

Report - LS2429 - 2024-01-19

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.

Students completed end-of-course evaluation questionnaire and had opportunities for informal feedback in class and through Canvas.

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.)

7 3 hour meetings

COURSE DESIGN

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

The course centres on input and activities to feed into general development and preparation for assignments. There are now more collaborative assignments. One assignment now centres on exploration of issues around writing tools, esp. GAI.

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 spent about 6-8 hours on work.

Some comments:

We spent roughly 2.5 hours in class and then I averaged a bit over 2 hours at home in between classes. It was nice since we did learn a lot of important things without the course being too hectic.

Very satisfied and comfortable! The task is just right in the balance of learning without over pressure.

Useful work, but not super time demanding

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?

All passed, though some needed to complete revisions before doing so.

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

Best thing about the course:

The workload was not that heavy. We learned enough by attending lectures and by group discussions!

The layout: new small weekly assignments with some continuous larger ones throughout the course. The flipped classroom was also adding to our learning intake.

The teacher (Jane) is so nice and warm. You could enjoy a wonderful learning atmosphere with friendly classmates and doing several awesome tasks.

Very relevant, useful.

The lectures was the best aspect of the course. Despite the length of each lecture, they remained engaging. This made the learning process easier and fun.

To improve:

Maybe more activities during the lectures

The groups that we were working with could be more clearly defined from the first lesson since you will work with your group throughout all lectures. Highlight the importance with italics/bold fonts on the course description page since there was at least one participant who had to drop the course due to missing two lectures in a row.

I think we need more discussion time in the class, because this is the most interesting part we like and we're often just a little short of finishing. Also, I might suggest to set an option for students to choose whether they want to finish their new task with new group or not.

Because everyone in this class is so nice and I really want to know more about them, but people always sit with the people who were in the last team as a rule, resulting in no change in the next team. I think it would also be great if they were given a choice and actually had the will to change. (depends on vote of course)

I was not a huge fan of the weekly "Read and Report" assignments. I would prefer doing something else. Maybe doing a small task or quiz that's connected to each text.

Advice:

That this course is fun and stimulating!

Read the course description carefully and attend the first lectures no matter what. Do not be afraid to voice your opinions in class since any kind of discussion will improve your English pronunciation and vocabulary.

Speak out your thoughts bravely! I assume that the students who take this class are friendly and open to discussion. Under this situation, it's great to express your opinions as much as possible and stimulate new perspectives in the class vibe.

Have fun

No, but thank you for this time! I had fun during the lessons

If you are still hesitating whether to choose this course, I will strongly recommend YES!!!

SUMMARY OF STUDENTS' OPINIONS

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

Students responded positively to the way of teaching, the atmosphere in the class, and the fact that it was a safe place in which to speak out.

They found the course relevant, useful, engaging, pedagogical and fun. Collaboration is an important part of the course and so comments about some concerns around the formation of groups are important to consider. The course is considered 'easy' compared to tougher engineering subjects, which is to be expected, and wasn't viewed negatively by students as they saw it as a chance to develop without too much pressure. However, some more challenging elements could be introduced.

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.

Generally a very satisfying course for the students and tutor. Some issues to consider re grouping and difficulty.

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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Some comments:

Very egalitarian and friendly.

I feel like the course was well adapted to the gender equality aspect. Part of the course content directly addressed the usage of pronouns in the English language that is good to know in any kind of environment to show one's neutrality in the matter (might be phrasing this wrong).

A good intergration with teacher and students.

The course is, in comparison to other Master courses, quite easy but well-suited for any profile. It is important to have an advanced knowledge

of English grammar, pronunciation, and vocabulary in any kind of academic or job environment.

PRIORITIZED COURSE DEVELOPMENT

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

Consider how best to form groups. Increase the level of difficulty of some elements.
