PUBLISHED COURSE ANALYSIS

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.

Business by Web and Web Analytics, 7.5 ECTS cr. (ISGA97)
Course convener: John Sören Pettersson

Basic LADOK data

| Course Code:	ISGA97
Application Code:	38611
Semester:	HT-21
Start Week:	202145
End Week:	202202
Pace of Study:	50%
Form of Study:	Campus

Course Data

Number of questionnaires answered: 5

Number of first registrations[1]:   33

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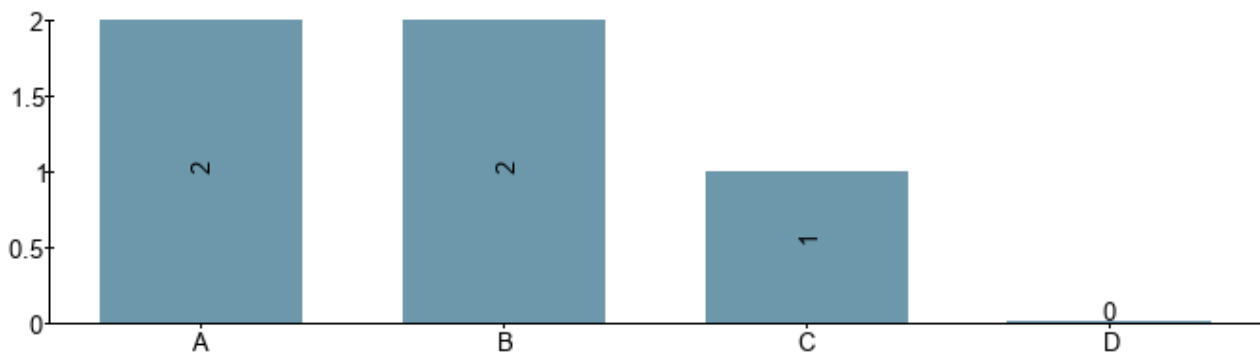
A) To a very large extent
B) To a large extent
C) To some extent
D) To a little extent or not at all

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

A: 1	B: 3	C: 1	D: 0
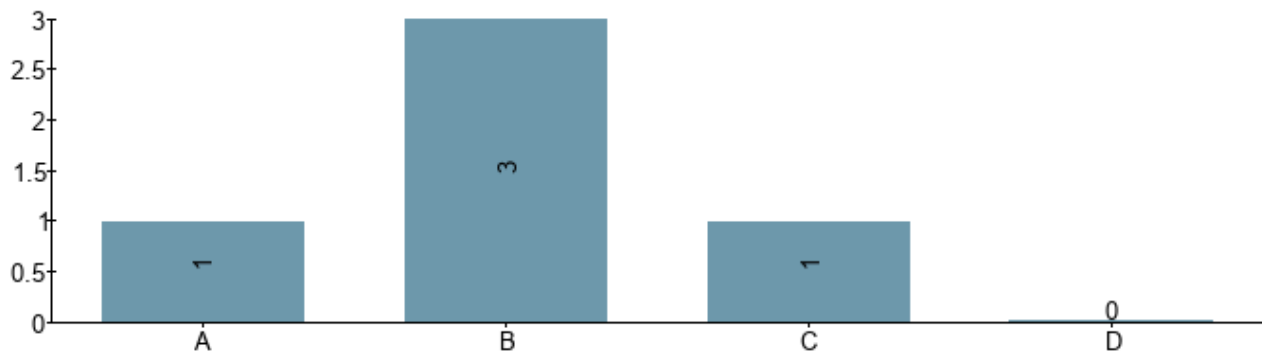
A) To a very large extent
B) To a large extent
C) To some extent
D) To a little extent or not at all

