

Report - LS1522 - 2024-05-29

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.

LEQ and informal feedback from students during seminars

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.)

14 seminars and an oral examination

COURSE DESIGN

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

Continues assessment with learning activities to practice different language skills like, speaking, listening, interacting, reading and writing. In addition to writing, listening and reading assignments, there was a final written and final oral exam at the end of the course.

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?

Most students stated that they spend less time than expected on the course. One reason could probably be the lack of time due to other courses with a heavy workload.

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?

Approximately 15 of 18 (83%) passed the course or most likely will pass the course.

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

They are very satisfied with the course and several mentioned that they like the communicative aspect that they spoke a lot of Swedish in class. They said it was well organized and it was a positive and open-minded atmosphere during the lessons. Some would like to focus more on practicing the Swedish pronunciation and one student wanted to have more translation exercises.

SUMMARY OF STUDENTS' OPINIONS

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

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.

The course is well organized and most students have reached the course goals.

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 differences in the learning environment could be noticed based on gender, ethnic background or disabilities.

PRIORITIZED COURSE DEVELOPMENT

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

The aspect of Swedish pronunciation could be given a bigger focus.