

Report - LS1512 - 2022-05-18

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.

All registered students have had an opportunity to complete a midterm evaluation and an LEQ-12. For the latter, they have had the option of stating gender, type of student, and disability status.

In addition, students are able to complement their answers with written comments. Also, in some cases, students could give oral feedback on some assignments on a regular basis.

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.)

There have been four A2 groups who have meet weekly (1.5 hours) for 14 sessions. Due to the COVID restrictions, the first five sessions were held on Zoom. After that, the groups have met on campus.

After session 7, there has been an additional 15-20 minute meeting in pairs where students have demonstrated their oral communication skills by discussing topics covered during the first part of the course. They have then received formative feedback on their speaking.

COURSE DESIGN

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

Similar to previous semesters, the course uses continuous assessment to evaluate progress. There have only been slight changes regarding the layout. For example, there have been two reading comprehension tasks (one more than in the fall) and five listening comprehension tasks (one less than in the fall).

Overall, all language skills have been worked on and tested regularly.

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?

In general, the answers resemble the ones from the previous semester. That said, students seem to study fewer hours than the expected amount for the course. A majority of students (67%) stated that they worked 3-5 hours/week which is a similar result compared to the fall semester (71%). 12% of the students stated 0-2 hours and the same percentage was reported for 6-8 hours. Only 3% averaged more than 11 hours/week.

Overall, the students considered the workload manageable and not overwhelming. At the same time, some students wished they had had more time to study Swedish, but the demands of other classes have interfered.

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?

As was the case last semester, the vast majority of students passed the course. Within two weeks after the last session, the students had finished all the assignments.

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

Students had positive comments about 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. Students were also happy to return to in-person instruction. Many found the course to be engaging, well-structured, and characterized by an open atmosphere.

Regarding areas of improvement, a small number of students wanted to have more focus on, and testing of, vocabulary and more review of grammar in class.

SUMMARY OF STUDENTS' OPINIONS

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

Students have identified a noticeable improvement in their Swedish language skills. 94% of students strongly agreed with the statement, "I was able to practice and receive feedback without being graded. A majority of students said they got the support they needed. Students appreciated the different learning methods, concrete examples, and collaboration opportunities that were part of the course.

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.

Average answers (out of 7) were between 6.1-6.9. As was the case last semester, no student indicated in their response that they had experienced unfair treatment based on gender, nationality, or disability.

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?

In general, there was not a material difference between the answers of male and female students. However, for one question (challenging in a stimulating way), women were more positive than men.

There was also no significant difference in the answers based on type of student. One observation was that international master students agreed to a somewhat greater extent with some of the statements.

PRIORITIZED COURSE DEVELOPMENT

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

Looking back to the previous course evaluation, the short term aspect identified was to make the learning outcomes more concrete. In the answers, more students than last time have rated this area higher.

In the short term, there could be more focus on expanding vocabulary through different exercises. Continuously developing course topics and examination material will in the long run keep the course relevant.
