

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.

Technical Foundations of Digital Media and Digital Design, 15.0 ETCS cr. (MKGB90)

Course convener: Susanne Almgren

Basic LADOK data

Course Code: MKGB90

Application Code: 33975

Semester: HT-19

Start Week: 201935

End Week: 201944

Pace of Study: 100%

Form of Study: Campus

Course Data

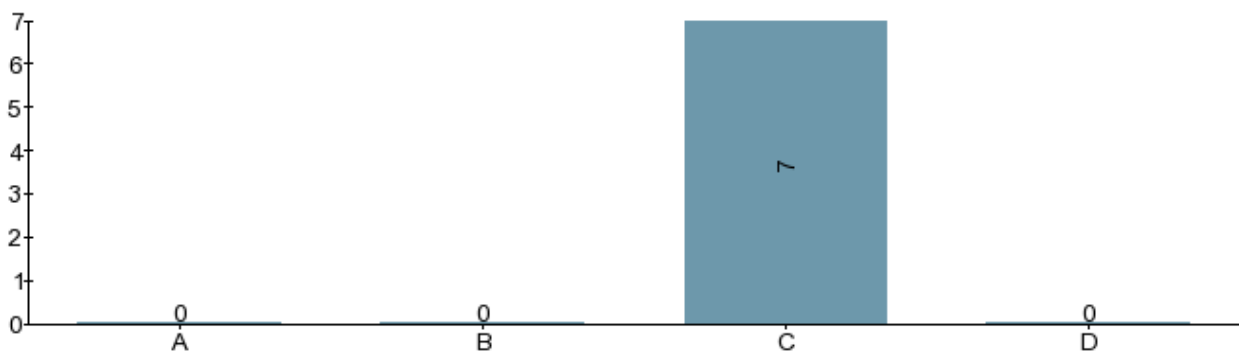
Number of questionnaires answered: 7

Number of first registrations^[1]: 23

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

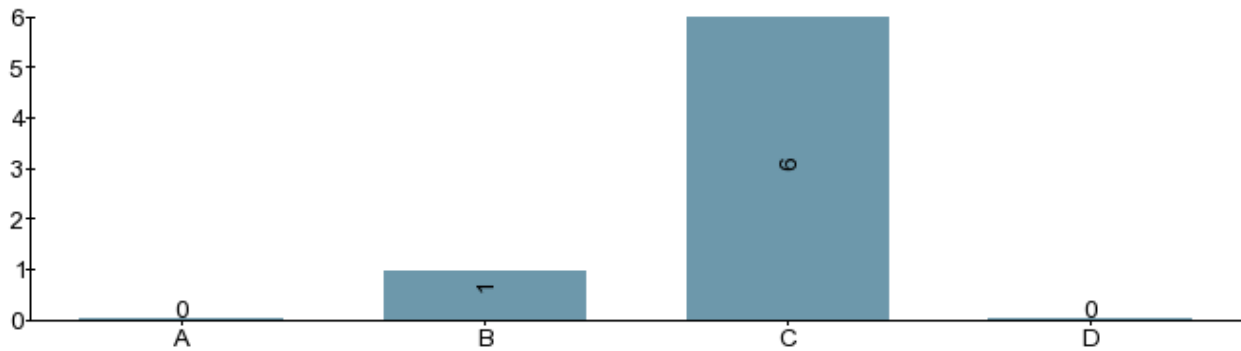
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1. The contents and structure of the course has supported the achievement of the learning outcomes



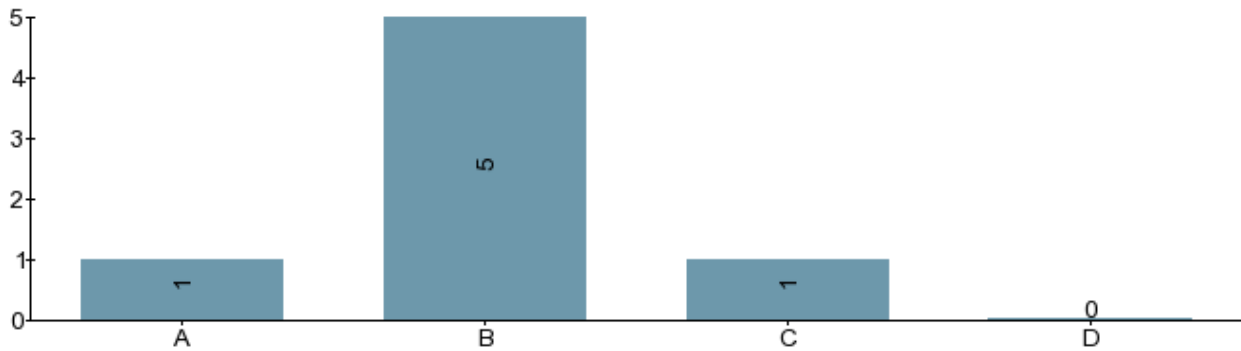
- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

