Report - LS1415 - 2023-09-22

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):
Jane Bottomley, 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 written evaluation as an assignment and end of 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.)
All work is done asynchronously online; no physical meetings

COURSE DESIGN
Briefly describe the course design (learning activities, examinations) and any changes that have been implemented since the last course offering.
Students read and listen to content online. They then complete two written assignments and a quiz for each of the 6 courses. The assessments have been streamlined and there is a new video assignment (in response to student comments that they would like more oral tasks). Students receive weekly feedback on their writing and speaking and are encouraged to feed that forward to subsequent tasks.

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?
There is variation on this among students.

Student comment:
I skipped many of the module pages because they were quite tedious, which I appreciate was possible. Instead, I cherry-picked the ones that sounded the most interesting and helpful, while focusing more on key pages to complete the assignments.

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?
All students passed.

STUDENTS´ANSWERS TO OPEN QUESTIONS
What does students say in response to the open questions?
Best aspect of course:
Feedback from teachers.
A large amount of helpful feedback on the written assignments. Furthermore, I appreciated the freedom to take the course whenever and wherever I felt like. This made it easier to adapt my schedule.

To improve:
Many of the topics do not feel relevant. Listening to the "interactive" learning material feels like a high school listening comprehension.

Advice to others:
Spend more time on grammar. Perhaps remove some of the module pages that don't fill a purpose in the course.
It might look a lot of course material, but the pages are often quite short, and you don't need to do all the extra assignments. Take this oppertunity to improve your academic lanuage skills!

General:
The course was focused on reading and writing. Perhaps there could be an optional Zoom meeting to practice speaking and listening to other students. Since the students are all across the globe, there could be 2 timeslots at different times. In order to attract students to such an exercise, I would avoid having them do any preparations for it. Sell it as a fun way to engage with other peers and practice speaking. Perhaps playing a game together? (I think Jackbox games might be too informal for this setting, but those are an example of games that work great over Zoom).

SUMMARY OF STUDENTS' OPINIONS
Summarize the outcome of the questionnaire, as well as opinions emerging at meetings with students.
The above comments came from the final evaluation. The comments on feedback were echoed in the mid term evaluation: this is always the strongest aspect of the course. There were some other comments re the irrelevance of some materials but also others which appreciated all the content.

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 works well and we continue to make improvements, many in response to student comments. There are some technical issues and we are now planning to update the content.

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 mentioned

PRIORITIZED COURSE DEVELOPMENT
What aspects of the course should be developed primaily? How can these aspects be developed in short and long term?

The course will be developed alongside a new course with a professional focus.