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.

Communication and digitalisation in tourism, 7.5 ECTS cr. (TVGT32)
Course convener: Lotta Braunerhielm

Basic LADOK data

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Course Code:	TVGT32
Application Code:	40195
Semester:	HT-22
Start Week:	202245
End Week:	202249
Pace of Study:	100%
Form of Study:	Campus

Course Data

Number of questionnaires answered: 3

Number of first registrations[1]: 15

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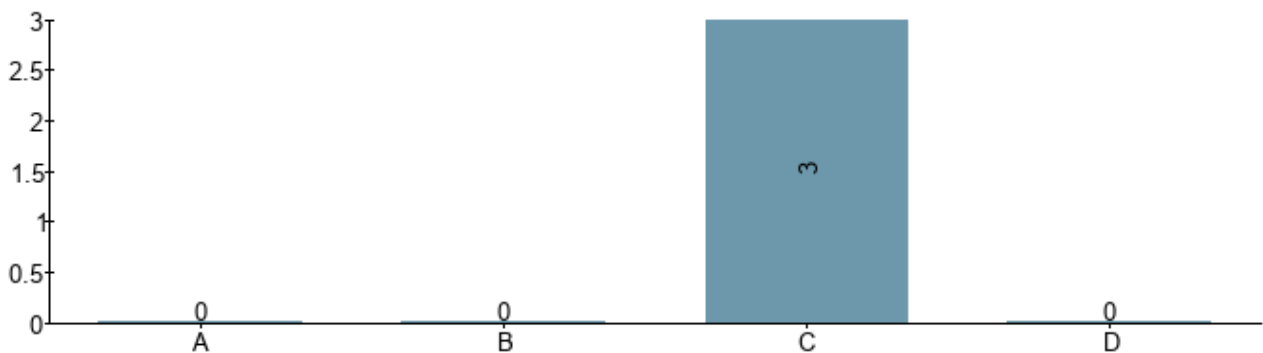
A) To a very large extent
B) To a large extent
C) To some extent
D) To a little extent or not at all

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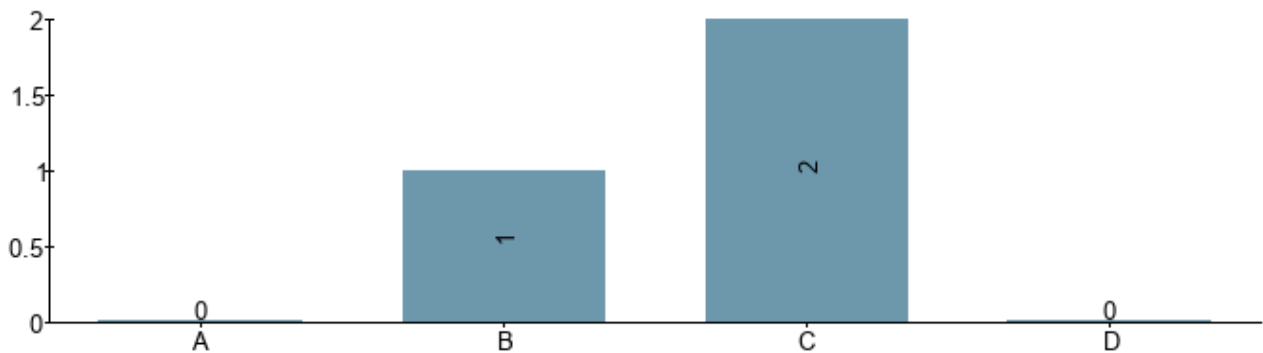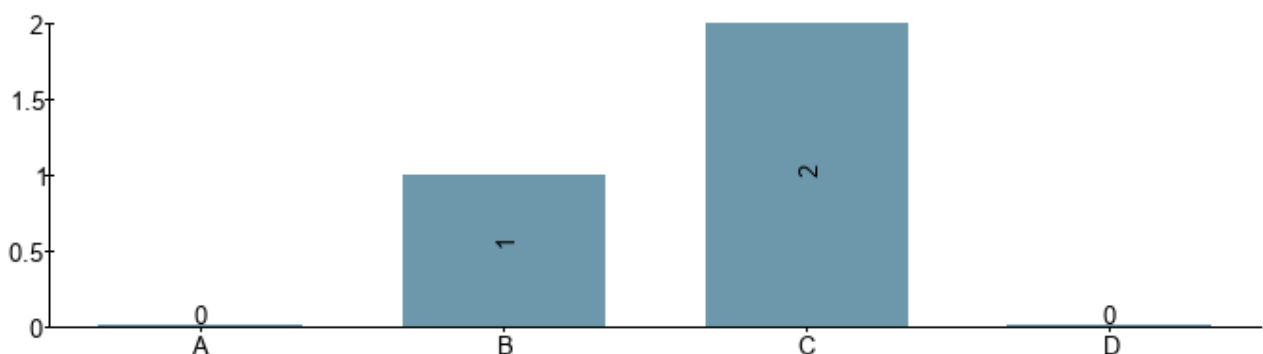

