feedback on work, and on the usefulness of the KTH guide to scientific writing. Every year, some students mention that they would like some face-to-face meetings, but when we have tried to organise these there is little take-up.

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?

One comment:

Inclusivity and fairness are embedded in the course. They're essential ingredients that make the course enjoyable and effective.

PRIORITIZED COURSE DEVELOPMENT

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

Some small changes to clarify assessments