

Report - LS1465 - 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.

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 online sessions with two opportunities for students to deliver speeches in person if they would like.

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 students for the four assignments and the end-of-course quiz. There is a combination of activities where the students work individually (e.g. Canvas quizzes) and in groups (e.g. Read and Report exercises).
More examples of student writing were added to the PPTs.

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?

The workload is slightly lower 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?

There was a great deal of positive energy and enthusiasm during the spring course and all the students who committed to the course succeeded very well.

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

Students appreciated the course structure, feedback, and the inclusive and positive atmosphere.

SUMMARY OF STUDENTS' OPINIONS

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

Students were happy with the course (see above) and their only suggestion for improvement was to move the course back to campus as soon as possible.

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.

I was very happy with the course and the students' efforts.

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?

The strongest aspect of the course is the relative freedom students have to complete their assignments. The weakest aspect is perhaps dealing with students who have very different needs regarding scientific writing. Some students are already very skilled and want specialised, advanced guidance, while others need support with the basics.

Students with different backgrounds responded to the course and the course evaluation in much the same way. The dyslexic students felt supported, and male and female students were positive about the course's inclusive atmosphere.

PRIORITIZED COURSE DEVELOPMENT

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

To offer more comprehensive support with scientific writing.

OTHER INFORMATION

Is there anything else you would like to add?

No