

Report - LS1532 - 2022-07-04

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 the students after the course's completion. Students were given one week to give their responds.

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.)

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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.

Intensive course with classes every day (14 classes, 3x45 minutes) and home work. Continuous assessment: quizzes, written and oral assignments to be done in class or at home, individually or in groups. Only small changes in course content and examination forms since the last course offering.

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 worked 18-23 hours/week (= 70 hours in total), which is a lot less than the expected level, and also under the expected level for an intensive course. This is, however, a familiar pattern. It's hard to put 200 hours of studies on a three-weeks course. Many of the students were also finishing other courses at the same time, or were preparing to go home.

Overall, students found the workload balanced, and many enjoyed having classes every day and not just once a week. Some respondents thought that the amount of home work was too exhausting.

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?

95 % of the students had passed the course two weeks after course's completion.

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

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SUMMARY OF STUDENTS' OPINIONS

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

The students enjoyed the various activities (reading, writing, talking, grammar, practice quizzes), and many especially mentioned that they liked talking/discussion in class, especially in smaller groups, and wanted more of this. Many also mentioned the good support from the teacher and a good environment in class.

Some of respondents considered some topics and texts too difficult (the short story Främmande stad) or not very stimulating (writing a cover letter, recording a work interview).

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.

One of the teachers considered the level of texts and assignments too high, both with concern to the intended learning outcomes and to the students' previous knowledge. This teacher also commented the predominating focus on grammar and written skills.

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 significant differences, but the male students were overall rating the course higher than the female students, and the international masters' students higher than the international exchange students.

PRIORITIZED COURSE DEVELOPMENT

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

Give higher prioritization to oral skills. Revise some of the exercises and examination parts, both with regard to level and content.

OTHER INFORMATION

Is there anything else you would like to add?

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