

PUBLISHED COURSE ANALYSIS



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A course analysis has been carried out and published by the course convener.

The Karlstad University evaluation tool is owned by the Professional Development Unit and is managed by the systems group for educational administration.

American Literature, 1620-1919, 7.5 ETCS cr. (ENADL5)
Course convener: Maria Holmgren Troy

Basic LADOK data

Course Code: ENADL5
Application Code: 35196
Semester: HT-20
Start Week: 202036
End Week: 202102
Pace of Study: 25%
Form of Study: Distans

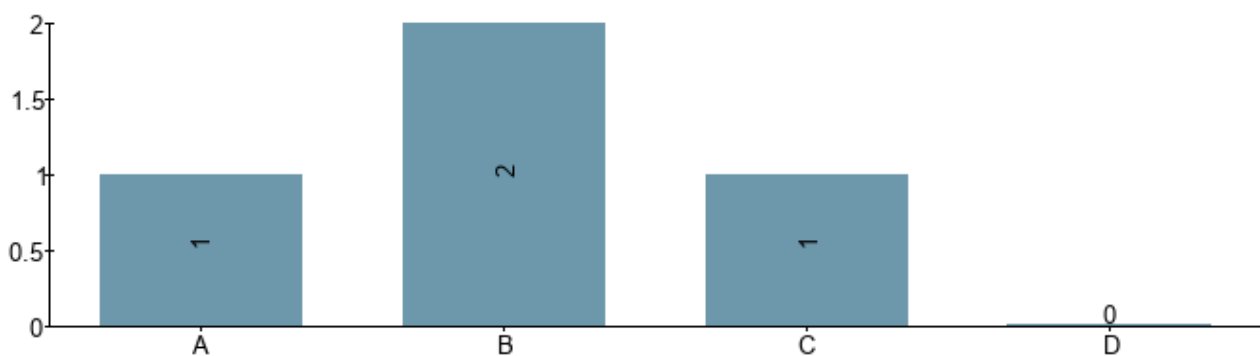
Course Data

Number of questionnaires answered: 4
Number of first registrations^[1]: 10

Changes suggested in the course analysis of the previous course date:

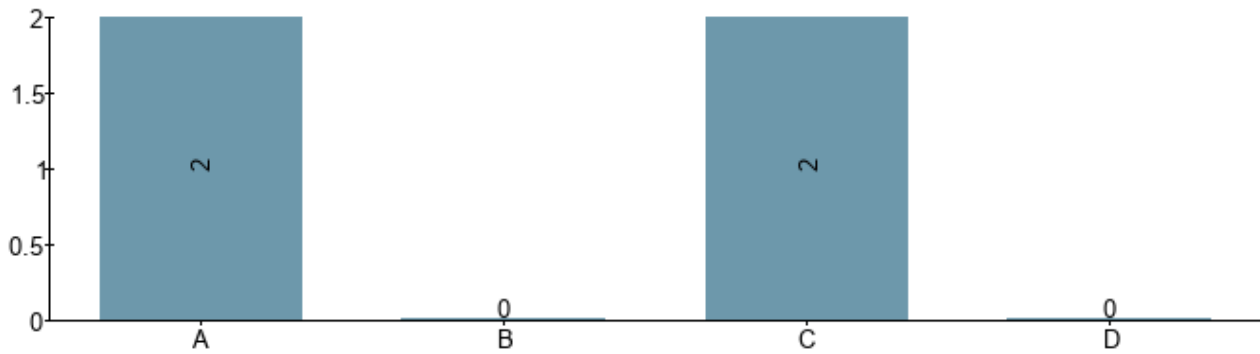
There was a suggestion to make the instructions for the oral assignment more specific. The instructions used this time have been developed and used recently in other courses and have worked well, which they seemed to have been doing also in this course.

