

# 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, Student Centre.

*Business English I, 15 ETCS cr. (ENGA1E)*

*Course convener: Andreas Lind*

## Basic LADOK data

Course Code: ENGA1E

Application Code: 29752

Semester: HT-17

Start Week: 201735

End Week: 201803

Pace of Study: 50%

Form of Study: Distans

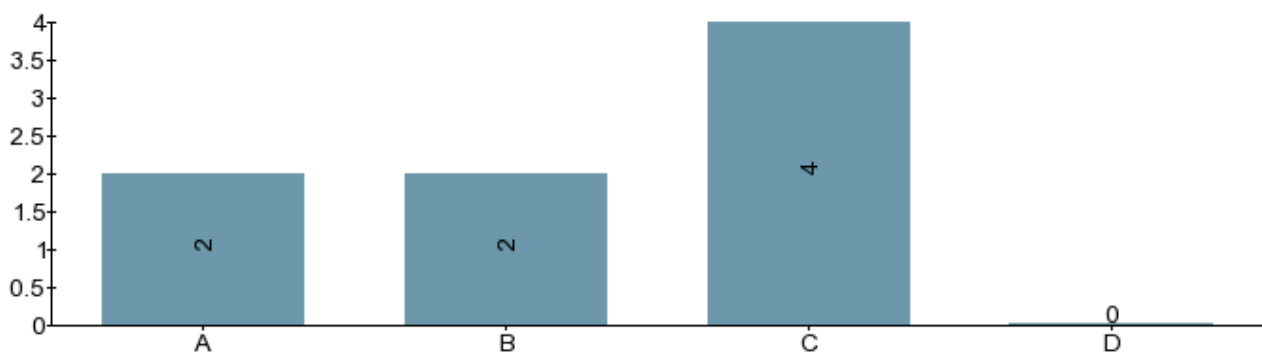
## Course Data

Number of questionnaires answered: 8

Number of first registrations<sup>[1]</sup>: 26

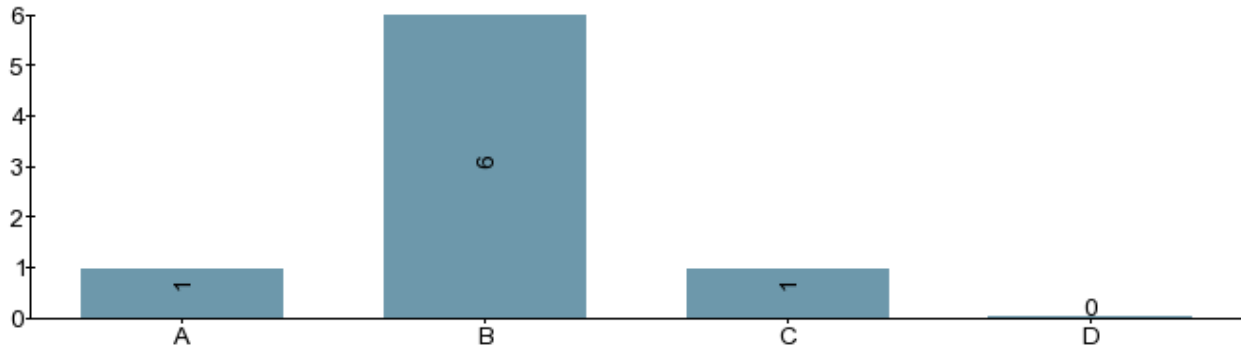
## Changes suggested in the course analysis of the previous course date:

1. During the course I developed the knowledge, skills and other competencies described in the learning outcomes.



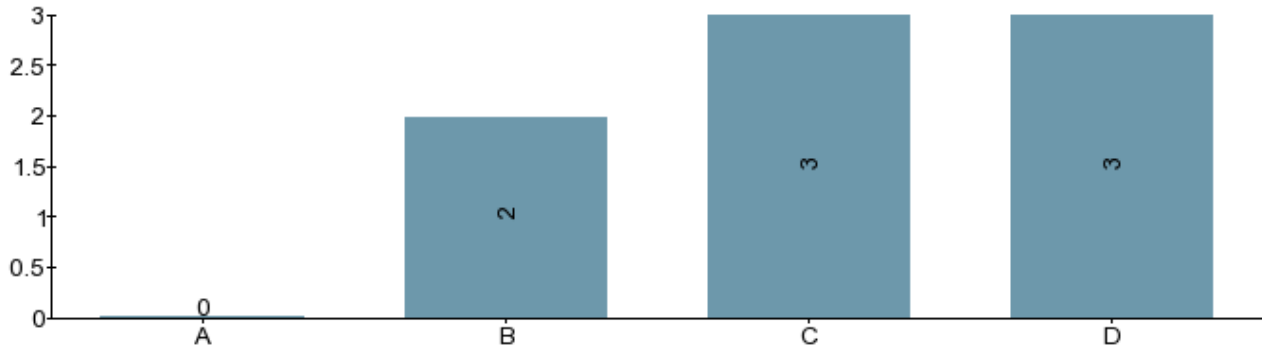
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

2. In the examinations, I had the opportunity to demonstrate if I have acquired the knowledge, skills and other competencies described in the learning outcomes.



