

# 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.

*Social Media & Social Theory, 7.5 ETCS cr. (MKGA92)*

*Course convener: Theo Röhle*

## Basic LADOK data

Course Code: MKGA92

Application Code: 29999

Semester: VT-18

Start Week: 201814

End Week: 201818

Pace of Study: 100%

Form of Study: Campus

## Course Data

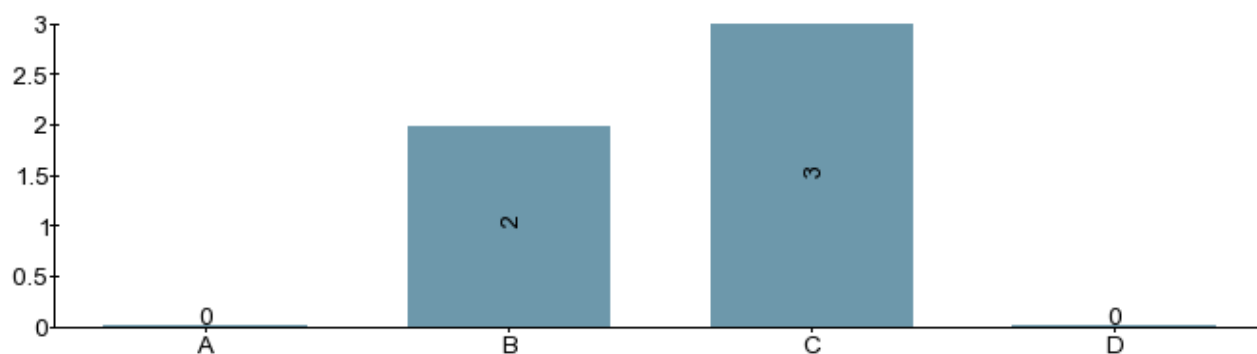
Number of questionnaires answered: 5

Number of first registrations<sup>[1]</sup>: 20

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

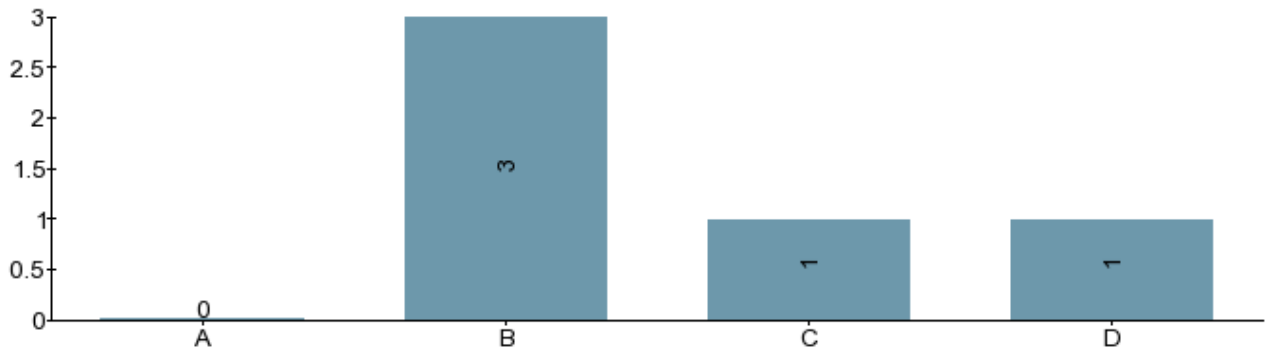
- Change of examination formats in the syllabus (already done).
- More extensive briefing on assignments, goals and expectations in the introductory sessions.
- Clearer communication on how the course objectives are linked to the programme objectives.
- Clearer micro-objectives in the assignments with more easily identifiable progression towards goals. - More challenging assignments and increased pace.

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



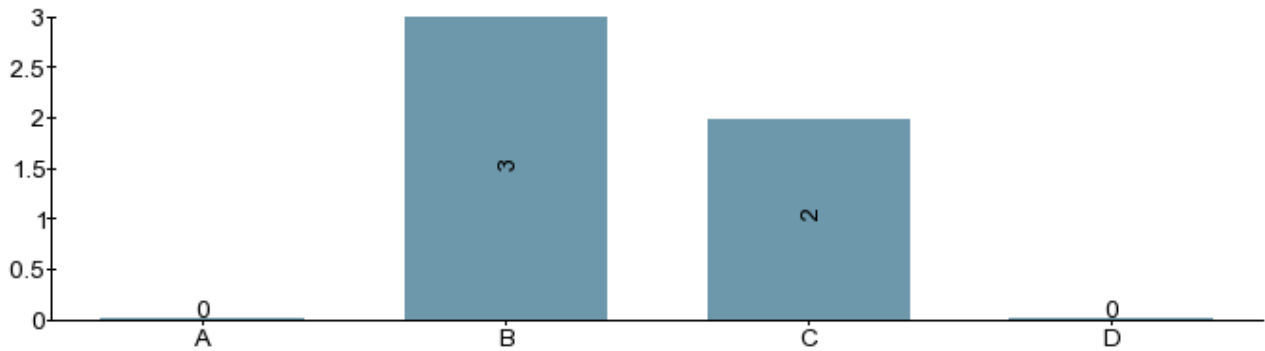
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

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.



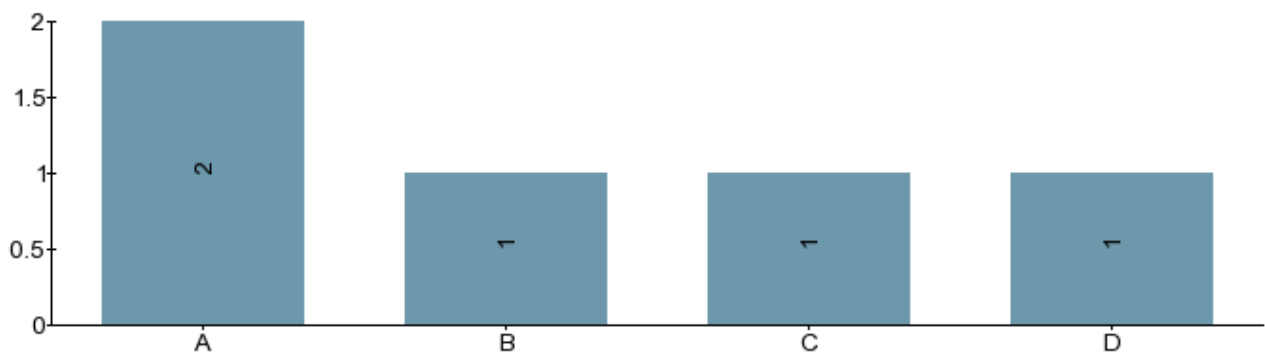
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

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.**

Only 5 out of 20 students filled out the formal evaluation which provides very limited possibilities to perform a meaningful analysis. During the informal evaluation, the following points were brought up by the students:

- positive to include a study trip with visits at companies
- low attendance in lectures was a growing problem during the course
- interesting lectures with appropriate balance between teacher input and own contributions
- podcast assignment was engaging, possibility for VG might raise motivation even higher
- individual assignment in several parts and with weekly feedback positive, less pressured than other types of assignments
- English training should be based on own texts from the beginning rather than on lectures

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

The course will be given earlier in the programme in order to create a more logical progression and to provide a more accessible start for the DMA track. More practical elements will be integrated and the connection between theoretical perspectives and professional demands will be addressed more explicitly. Coherence between different parts of the course can be improved.

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