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.

Macroeconomics, Globalization and Economic Growth, 15.0 ETCS cr. (NEGA11)
Course convener: Jesper Huric Larsen

Basic LADOK data

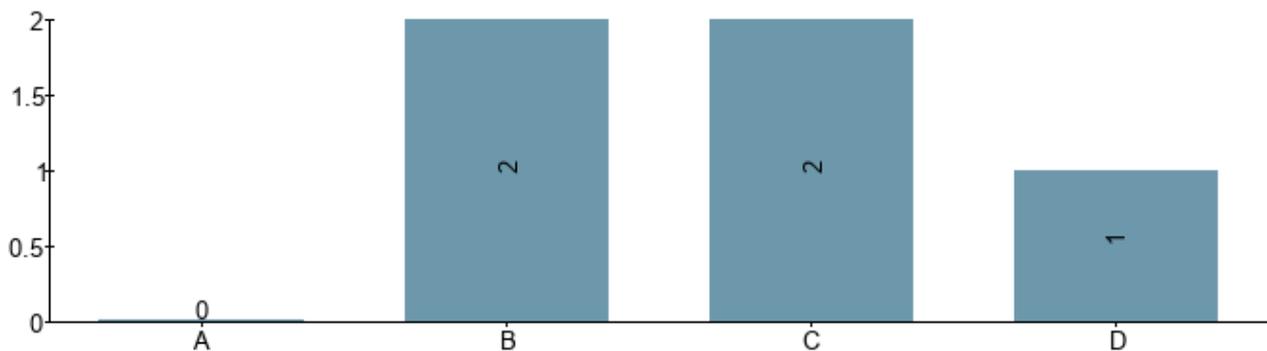|	
Course Code:	NEGA11
Application Code:	34709
Semester:	HT-20
Start Week:	202046
End Week:	202102
Pace of Study:	100%
Form of Study:	Campus

Course Data

Number of questionnaires answered: 5

Number of first registrations[1]: 41

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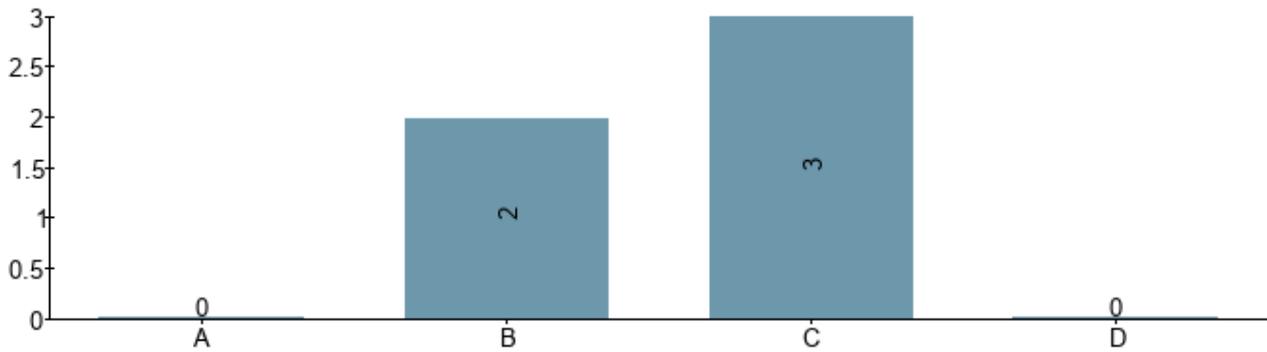--

