



Report - LS2429 - 2020-11-03

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):

Jane Bottomley, jabo@kth.se

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 24-question LEQ was used.

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.)

The course was divided between classroom meetings and Zoom meetings.

COURSE DESIGN

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

6 weekly meetings: 3 x 45 mins

Week 7, 3 presentation sessions of approx 60 mins (3/4 students attending each), each student attending and giving feedback at one

Preparation for class: read and report text; language study; assignment rewrites etc.

Continuous assessment: 4 assignments + reflective writing

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 report working between 6 and 9 hours a week, a few more and a few less. This seems to reflect the comments by students re the fact that some found it challenging while some found it quite easy.

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?

Students completed all assignments; some were required to revise work in order to complete but most passed first time.



STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

The course was not very demanding, in terms of workload. This is coming from the perspective of someone who speaks English on a regular basis.

There were not that many girls in the class, sometimes I felt like we had to fight a little bit more to get heard.

If you aren't comfortable with English, it could be a little challenging.

There is no doubt that the best aspect of this course was Jane.

There are few times you come across such a caring, funny and pedagogical teacher such as Jane. I have enjoyed all of the lectures we had together, all of the Zoom struggles we went through together, and every conversation we had in the breaks.

I did not expect to enjoy this course as much as I did. This was one of the few courses I genuinely looked forward to having after the first lecture. And for that, Jane has my deepest gratitude.

Very useful course.

The kindness of the teacher and how supportive she is.

I liked that there were many aspects of language included, such as grammar, word knowledge but also the importance of not over-complicating language.

We had to learn some vocabulary and to do some grammar exercise every week. This is something I won't have the motivation to do by my own. Thus it is a good thing to have it.

It was a bit short. Maybe it can be extended on P2.

I was allowed to use my creativity while improving my English skills. I really liked the atmosphere also as it allowed for fun

I think the teacher was very excited and passionate for the course, which spilled over on us students. I also liked the AWL and that we had to prepare a quiz ourselves.

We had a great teacher!

The best aspect of the course was read report to group. In my group, it was not only giving a summary of the text but was also discussed about other issues that is related to the text. This exercise encourage the students to speak out and share their opinion.

Perhaps adding the fact that there is a grammar test to the course page.

I found it confusing that the two types of assignments were called "Assignments" and "Short Writing Assignments". I think it would be better to have more distinct names in order to avoid any confusion.

I would have prefer a bit more technical aspect. Reading research article and analyse their structure in order to write one (or rewrite an old one) . Something bigger for the last assignment, like 3-4 pages.

Maybe the actual presentations could have been a bit more fun and interesting. They were a little dull and sometimes had some words connected to grammar that I did not understand. I liked all the examples though.

The lessons could be a little more effective. I think that could help with the tiredness you feel around 5.30.

I hope Jane continues to have this course and that she understands that she's doing a fantastic job!

There was a variety of topics that we discussed, which was a welcome change from other courses.

There were moments, but the majority of the workload was not particularly stimulating.

Having such a small course meant that I felt close to a lot of other students.

It was very clear why we were doing every assignment. It was referred back to the intended learning outcomes at all times

It was nice to know for every assignment what was expected.

Jane is very good at explaining.

While understanding key concepts was important, it didn't feel like it was a high priority. Learning how to communicate seemed more important than knowing where the comma needed to go.

We received comments and pointers on every assignment.

SUMMARY OF STUDENTS' OPINIONS

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

The comments about the course were generally very positive. Many students appreciated the teaching and felt that the course pushed them to improve their English and communication skills. There were also positive comments about clear assessment guidelines and feedback. There is some suggestion that the structure of the assignments needs some rationalisation, and that activities could include different genres.

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.

This is my first time teaching this course, though I have been very well supported by the previous teachers. My feelings are:

The assessments are valid and effective and students see them as practical tasks which will help them develop useful skills

The course could be somewhat simplified and rationalised to make things easier to follow both for students and for new staff



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?

The group was mostly male and one comment suggested that it was harder for females to be heard in the class. I'm not sure if this refers to the plenary sessions or the group work, but it is certainly worth thinking about this for future courses.

PRIORITIZED COURSE DEVELOPMENT

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

Reorganisation of assignments and language materials

OTHER INFORMATION

Is there anything else you would like to add?

A student sent this letter.

My final assignment

I would like to preface this by stating that my intention was to send this in after the grades had been set. I am sending this in before because this assignment will not affect my grade.

It is customary for most courses to have an evaluatory meeting after the final exam. This is an opportunity for the class representative to convey the thoughts and wishes of the class to the course responsible. While this course falls outside of my jurisdiction, I will use my title as Vice President of the Student Council for the Medical Engineering section to evaluate this course. This will also be entirely about my own experience, but there will some thoughts from the other students.

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There are very few courses where I have been genuinely excited to see on my schedule. Everything from the warm, welcoming, and happy atmosphere to the caring and lovable lecturer, Jane manages to strike a perfect balance between pedagogical and entertaining. Her lectures, both in-class and on Zoom, are very useful when learning about communication, and the assignments that were given tied in nicely with what had been done during the week. Based on what I had heard from some other students, this is something they also agreed with. I want to give my most sincere thanks for a wonderful course and I hope the very best for you.