

Report - LS2429 - 2022-08-01

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.

End-of-course KTH questionnaire

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.)

There are 7 scheduled face-to-face meetings

COURSE DESIGN

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

Input via Canvas and meetings
Collaborative activities
Preparation for assignments
feedback on assignments

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?

An average of 6-9 hours per week
Some comments:
Some weeks required a bit more (for instance, the week where the presentation had to be done).
I felt like the sessions gave me a lot of info and time to learn and use new skills etc. Not much time was needed outside of the sessions.
You always need to stick with the course. The workload is clearly distributed throughout the weeks and it is not very flexible. I personally don't mean this negative, it is just a statement of how I experienced it.

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 students passed, although some were required to redo assignments.

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

Great for exchange students because not all universities offer this kind of courses. However, the places are limited.
Very good course to prepare for working life, I recommend taking this in year 5, or 4, but not in the year 1-3 for a masters student.
Thanks for this amazing course. This was the best "off-topic" course that I have had so far.
Just that it was a really nice class and that your enthusiasm for the subject makes it so much more fun!
Best aspect:
I enjoyed the many discussions that I had with my peers. It is not very often that you get to discuss that much on different tasks etc.
I really liked Jane! It feels like she really likes teaching and wanted everyone to succeed, and teachers like this is unfortunately not very common in uni, so I really liked it.
The discussions and the feedback and self-reflections of the assignment.
The teacher Jane.
The interesting lectures.
I think the best aspect was that it was very structured and that it was just the right amount of workload. You could also choose to work really hard and spend a lot of time on the assignments, or if you had a stressful week you could work a little bit less. I also really liked the 3 hour long sessions because we did several different task and it did not feel boring or too long.
The group sessions with feedback and discussions, very rewarding.
To improve:
This might be difficult to change, but personally, I felt that the 3 hours long seminars were a bit hefty. Perhaps a part of the reason was that they were scheduled from 3 to 6 PM. But the course content itself was good.
I wish that it would have been possible to attend session on zoom or miss more than one. Sometimes other courses come up or you are sick /out of town so it would have been preferred to be able to do it on zoom.
I find the canvas page of this course quite confusing (many, many links). I honestly don't know how to make it better. It helped that we recieved the homework for the coming week in an email as well as on the slides. That gave me some guidance.
Also it was not clear to me that I had to prepare anything for the first class since in my experience the first class is mostly orientation and overview, which is why I did not actively search for preparation tasks. It was no problem that I didn't do this preparation though. Maybe an email would help there.
Maybe additional workshops .
I would probably spend less time on the AWL. The language test was good, but there were a lot of focus on the list but it did not really help me that much.
Advice to future stds:
Participate and enjoy the many discussions with your peer students.
Actively participate in the sessions, then you will not need to do much work at home, since you learn almost everything during the session.
Take as much as you can from this great course! It is quite intense, but the last seminar is very early in the term.
You will learn a lot that will help you in your future work life.
Depends on their level of english.
Read and communicate a lot.
Try to really utilize the sessions.
Participate in the group activities and don't miss the sessions.

SUMMARY OF STUDENTS' OPINIONS**Summarize the outcome of the questionnaire, as well as opinions emerging at meetings with students.**

The course evaluation and the comments were mainly very positive. Students value engaged teaching and clear content. There were some mixed comments on length of sessions and communication via Canvas. When students comment on the Academic Wordlist, the comments are usually negative or indifferent. We will review the inclusion of this.

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.**

Positive feedback on the whole.

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 differences in experience between:

- students identifying as female and male?
 - international and national students?
 - students with or without disabilities?
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Nothing significant.

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

Review use of Academic Wordlist
Review assignments