A) To a very large extent
B) To a large extent
C) To some extent
D) To a little extent or not at all

3. My workload (including scheduled activities and independent work) during the course has been
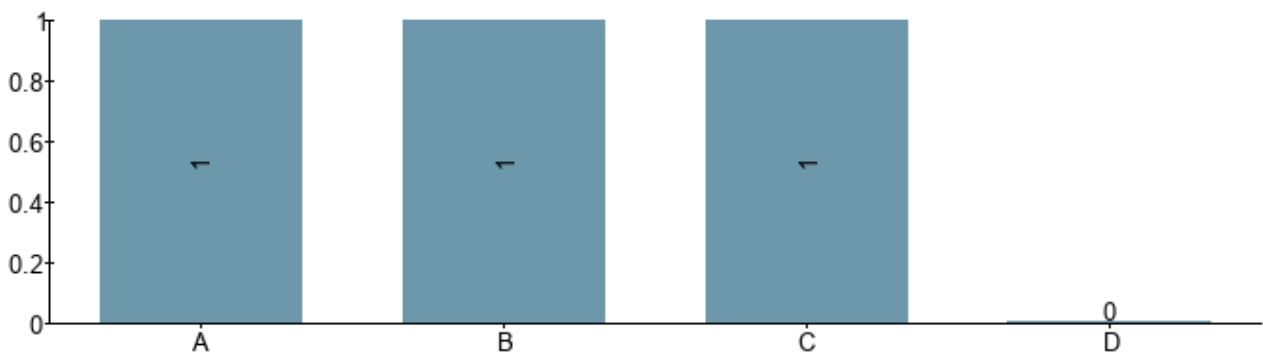
A) 40 hours per week or more (or 20 per week or more for courses given as half-time studies, 10 hours or more for cour
B) Between 30 and 39 hours per week (or between 15 and 19 hours for courses given as half-time studies, or between 8
C) Between 20 and 29 hours per week (or between 10 and 14 hours for 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.

- This is the second time this group of students are part of a group assignment together with Erasmus-students. This is the second time they experience that a group assignment with Erasmus-students does not work. We need to inform Erasmus-students how a group assignment work and what our expectations on them are.
- Still the assignment and the way of working is difficult for the students. They are reminded of the fuzzy goal and the new way of working.
- The literature seminars and lists of the readings what to read and when were quite useful, but it was a bit messy to jump back and forth between the seminars and the group work.

Suggestions for changes to the next course date.

- Create individual tasks instead of a group assignment and in that case reduce the amount of work
- Add more mandatory elements in the course
- Start the course with a separate meeting with the Erasmus-students in order to discuss expectations and how the course works.
- Make the instructions for the assignment shorter and clarify recommendations/instructions for each step and tutorial.

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