

Report - LS1416 - 2024-11-12

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.

Questionnaire; written evaluation assessment task

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; online optional intro zoom meeting

COURSE DESIGN

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

Reading, listening, watching input on Canvas with some external links; Assessment tasks: discussions, uploaded texts/videos, quizzes

This is a new course

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?

Students reported working between 3 and 11 hours. It is to be expected that this type of online course will mean students working at different paces. For example, some will explore the external links more than others. Some comments:

I didn't take to much time out of my studying schedule. However, reading the information and completing the assignments took some hours.

For me it was the perfect amount of work :)

It was representative work, appropriate for the number of credits assigned to the course.

Not equivalent to the amount of points, although depending on your reading and writing skills.

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 who completed the course passed

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

Best aspect of course:

Being able to work at my one pace.

The freedom of completing assignments whenever

The best aspect was the clear structure, with three different assignments, which allowed for a thorough learning experience.

Discussion forum. I can read other students' post and receive feedback on my own post

The teacher Jane, managed to keep the course interesting and she gave very good feedback on all of the assignments, the course material

was very interesting an helpful

online learning

It was so flexible; you could do the assignments whenever and wherever you wanted, and that was very nice.

personal feedback

To improve:

I can't come up with any suggestions for improvement.

Moving the deadlines from 19 to EOD

More interactions with other peers.

Maybe more media contents can be added to course materials.

Have additional seminars where people can talk about the course material

A bit more variation in the subjects we write about would be helpful. I think we covered important concepts in your discipline three times, and by the last time, the concepts didn't feel as relevant.

less text. maybe more videos

Advice for others:

Take in the feedback given throughout the course and work on them!

Don't leave everything to the last minute.

Use the KTH guide to scientific writing.

Follow the timeline of the course, you don't need to do things in advance.

regularity and discipline, so that you don't forget to work on the material because it's online

Work with the course consistently.

Example comment from written evaluative task:

There isn't anything I would change about the course. I say this honestly, as I'm the president of the study board for my section, and during our internal course evaluation meetings, this course received nothing but praise from both representatives and executives alike

SUMMARY OF STUDENTS' OPINIONS

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

The comments were positive overall, and most questions had a high score. Q 4, 15, 21 had some low scores.

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 comments in the evaluation and in the written evaluative task were mostly very positive and suggest students engaged with the course and benefited from it. There were some low scores to the questions on how challenging the course was, on receiving feedback without being graded and on opportunities for discussion.

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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This was the first time the course had run, so the positive feedback suggests it is going in the right direction. There may be opportunities to increase the level of challenge, but this might also be about making sure the students are at the right level (bachelor). We might also think about having some ungraded submissions, but this would be very time consuming for the tutors. We can think about more opportunities for face-to-face discussion, but in the past, such meetings have been very poorly attended.

PRIORITIZED COURSE DEVELOPMENT

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

- Streamline assessments
 - Add content for those who want to be challenged more
 - Consider face-to-face meetings
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