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



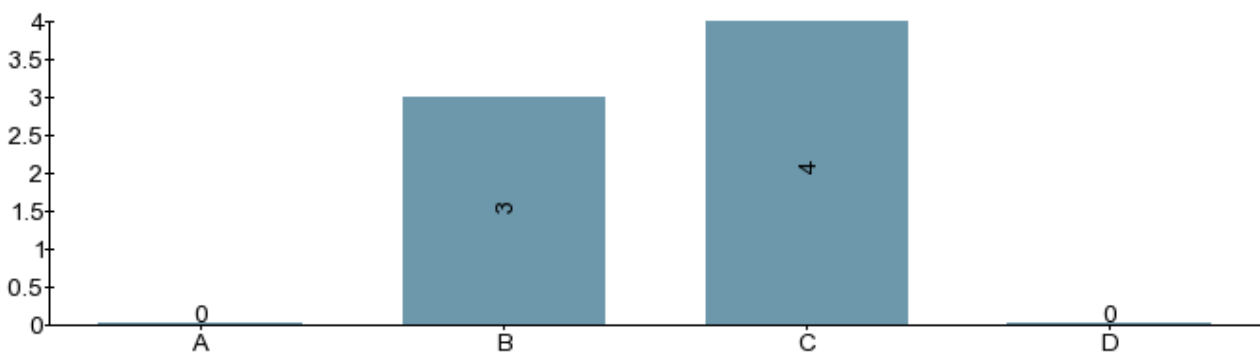
- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

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 courses given as part-time studies)
- B) Between 30 and 39 hours per week (or between 15 and 19 hours for courses given as half-time studies, or between 10 and 14 hours for courses given as part-time studies)
- C) Between 20 and 29 hours per week (or between 10 and 14 hours for courses given as half-time studies, or between 5 and 9 hours for courses given as part-time studies)
- 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 hours per week for courses given as part-time studies)

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

should also be analysed here. Any effect of joint courses should be commented on.

The overall student grade throughflow is high in the course, when this is written (appr. 1 month after the course ended), 87% of the students have received a pass grade or better (87% in the first partial course and 96% in the second). The response rate of this survey was unfortunately just 7 out of 23 (30%) which makes it difficult to draw general conclusions.

Overall, the students in the comments express that they have learned a lot, but they express different views and what aspects they thought was most valuable.

However, some critical points are mentioned more than once: The relatively individual structure of one course assignment (the wiki connected to the DMI-tools), and the free text writing character of both writing assignments, aimed specifically to train them for the forthcoming thesis work, continues to cause concerns about how to write. This seems to be especially salient regarding the wiki-related assignment. Since the students do a wiki in a previous course, it is suggested that the wiki assignment will be replaced with a more traditional paper writing assignment. To help the students recall the training they got from a previous course in academic writing, one suggestion is to add submission guidelines in concordance with the list below, in the assignment descriptions (under Uppgifter) in Canvas (not in the course guide according to recommendation from the program leader M. Toresson Runemark).

Submission Checklist (example)

-While this text does not have to follow a given structure, try to find subheadings that make sense and guide your reader through the text -You are expected to refer to literature wherever applicable. Cite according to APA style and provide a clear bibliography. Tutorials and frequently asked questions about APA style can be found on <https://www.kau.se/en/library/writing-referencing/referencing-and-citing/writing-references/writing-references>

Some students have expected specific grade criteria for each grade for each assignment in the course. Since this is not required in Högskoleförordningen (nor in the regulations of KAU), students describe that teachers may vary in how they express criteria for different assignments. Therefore, information has been given both orally and in writing that it is always the learning outcomes in the syllabus, and how the students reach these in terms of extent and depth, that determine the overall assessment of the students' work. To help the students regarding this (and finding the learning outcomes of the course since this seems difficult on the KAU website) it is suggested that information about the learning outcomes (and if applicable to different assignments, how they are weighted) will be pasted into the assignment descriptions in Canvas under "Uppgifter".

Suggestions for changes to the next course date.

- 1) Discuss with program leader if the wiki assignment can be replaced with a more traditional paper writing assignment.
- 2) Clarify that it is how the students reach the learning outcomes in the syllabus (to which extent and with what depth) that determines the grade criteria. If necessary, point towards the regulations that apply. Aid the students, by pasting in the learning outcomes, and if/when applicable for different assignments, weight them, for instance as below:

Grading

The assignment will be graded according to the learning outcomes of the course. A basic requirement for receiving a pass grade is that language and style are adequate to academic work and that the text contains substantial references to the course literature with accurate referencing. Whether you receive a pass grade (G) or the grade of pass with distinction (VG) depends on whether your work is of sufficient quality to provide evidence that you have reached the learning outcomes.

The most important learning outcomes for this particular assignment are (learning outcome A), and that you (learning outcome B). The following aspects of the learning outcomes are also especially important for this assignment: (list other learning outcomes applicable for the assignment).

- 3) Use submission checklists with word count specifications in Canvas under "Uppgifter" in concordance with the example below.

Submission Checklist (example)

-While this text (1200 words) does not have to follow a given structure, try to find subheadings that make sense and guide your reader through the text
-You are expected to refer to literature wherever applicable. Cite according to APA style and provide a clear bibliography. Tutorials and frequently asked questions about APA style can be found on <https://www.kau.se/en/library/writing-referencing/referencing-and-citing/writing-references/writing-references>

- 4) The book by Kelsey is criticized for being too basic by one student. However, it is difficult to assess from just one student's opinion (out of 23), that this should lead to replacement with a book on more advanced level. This needs to be discussed among the teachers before making a decision.

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