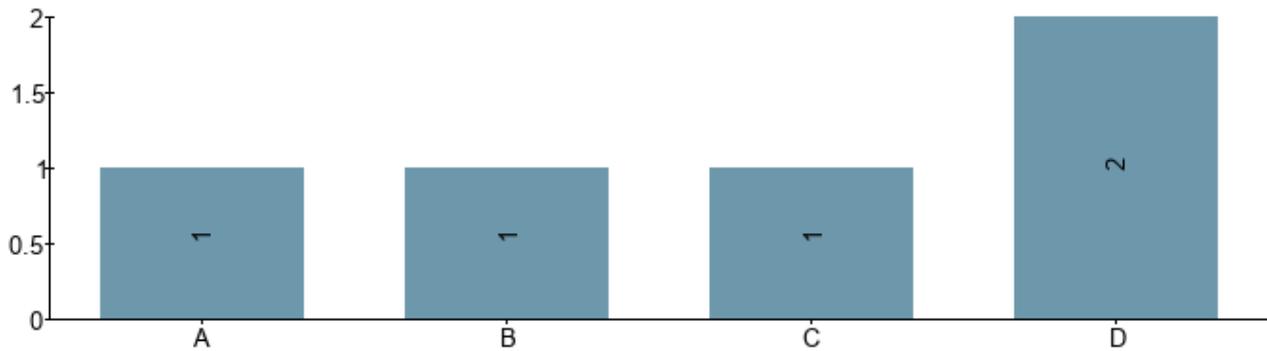1. The contents and structure of the course has supported the achievement of the learning outcomes

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
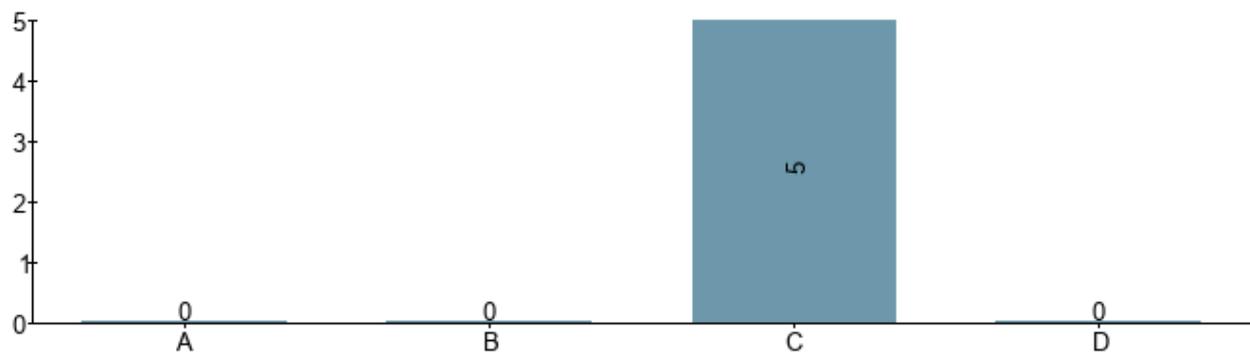

A) To a very large extent
B) To a large extent
C) To some extent
D) To a little extent or not at all

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.

It can't be a surprise to students' that all lectures are about the coming exam.

The future for graduates isn't to do exams but to write short papers of high quality as something that can be used for decision making and as products to be sold to clients. Thus, it is more than reasonable to put emphasis on students' writing skills and their abilities to read a short instruction.

The hps between the short paper and the written exam do not reflect the workload of the two elements but the weight of the two in the final grade. If it was the other way round students would have to spend days on writing the exam and hours in writing the short paper, which doesn't make any sense. This also means that the final grade is more affected by the exam than the short paper contrary to student beliefs.

The short paper required individual student work without supervision and questions about content before the handin date was thus inappropriate, which all students knew but some groups didn't care about.

Despite the short paper instruction called for students writing about two elements in macro, only 3 of 8 groups managed to read the instructions properly and produce an instructive and compelling short paper. The remaining five groups mostly tried to emulate what students did last year in their short paper and failed to pay close attention to this year's instructions. Thus, they had to complement their work.

Suggestions for changes to the next course date.

Make it clearer what is expected of the students.

Make it clearer that lecturers are meant to prepare students for both producing the short paper and the exam.

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