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

A: 0	B: 1	C: 3	D: 1
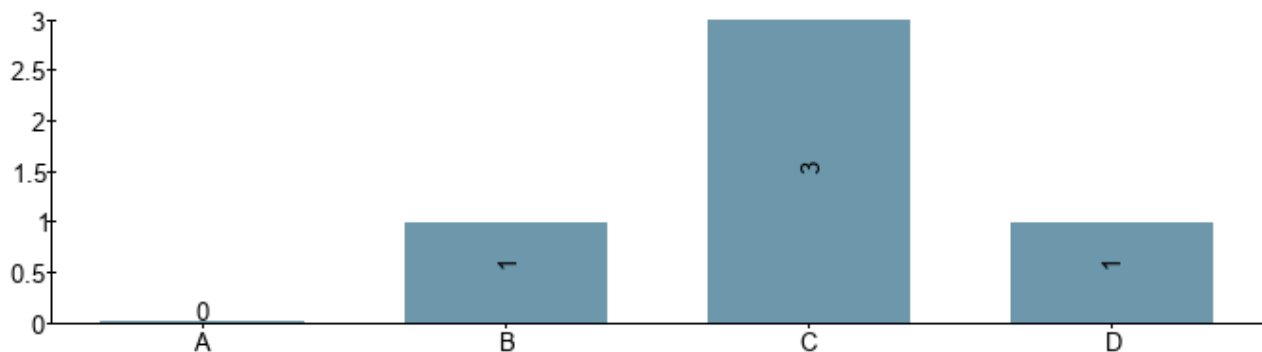
A) 40 hours per week or more (or 20 per week or more for courses given as half-time studies, 10 hours or more for cour
B) Between 30 and 39 hours per week (or between 15 and 19 hours for courses given as half-time studies, or between 8
C) Between 20 and 29 hours per week (or between 10 and 14 hours for 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: 3	B: 1	C: 1	D: 0
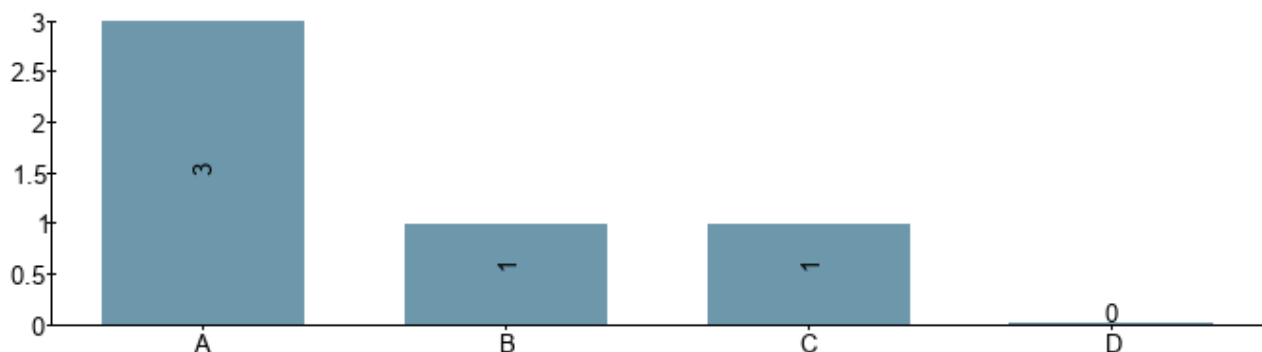
A) To a very large extent
B) To a large extent
C) To some extent
D) To a little extent or not at all

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.

Three students answered on what to keep: "Flexible dates for presentation, a lot of different literature", "I enjoyed when the course was having a intrudoction about other companies or topics, when we had guests in our lectures. As an example, when we went to inovation park, or had a lecture about gamification, it gave inspiration to write third essay. And just showed more what we as person can work with in the future." and "The presentations. That the teacher explains a review of what we are studying. Thanks to that I could practically understand everything. It is also clear that the student has to give his own effort, that is, me in this case."
But a fourth student gave this criticism "Booked lectures but no teacher shows up. A lot you have to find out on your own, so why are teachers needed?" Teachers' comment: Indeed we had some incidents but bearing in mind a sudden lack of staff and ongoing recruitments, it was unavoidable that we would fail at some single points. Supervision is very much needed. It is clear that students not showing up at supervision fail more than students who attend.

Suggestions for changes to the next course date.

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