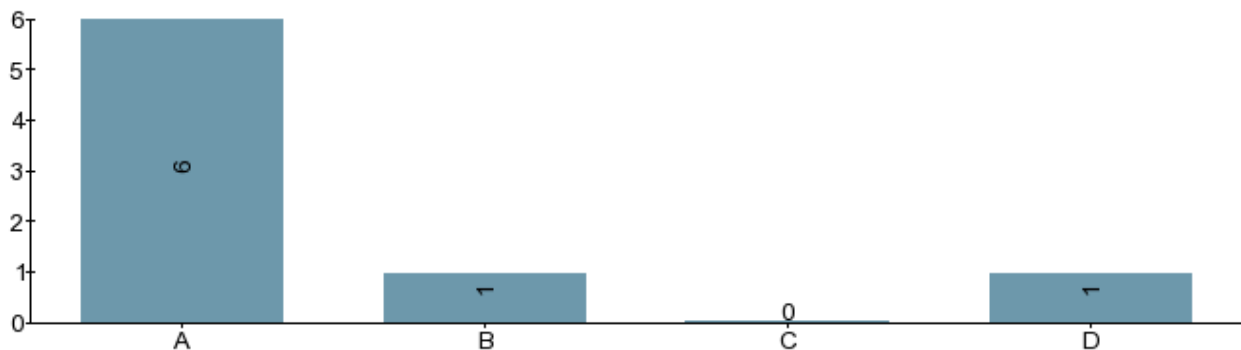
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

3. On average, I spent the following number of hours on coursework per week:



- A) More than 40 hours (or more than 20 hrs at 50% study pace, more than 10 hrs at 25% study pace)
- B) Between 30-39 hours (or between 15-19 at 50% study pace, between 8-10 at 25% study pace)
- C) Between 20-29 hours (or between 10-14 at 50% study pace, between 5-7 at 25% study pace)
- D) Less than 20 hours (or less than 10 at 50% study pace, less than 5 at 25% study pace)

4. During the course, I have found that teachers and other staff have been:



- A) Professional and very accommodating
- B) Professional and accommodating
- C) Professional
- D) Deficient

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

There was nothing revolutionary or spectacular about this run of the course but I'm pleased to report two further improvements:

- The introduction of learning journals on this course not only seemed to help promote students' day-to-day language learning and linguistic awareness but also made their thought process and course-related endeavours more transparent to the teacher. The learning journal is definitely a "keeper" and will enter the soon-to-be updated syllabus for ENG A1E.
- The introduction of individual tagging of contributions to the vocabulary list didn't only help reduce "free-loading" (see analyses from recent years) but it also seemed to have a positive impact on students' commitment to the group project work as well - a somewhat unexpected but welcome side effect, and it remains to be seen whether it will recur in future classes.

PS Since very few students took the trouble to evaluate ENG A1E in this particular format and fewer still took the opportunity to leave a comment of any sort, third-party readers may be tempted to believe that students were lukewarm or even indifferent about the course and its teacher this semester, but nothing could be further from the truth. Examples of spontaneous feedback they've sent directly to the teacher during and after the course includes the following Itslearning message:

"I must take the opportunity to appreciate the support you've given me (and my group-work comrade). Not many teachers would answer me within 10 minutes half past seven a Tuesday afternoon. Not many teachers would take the time and energy to see that two students are lagging behind in their group-work, and taking initiative to put these two together and guide them through their tasks. I don't think this is required of you as a teacher, but it certainly is appreciated. I know that [name of project team member] also agrees with me on this.

I feel that you truly care about your students and are completely committed to give them all the support you can. If all teachers possessed these qualities, I'm sure that our educational results today would be better.

I'll conclude by saying that, for me anyways, you've set the bar really high and also set an example for other teachers to live up to. It will almost be a bit sad to go back to ordinary studying."

Another student wrote "Thank you again for being such an understanding teacher. I wish more teachers would have put this amount of time and effort on their students for them to develop their skills." and a handful of others wrote to the teacher to applaud his level of commitment and encouraged him to keep up the good work and his "style of teaching" - not to mention the oral praise the teacher has received in class and Skype meetings.

### **Suggestions for changes to the next course date.**

From Spring 2018 onwards, the more course-specific and detailed evaluation forms used previously will be reintroduced to ensure that a lot more elaborate and relevant feedback (including constructive criticism) from students is formally collected and accounted for.

As for the folder structure of the course in Itslearning (described as "quite messy" above by one participant) copied below for reference), it should be quite straightforward provided that participating students 1) understand that the Tasks & Activities folder is where all tasks and activities are either assigned or linked to and 2) actually read the study guidelines and tips in the Study Guidelines & Tips folder carefully and all the way through. The Tasks & Activities folder description already states "This is the folder where I'll post and link to all material and information you need in order to take an active part in and complete the campus version of English for Science & Technology I from the first day of the course onwards. In order to stay in synch with the progression of the course, be sure to check back at least once every two weeks. / AnL" but I'll be sure to post a reminder about this on the bulletin board as well to be on the safe side, along with a reminder of the importance of reading all segments of the study guidelines (according to the Status and Follow-Up > Personal reports overview, a staggering amount of students don't even open half of them).

Current folder structure:

- \* Business English I (ENG A1E - distance version), 2017:2
- \* Tasks & Activities
- \* Study Guidelines & Tips
- \* Individual Drafts & Feedback
- \* Reflections & Learning Journals
- \* Groups & Group Work
- \* Coffee & Cream
- \* Q's & A's

Just like the metric system could seem confusing at first to somebody raised on quarter ounces, square feet and imperial gallons, "my" particular folder structure may of course bewilder students who've just moved on from a course with an entirely different approach. Nonetheless, all participants who actually make an effort to understand and embrace this folder structure should stand a fair chance of grasping it within the first 2-3 weeks of teaching, really.

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