1. The contents and structure of the course has supported the achievement of the learning outcomes



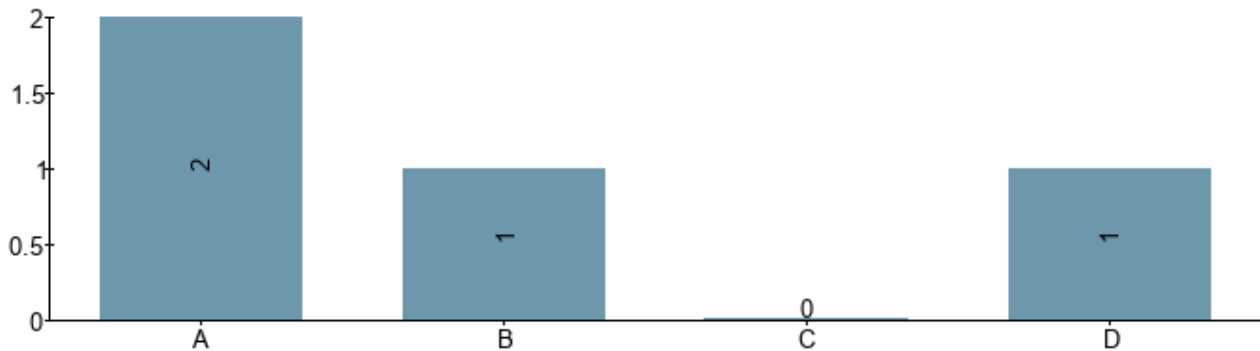
- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

2. The assessments included in the course have given me the opportunity to demonstrate my achievement of the learning outcomes



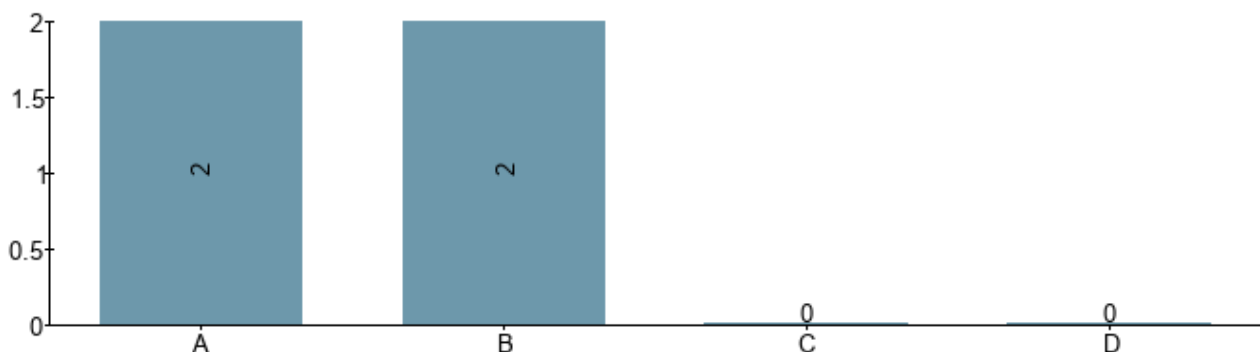
- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

3. My workload (including scheduled activities and independent work) during the course has been



- A) 40 hours per week or more (or 20 per week or more for courses given as half-time studies, 10 hours or more for cour
- B) Between 30 and 39 hours per week (or between 15 and 19 hours for courses given as half-time studies, or between 8
- C) Between 20 and 29 hours per week (or between 10 and 14 hours for courses given as half-time studies, or between 5
- D) Less than 20 hours per week (or less than 10 hours per week for courses given as half-time studies, or less than 5 h

4. During the course, I have experienced the reception from teachers and other staff as professional



- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

Analysis based on course evaluation, including comments fields. If information has been collected in other ways, it should also be analysed here. Any effect of joint courses should be commented

on.

Out of 10 registered students, 6 took part in the course, and 5 of those have finished it with good results, the 6th has to submit two remaining assignments (out of six). As can be seen, there is some variation in the answers to the multiple choice questions, which is also reflected in the free text comments. There is fortunately agreement on the professional conduct of the two teachers. Three out of four also think that the course supported the achievement of the learning outcomes to a large extent. Opinions are divided on whether or not the course has given the students enough opportunities to demonstrate their achievements. One student commented on this question and expressed frustration with not being encouraged but instead discouraged to think and work "outside the box." One reason for why I want students primarily to engage with the assigned material, and especially with the primary sources, is that I have noticed lately that some students are very happy to dig up academic articles about the primary sources instead of thinking and working with them themselves. (This might of course not have been the case if this student had been less restricted.) Two students have worked more than ten hours a week with the course, and two less than ten hours (one of those much less). Two comments suggest that the workload was somewhat unevenly distributed. The other free text comments are also very diverse, but mostly positive. I have shared them with my colleague who co-taught this course with me.

Suggestions for changes to the next course date.

There are two individual suggestions for changes in the free text comments. One has to do with a stricter chronology and stronger focus on literary history in all of the seminars. The other suggests that, since this is a distance course, it would be nice if we made the seminars more visually stimulating. I will take both of these suggestions into consideration next time the course is offered. The workload/reading for the seminars should also be reviewed and possibly changed to make the workload more even.

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1. **Number of first registrations for a course:** First registration = the first time a student registers for a specific course.