

Report - LS1419 - 2022-08-16

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):

Jamie Rinder, jamier@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.

- 1) Classes tend to finish a little early, and students can stay behind to ask questions and give opinions.
 - 2) I make clear to students that I am open for questions and opinions at all times. Several comments in the course evaluation allude to this openness.
 - 3) A student representative is chosen, whom students know that they can contact if they don't want to communicate with me directly.
 - 4) The course evaluation is sent out at the end of the course.
 - 5) The student representative is invited to a meeting to discuss any comments from students.
 - 6) Aspects regarding gender and disabled students are not investigated.
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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.)

Seven sessions, the final one delivered online to facilitate a spoken interaction assignment.

COURSE DESIGN

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

The sessions prepare the student for the four assignments. After each session, there are also at least two consolidation exercises in the form of Canvas quizzes.

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?

Most students reported working less than the expected level.

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 committed to the course succeeded very well, with no significant difference compared to previous course offerings.

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

The comments were mostly very positive and dealt with the interactive activities, the variety of tasks. and the engaging teachers.

SUMMARY OF STUDENTS' OPINIONS

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

The students' opinions were positive on the whole (see above).

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.

Students seem to enjoy the structure and variety offered by this course. I feel that the feedback they receive is the most important feature of the course, but not many students commented on that this time.

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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The strongest aspect of the course is its organisation. The course works well both online and on campus. The weakest aspect is the fact that we use the Academic Word List. This is a useful resource for the students, but it is not well aligned with professional communication.

PRIORITIZED COURSE DEVELOPMENT

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

Alignment with the new KTH Guide to Scientific Writing.
Search for wordlists that are better suited to a course in professional English.

OTHER INFORMATION

Is there anything else you would like to add?

No
