

Course Analysis for LS1419 *English for Employment*
Spring semester, 2021
Jamie Rinder jamier@kth.se

1. Description of the course evaluation process

- 1) Opportunities to talk to the teacher at the end of each session
- 2) Meeting with course representative
- 3) Learning experience questionnaire (LEQ), including questions with a breakdown per gender, disability, and nationality

2. Description of meetings with students

Two short meetings with the course representative after sessions three and seven.

3. Course design

Seven sessions (all online)

Intended learning outcomes are as follows:

- participate in discussions in culturally heterogeneous groups
- explain and defend opinions in work-related discussions
- identify and use differences in linguistic styles
- write business letters and documents

Four assignments:

- compose e-mails
- deliver a pitch
- make a written application for a job
- participate in a workplace negotiation

Other learning activities:

- solve workplace dilemmas in groups
- consider workplace dynamics and propose solutions to typical problems
- consider ways in which gender, culture, and formality are reflected in language
- complete Canvas quizzes to learn and revise scientific and workplace-related lexis

4. Students' workload

Average number of hours per week according to the LEQ = 8.5

5. Students' results on the course

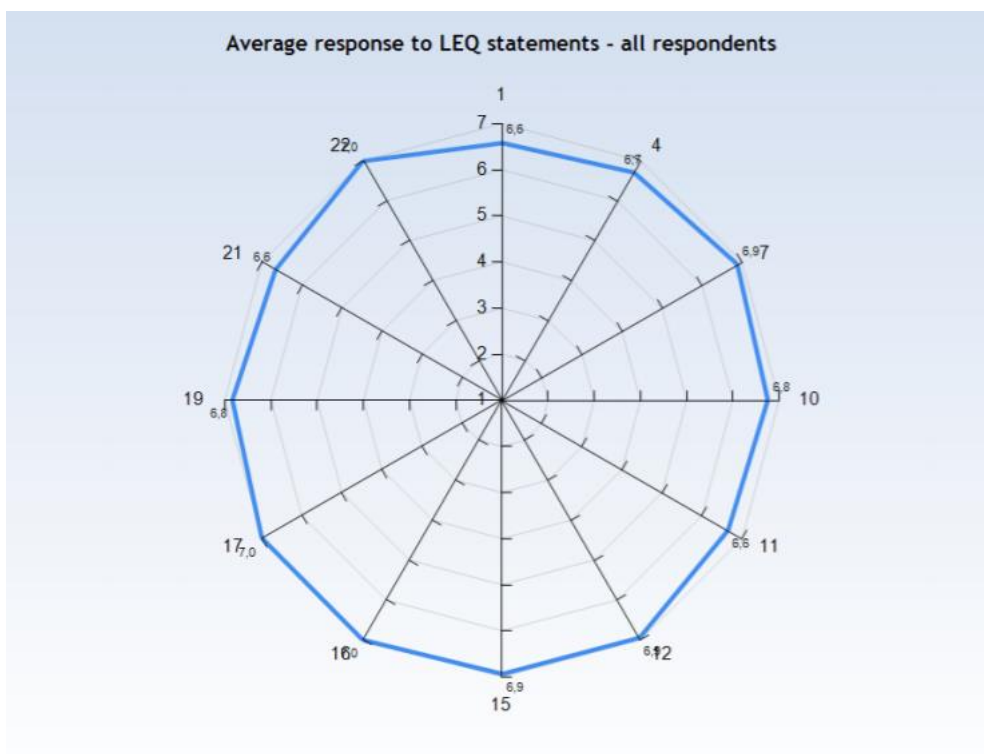
About half the students completed the course within the seven weeks. Other students needed a few extra weeks to complete or revise their assignments, which is not unusual.

6. Students' answers to open questions

- + Interesting sessions
- + Excellent teaching
- + Clear course structure
- + User-friendly quizzes
- + Support from teacher
- + Level of interaction
- Too much time given to revision at the beginning of some sessions
- Too many questions from the teacher

7. Summary of students' opinions

Very positive (see the average responses below).



The meetings with the course representative confirmed the students' opinions.

8. Overall impression

Very positive. Happy that the students enjoy the level of interaction and the Canvas quizzes, because I have had to rethink and re-create these aspects of the course as we've moved to online teaching.

9. Analysis

No significant difference between students of different genders, nationalities etc.

According to question 4 in the LEQ, the course's slight weakness is the lack of stimulating challenge. I have simplified a few of the tasks to accommodate online teaching and learning during the pandemic, and this may explain the result in question 4.

According to the LEQ, the strengths of the course are the stimulating tasks, opportunities for exploration, sense of belonging, clear goals and structure, constructive alignment, quality and promptness of feedback, manageability of workload, variability of tasks, and opportunities for collaboration.

10. Prioritized course development

Warning to students in the welcome e-mail that LS1419 is not a lecture course. It is interactive, fast paced, and it requires active participation. On-the-spot questions and spontaneous discussion are an important part of the course.

11. Other information you want to share

None