

PUBLISHED COURSE ANALYSIS



Publishing date: 2023-01-30

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.

Macroeconomics, Globalization and Economic Growth, 15.0 ECTS cr. (NEGA11)
Course convener: Jesper Huric Larsen

Basic LADOK data

Course Code: NEGA11
Application Code: 39207
Semester: HT-22
Start Week: 202245
End Week: 202302
Pace of Study: 100%
Form of Study: Campus

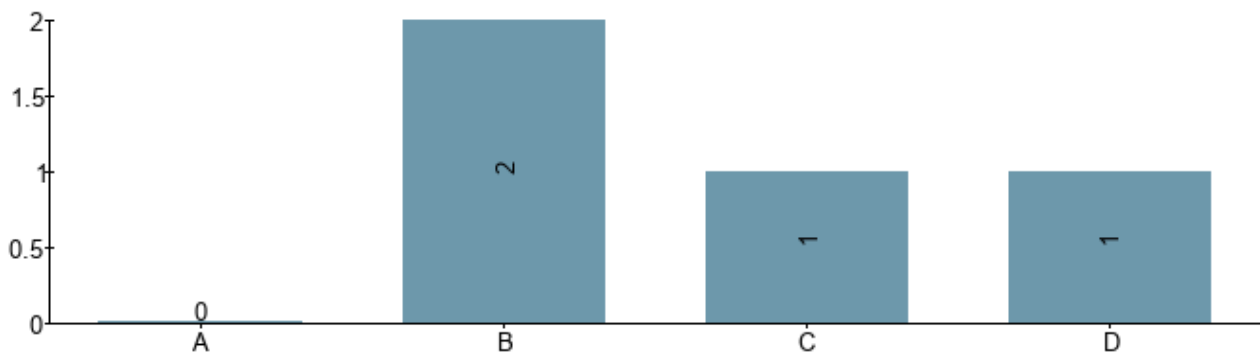
Course Data

Number of questionnaires answered: 4
Number of first registrations^[1]: 35

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

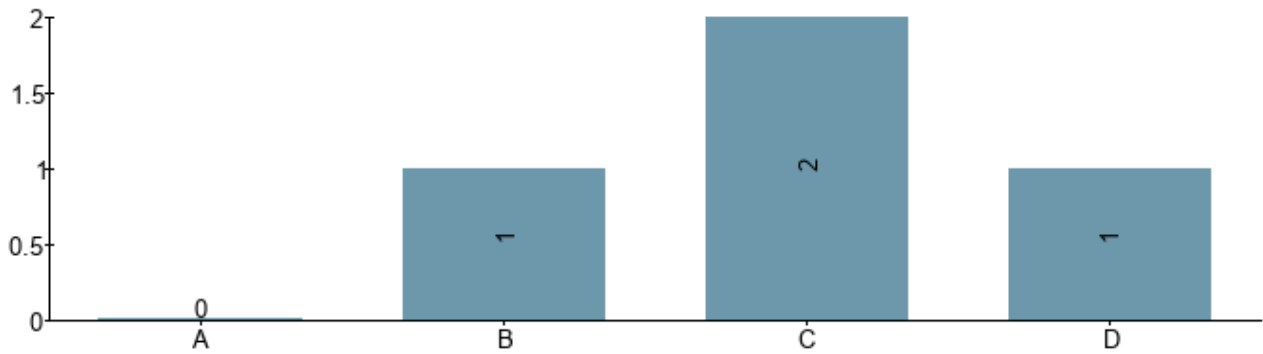
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1. The contents and structure of the course has supported the achievement of the learning outcomes



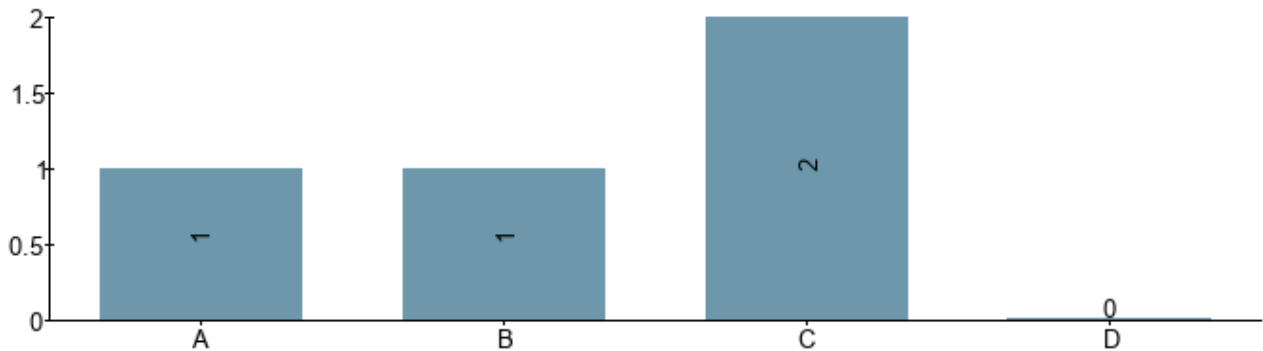
- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

