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.

Social Media & Social Theory, 7.5 ECTS cr. (MKGA92)
Course convener: Christian Ritter

Basic LADOK data		Course Data	
Course Code:	MKGA92	Number of questionnaires answered:	3
Application Code:	40362	Number of first registrations[1]:	17
Semester:	VT-23		
Start Week:	202308		
End Week:	202312		
Pace of Study:	100%		
Form of Study:	Campus		

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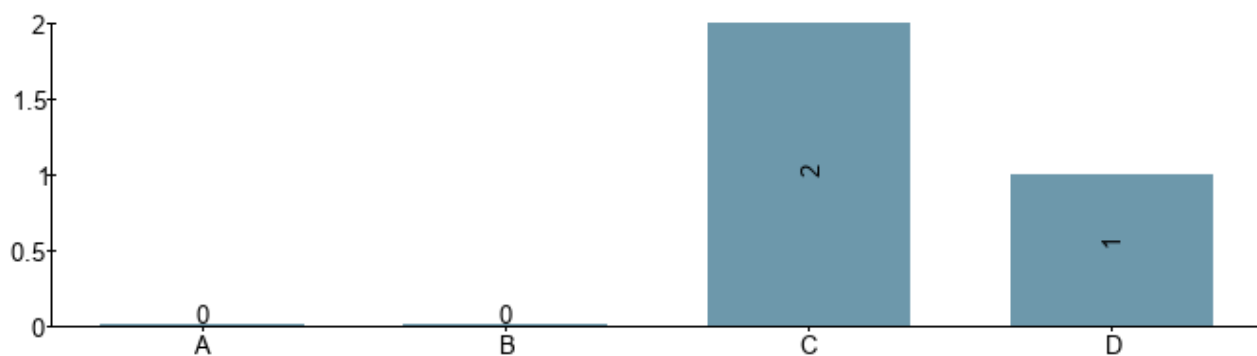
A) To a very large extent
B) To a large extent
C) To some extent
D) To a little extent or not at all

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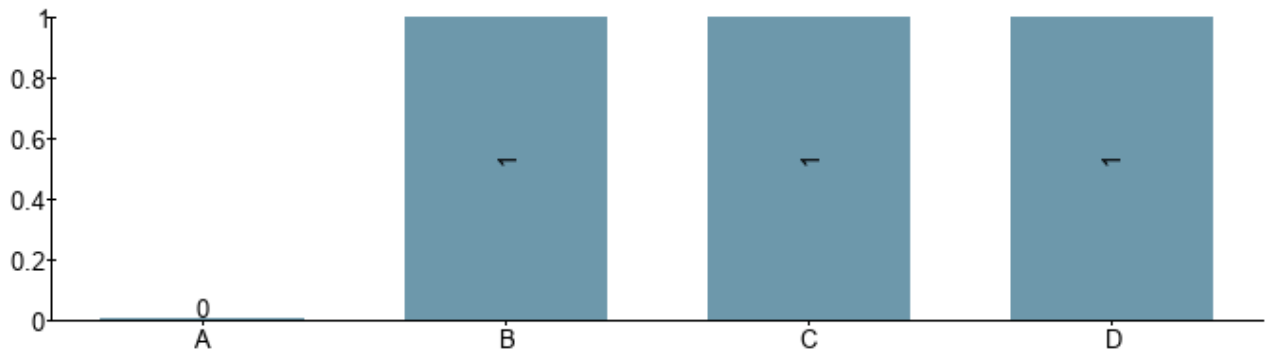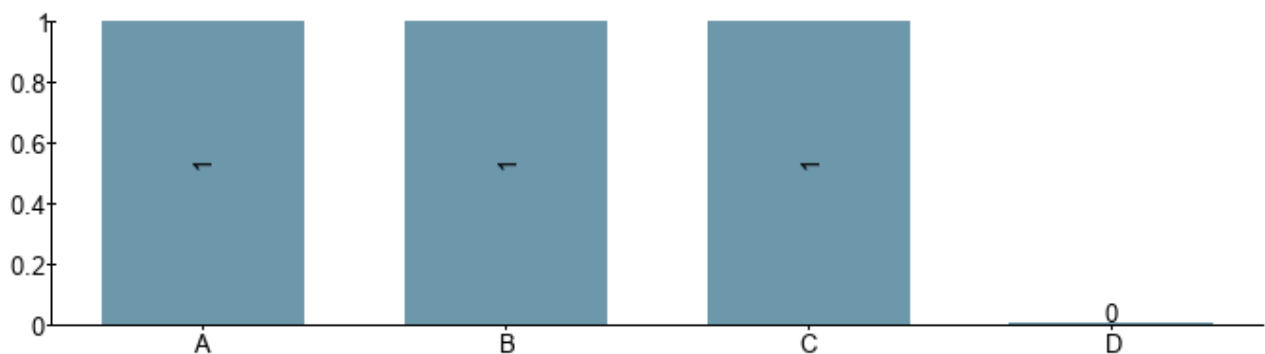

A) To a very large extent
B) To a large extent
C) To some extent
D) To a little extent or not at all

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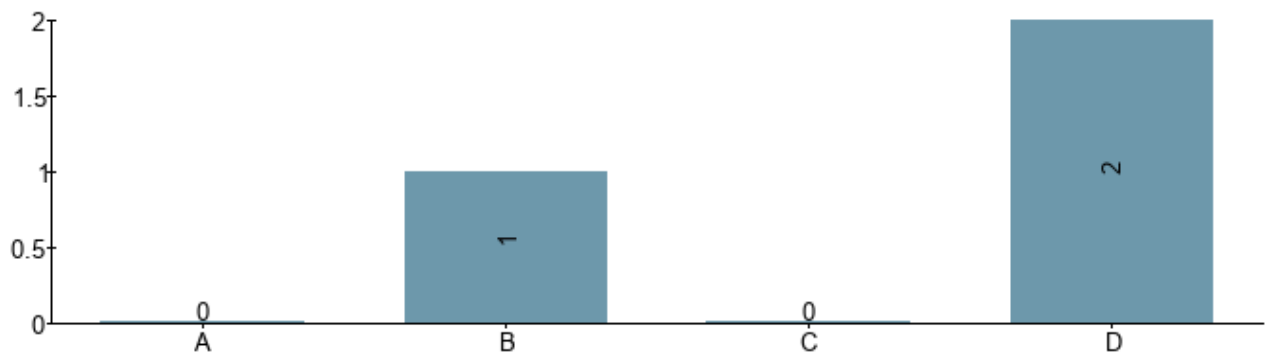
A) 40 hours per week or more (or 20 per week or more for courses given as half-time studies, 10 hours or more for cour
B) Between 30 and 39 hours per week (or between 15 and 19 hours for courses given as half-time studies, or between 8
C) Between 20 and 29 hours per week (or between 10 and 14 hours for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

Based on the in-class feedback session and the analysis above, the course was appreciated by most students. The Academic English assignment was described as very helpful and the podcast assignment as a fun activity. However, more instructions should be given on creating a podcast, and on-site facilities for recording activities should be suggested from the start of the course.

Suggestions for changes to the next course date.

Despite the low participation rate, the respondents pointed to an important area of improvement. The scheduling of the assignments should be changed. The deadlines for the Academic English and Podcast assignments should be moved to a mid-term week to allow for more preparation time for the digital exam. In addition, it was pointed out that Zoom sessions are not as good as on-campus meetings for providing feedback.

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