

Report - LS2439 - 2022-06-27

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.

This course report is based on the courses from two teachers: the course with Jamie Rinder, autumn 2020 (17/28 respondents) and the course with Susanna Lyne, Spring + Autumn 2021 (with only a total of 7 respondents).

The LEQ questionnaire was open for three weeks after the final session, and students were explicitly asked to help developing the course by filling it in.

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.)

No evaluation meetings with students were arranged.

COURSE DESIGN

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

6 full-class meetings (mainly online due to Covid)

A final session devoted to the last oral presentation, often in two smaller groups (morning and afternoon).

Students are asked to prepare for group discussions and/or peer reviews each week. Two written assignments and two oral presentations (one as a video and one online, "live"), with grading criteria. Two shorter written assignments, without detailed grading criteria.

Academic Word List as quizzes in Canvas (NEW since autumn -21). Better focus on linguistic and pragmatic differences between spoken and written Academic English - this could have even greater focus,

Grammar exercises from Caplan's "Grammar Choices" to complete each week, several of them as Canvas quizzes. These grammar tasks focus on useful expressions for degree projects, and the different nuances that can be achieved through e.g. tense choices.

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?

HT -20: Average 12 hours.

VT -21: Average ?

HT -21: Average 8-9 hours.

The students should devote approx. 200 hours on the course, divided over 7-8 weeks = 25 hours/week.

It is clear that students spend far less time on the course than expected. This shows that the requirements to pass an assignment can be increased (revise the grading criteria - make it clear that students need to study the course material in order to pass an assignment)

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?

Spring and autumn 2021: All except one or two took the credits within three months after the final session.

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

Students are very pleased with the course. They like the atmosphere, and the variety of assignments and activities. The course is very clearly structured and the teachers are helpful.

Some would like a lighter workload, others say it's too easy. Students advise other students to take the course seriously, do the homework properly and engage in the course material.

SUMMARY OF STUDENTS' OPINIONS

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

Students are generally very pleased with the course. They enjoy the friendly atmosphere and the variety of assignments and activities. The course deals with hands-on tips that students can start using immediately. LEQ scores (autumn 2020 and autumn 2021) all between 6 and 7.

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.

Strong learning environment overall.

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 significantly stronger or weaker areas in the learning environment.

PRIORITIZED COURSE DEVELOPMENT

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

Even better focus on linguistic and pragmatic differences between spoken and written Academic English.

Use of the KTH Guide to Scientific Writing (quizzes?)

Make sure students work more hours, not fewer.