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



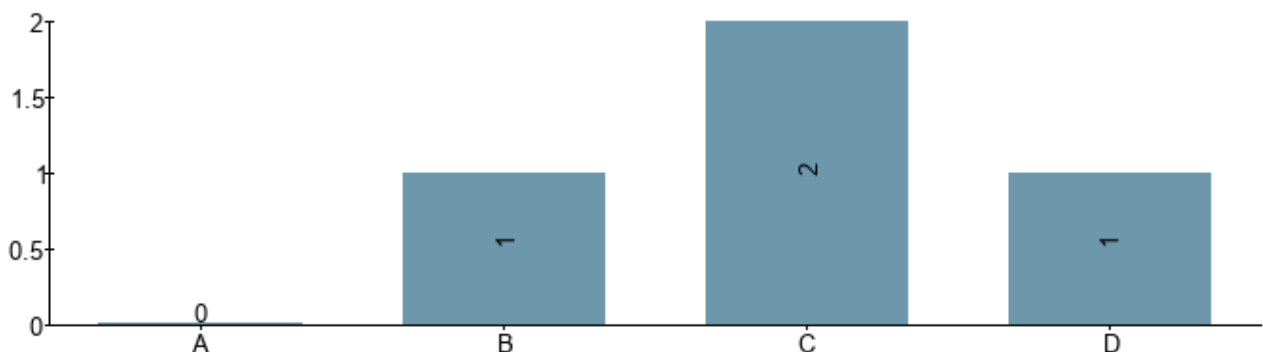
- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

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.

Regarding.... "A bit unclear on the group project the amount of words that one should write. Better to say 4000 - 5000 words if that is what you want.".... the requirement didn't say anything about the number of words, instead it said you had to produce 15 pages, nothing less nothing more

Regarding... "Not enough time to ask questions during the classes.".... I got very few questions from students in class, then again noone mailed me any questions about the curriculum or the content of the exam either although this was an open option for all students and was repeatedly told in class.

Regarding: "it would be nice if the explaining of formulas would be kept short"... it really depends on the formula

Regarding: "There should be time given for questions"... no one asked

Regarding: "Have a better studies guideline for the exam, It was practically impossible to study for it as it is now".... the instructions for the coming exam was quite clear, it was said that students should expect to see questions from all the curriculum, the exam had questions from all parts of the curriculum

Regarding: "Have a better studies guideline for the exam, It was practically impossible to study for it as it is now".... the guide was very simple this time, expect questions from all parts of the curriculum, so please study it all

Regarding: "It was truly clear that Jesper didn't care much about his students. He kept saying that his lectures and slides were the most important parts to learn and pass our test. Funny enough, his lectures were boring and not giving at all. Jesper kept going into unnecessary detail about things that didn't even show up on the test. It was also apparent that Jesper put little to no effort in his slides, with misspellings and weird expressions. His Philips Curve assignment/submission had unclear instructions. Overall, Jesper is the worse lecturer I've had so far."... wow...I guess this student doesn't understand university teaching, the lectures are always more important than the textbook and the slides. That student decides not to show up for the lectures is their decision. That the lectures are boring, well I can't force students to like the course content, they have to find their own motivation for studying. University teaching is not entertainment, and I'm not supposed to entertain students. Given that this is the first time any student has commented on the 'weirdness' of my slides I cannot see the relevance of the opinion. If the assignment instructions were so unclear, why did I have no questions from any students about the assignment objective? Those groups that failed (had to complement) their assignment had to do so because of poor writing skills, an inability to comply with simple requirements, such as 'you should write 15 pages, nothing less, nothing more', and an inability to explain simply macroeconomic contexts using textbook definitions and explanations.

Suggestions for changes to the next course date.

Students always get disappointed when they realize that the skills that they thought they had do not match up with reality. University studies are not a walk in the park, it is not entertaining, and generally, more is expected from students than they realize. Next time I will try to clarify what is expected from them in the course and generally.

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