Report - LS2439 - 2019-06-13

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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COURSE DESIGN
Briefly describe the course design (learning activities, examinations) and any changes that have been implemented since the last course offering.
Seven weekly meetings (approx. 3x45 mins). Continuous examination, no final exam.

Four assignments (graded P/F with grading criteria) + 30-min test in Session 6 on grammar/vocabulary.

In class: Review of previous learning (retrieval practice), Read and Report activities, group discussions, analysis of texts, practice presentations, individual work following direct instruction, guided vocabulary acquisition. Teacher gives whole class feedback and advice on assignments. Sessions start with students checking answers to vocabulary worksheets, and marking down any questions they did not understand. Teacher reviews these questions with whole class.

I have introduced retrieval practice as an integral element of the course. Guided vocabulary learning and constant, spaced testing of previously learnt knowledge.

THE STUDENT'S 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?
Average of 10.1 hours, so only half the amount of time they should be spending. This has been a problem on previous rounds, and is something to develop.

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 but one student passed the course. This is consistent with previous results.

OVERALL IMPRESSION OF THE LEARNING ENVIRONMENT
What is your overall impression of the learning environment in the polar diagrams, for example in terms of the students' experience of meaningfulness, comprehensibility and manageability? If there are significant differences between different groups of students, what can be the reason?
Extremely positive results with average of 6.61.

ANALYSIS OF THE LEARNING ENVIRONMENT
Can you identify some stronger or weaker areas of the learning environment in the polar diagram - or in the response to each statement - respectively? Do they have an explanation?

There are no areas which are significantly stronger or weaker than another.

ANSWERS TO OPEN QUESTIONS
What emerges in the students' answers to the open questions? Is there any good advice to future course participants that you want to pass on?

Students felt that the course was extremely useful.
They liked the interactive elements of the course.
They felt that working on presentations was very useful.
Students responded positively to the international environment, and that they worked with different people each time.

Some students commented on the grammar work, feeling that they were repetitive.

Advice : be active, participate, work with lots of different people.

PRIORITY COURSE DEVELOPMENT
What aspects of the course should primarily be developed? How could these aspects be developed in the short or long term?

Long term - The course literature could be taken away, or replaced with something more appropriate. All the exercises could be given as digital tasks.

Short term - there is ongoing digitalisation of learning materials
Assignments - we could cover introduction, lit review, method and results in four assignments. This may be more helpful.