



## Report - LS2429 - 2021-06-10

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.

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

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.**

End-of-course survey

### 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.)**

Seven 3-hour weekly meetings with students on Zoom

### COURSE DESIGN

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

Interactive lectures; break-out room seminars/discussions; language study and quizzes on Canvas (new; previously, stds studied photocopies from books); Read and report; Assignments: writing instructions; a written and video pitch for a proposal; writing emails

### 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?**

Half the respondents were close to the 20 hr a week requirement; half worked closer to 10 hr a week. It could be that some stds did not put enough time into the language study. I feel that all stds did in fact put time and effort into the assignments. However, there is no doubt that all stds could benefit from more language study, so I will present this work in a more explicit way next time.

### 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?**

Only one std failed to complete the assignments. This std mentioned issues which might have affected performance.

### STUDENTS' ANSWERS TO OPEN QUESTIONS

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

see general summary



### **SUMMARY OF STUDENTS' OPINIONS**

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

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A number commented on work load: work load right - enough to do but not overwhelming

A number commented on the quality of the teaching: most pedagogical teacher I've ever had, wish all my teachers were as invested in the course; enthusiasm from the teacher; good teacher, I was always in a good mood after classes because you had such good energy; Jane is amazing!

A number commented on feedback: I like the way you gave feedback, I never felt stupid for any of my mistakes but I still learned from it

A number commented on use of different learning methods: different ways to learn

A number commented on transferability of content: have had and will have a lot of use from the things I have learned

A number commented on content: useful content; Learned about English 'manners' (assume this is for e.g. email conventions); improved my communication skills; great course and great support

A number commented on usefulness of Read and report and discussion

Some mentioned: better to have class on campus; some technical difficulties, but hey ...; more grammar;

### **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.**

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The feedback is largely very positive. Students feel engaged, comfortable and supported. There is a need to make sure the language work suits stds at slightly different levels so that it is challenging enough for more advanced stds and provides enough support for anyone struggling. It was good to get positive feedback on diverse learning methods and feedback, as these have been prioritised.

### **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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Nothing of note

### **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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Grammar to suit individual needs