

Report - LS1502 - 2024-05-30

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):

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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.

An LEQ was sent out to all students in the end of the course.

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.)

Course meetings are not required on this course.

COURSE DESIGN

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

Classes (90 minutes) on campus twice a week (in total 14 classes/7 weeks).

Continuous assessment with a large variety examination forms: listening comprehensions and grammar tests online, submissions to be graded by the teacher. A diagnostic written test in the middle of the course. Written and oral tests after the last class.

This was the first time this course was offered in only one period. The course design was copied from LS1502 course running over two periods, with only a few adjustments.

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?

Expected level: 20-30 hours/week

Students' answers:

12-14 hours: 20 %

11-13 hours: 20 %

6-8 hours: 40 %

0-2 hours: 20 %

The result is expected (to compare: 74 % of the students in VT23 (period 3 + 4) stated that they had been working 3-5 hours/week). Students have a heavy workload, and other courses are often given priority.

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?

33 registered students

1 student discontinued the course

31 students passed the course

Fewer students than normal discontinued the course and a bigger part finished the course on time.

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

"Many practical examples for every topic. Examples of every day life and culture in Sweden (ex. cinema, songs)"

"The overall atmosphere in the classroom has been positive, this is mostly thanks to the teacher"

"It would be nice to have a few exercises to practice everything on a piece of paper, some of those could be done in the lesson, the rest as a homework."

"You should take this course only if you're really interested in learning the language, otherwise the intensity of the course might feel like a chore. If you are interested in learning the language, you will find it very enjoyable and rewarding."

SUMMARY OF STUDENTS' OPINIONS

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

Many of the students said that they didn't spend enough time or as much time as they had wanted to on this course. Time is limited and other courses are given priority.

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 also found the atmosphere in class nice and relaxed. The students very motivated and made fast progresses. Meeting twice a week benefits the language learning, and on this level, I believe that the weekly work load is not too heavy.

We are aware that the course books are expensive, but we need to emphasize that the students most have them, and also that they are expected work with the course material on their own according to the instructions on Canvas.

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?

No

PRIORITIZED COURSE DEVELOPMENT

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

Further adjustments need to be done in order to adapt the course to only one period.
