

# Report - LS1522 - 2022-06-06

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.

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**Course analysis carried out by (name, e-mail):**

Helena Karlsson, helkarls@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.**

LEQ sent out to students. Questions on LEQ include questions on openness and inclusiveness. Students can also give free comments on each question.

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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.)**

No extra meetings arranged for evaluation. Students are throughout the course welcomed to voice their opinions and concerns.

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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.**

Course is a blend of new material (texts, films, topics) and material from Textbook Rivstart. The idea has been to work towards using authentic and interesting texts outside the textbook, i.e. moving away from the textbook. The course focuses more than before on oral presentations / assignments in classroom. There has been a reduction of the amount of different texts / assignments for each week. The idea has been to introduce interesting texts (inventions, Swedish sport legend, winter-Sami film). Several assignments (quizzes, for instance) have been created around the new material. Two written assignments instead of three (earlier semester). Individual oral examination at the end of the course.

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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?**

0-8 hours / week. In general, students spend less time than necessary for optimal result in the course. Several comments are similar to these: "should have spent more time", "too bad the technical courses demand so much of our time", "wish we had more class hours every week." Like the comments indicate, students are usually very busy with their technical courses. Motivation level varies.

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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?**

Results similar to earlier semesters. Levels are varying.

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**STUDENTS' ANSWERS TO OPEN QUESTIONS**

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

Course is welcoming. Course allows plenty of oral practice, which is good. Students like to be back on campus after Covid. Course teaches language but also culture. Many students wish they had spent more time learning.

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**SUMMARY OF STUDENTS' OPINIONS**

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

Students wished they had worked more with the course.  
Several students felt they were not properly prepared for the level of the course.  
Cultural topics were appreciated (sustainability, history, Sami people, inventions)  
Some students want more vocabulary practice and more grammar practice.  
Students like the interactive quality of the course.

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**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.**

More interesting course material; the course uses the textbook less.  
Some texts are rather challenging (inventions, Margit Nordin, Nordic mythology).  
Sustainability a popular chapter (films from UR-play), History a popular chapter, Inventions a popular chapter, Winter-theme (Sami culture) popular chapter.  
Students appreciate learning about the culture of Sweden.  
Successful with more focus on speaking, also oral examination (however, this is time consuming).

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**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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Strong areas: Culture / context

Weaker areas: Grammar practice and vocabulary practice (students are challenged to work a lot on their own with vocabulary and grammar)

Different teachers may put different emphasis on different chapters.

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**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 future incorporate more "everyday language" in the course, possibly reduce the level of difficulty of the texts (students make no comment on difficult level, however)

Some new quizzes can be edited, in some cases reduced in level of difficulty.

Continue work with basics: grammar knowledge, nouns, verbs, useful expressions, forming sentences.

Work more with vocabulary (lists and quizzes).

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**OTHER INFORMATION****Is there anything else you would like to add?**

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The priority in choosing new material has been to work with interesting cultural texts that engage the students.

One other goal has been to create quizzes related to the material.

Yet another has been to make the course more challenging.

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