

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.

Creative Writing, 15.0 ETCS cr. (ENGAW2)

Course convener: Peter Wikström

Basic LADOK data

Course Code: ENGAW2

Application Code: 32456

Semester: HT-18

Start Week: 201824

End Week: 201833

Pace of Study: 100%

Form of Study: Campus

Course Data

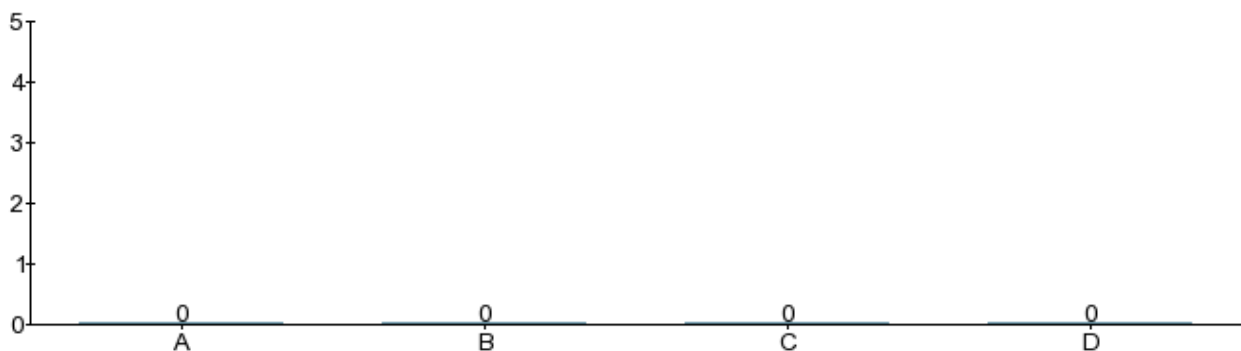
Number of questionnaires answered: 0

Number of first registrations^[1]: 24

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

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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.



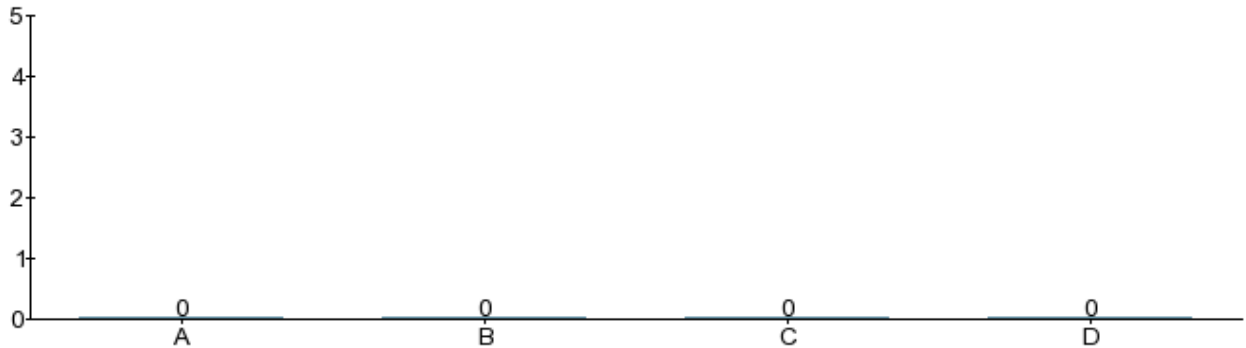
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

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 automatic course evaluation had no respondents. Therefore, there is nothing to analyze here. However, an informal oral evaluation was also conducted in class during the last campus meeting of the course. In addition, several students used a final "reflection" assignment in the course as an opportunity to comment on their satisfaction with the course in an evaluative capacity. Possibly the students felt that they did not need to fill in the automatic course evaluation because they had already offered feedback on the course through these other channels.

To summarize the evaluative comments received outside of this automatic evaluation, the students expressed overall satisfaction with the course and the teacher. The students appreciated the mix of assignments and topics covered, with several noting that they felt that they had developed an expanded concept of creative writing and new perspectives on their own practical writing abilities and interests. Several students requested more frequent campus meetings with more time allocated to in-class discussions. They reported feeling like many discussions were very interesting and relevant to them but had to be rushed through to make time for other in-class activities. The students also gave suggestions on how the course schedule and reading list could be changed.

Suggestions for changes to the next course date.

More frequent but shorter meetings, with an overall increase of contact hours. More, but shorter, readings, instead of the longer books the students were expected to read. More scheduled time for whole class discussion.

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