

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.

English for Science and Technology I, 15 ETCS cr. (ENGAT1)

Course convener: Andreas Lind

Basic LADOK data

Course Code: ENGAT1

Application Code: 29762

Semester: HT-17

Start Week: 201735

End Week: 201803

Pace of Study: 50%

Form of Study: Distans

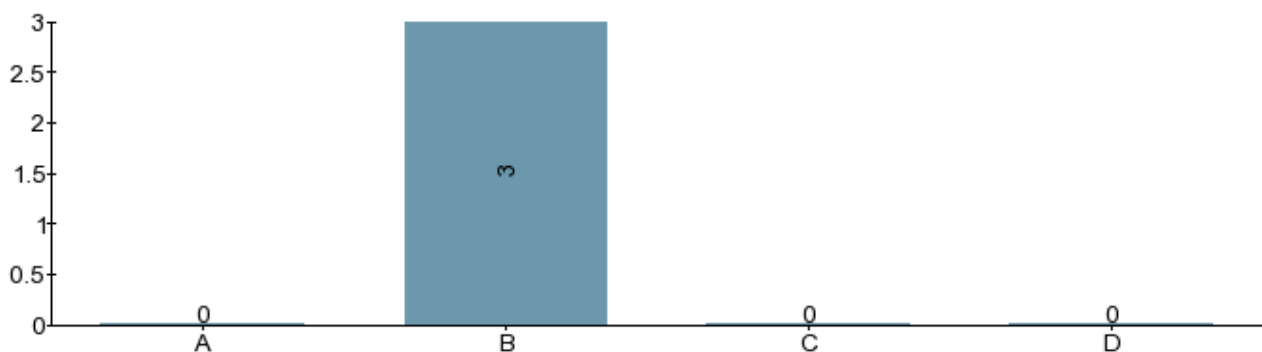
Course Data

Number of questionnaires answered: 3

Number of first registrations^[1]: 23

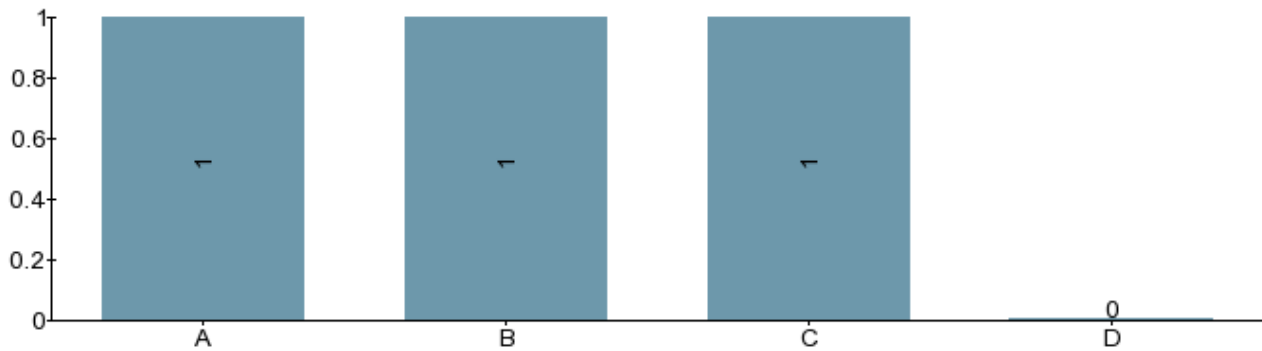
Changes suggested in the course analysis of the previous course date:

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



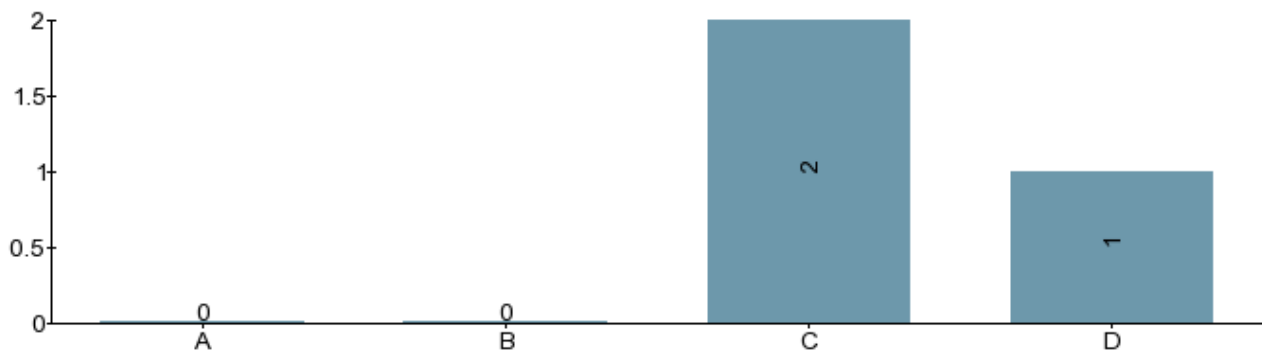
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

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.



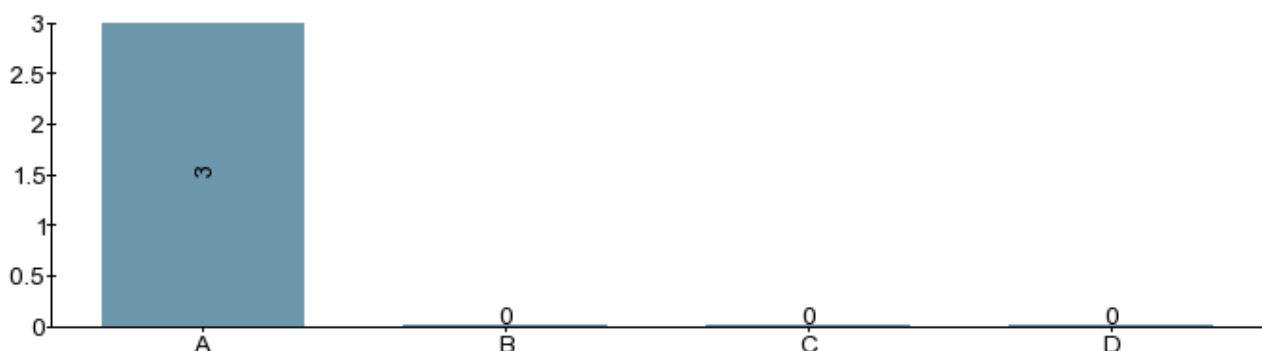
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

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.

The only remarkable thing about this run of the course was that the number of active students dropped by more than 50% in the first 4-6 weeks, and while some students took the trouble to write me a thank-you note for what seemed to be a "great", "very promising" or "fun" course that they simply couldn't fit into their life others just disappeared without notice and/or explanation. If this should happen again next semester, I'll be sure to try to follow up on each individual case.

The introduction of learning journals on this course did not only seem to help promote students' day-to-day language learning and linguistic awareness but it 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 AT1.

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.

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