



## Report - LS1512 - 2022-01-10

Respondents: 1  
Answer Count: 1  
Answer Frequency: 100,00 %

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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):**

Emma Forsgren Hurst, emmafh@kth.se

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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.**

The students have completed a midterm evaluation and an LEQ-12. They have had an opportunity to complement their answers with written comments.

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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.)**

In connection with session 7, the students were invited to complete a midterm evaluation. After the last session, they were asked to complete an LEQ-12.

In some cases, students were given the opportunity to provide feedback on the course after the oral examinations.

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**COURSE DESIGN**

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

The course uses continuous assessment to evaluate progress. As was done last semester, all language skills have been worked on and tested.

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**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?**

As was the case last semester, students seem to study fewer hours than the expected level for the course. One cause of this that was sometimes cited in student feedback

was that other courses demanded substantial time. At the same time, other students considered the workload manageable.

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**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?**

The vast majority of students passed the course, as was the case last semester.

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**STUDENTS' ANSWERS TO OPEN QUESTIONS**

**What does students say in response to the open questions?**

A number of students were pleased with the group discussions and the interactive nature of the course. They thought that the sessions were clear and well-structured. Furthermore, students cited the variety of interesting topics, including Swedish news and statistics.

Regarding areas of improvement, the majority of comments related to the desire to return to in-person instruction once the pandemic recedes instead of having online classes.



#### **SUMMARY OF STUDENTS' OPINIONS**

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

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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.**

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The course covers numerous topics, which results in a need to move efficiently through the material. However, based on the general feedback from students, they seemed to be pleased with the content and the setup.

#### **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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As was the case last semester, no student indicated in their response that they had experienced unfair treatment based on gender, nationality, or disability.

#### **PRIORITIZED COURSE DEVELOPMENT**

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

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In the short term, make the learning outcomes more concrete. In the long term, focus on developing the course topics and the examination material.