

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.

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

Course convener: Susanne Almgren

Basic LADOK data

Course Code: MKGA92

Application Code: 34444

Semester: VT-19

Start Week: 201909

End Week: 201913

Pace of Study: 100%

Form of Study: Campus

Course Data

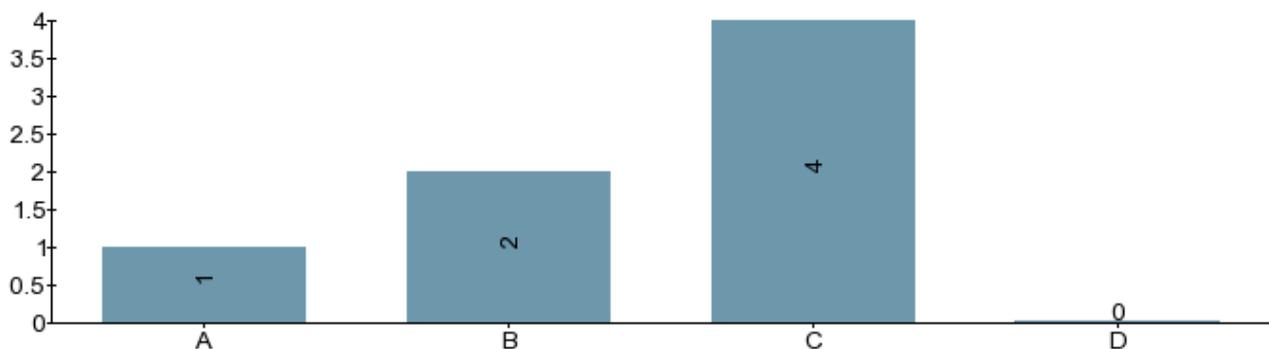
Number of questionnaires answered: 7

Number of first registrations^[1]: 24

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

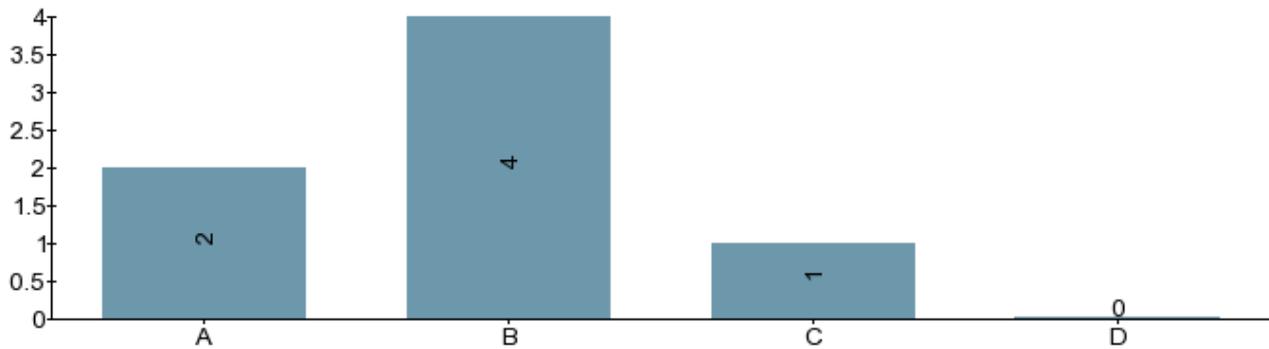
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1. During the course I developed the knowledge, skills and other competencies described in the learning outcomes.



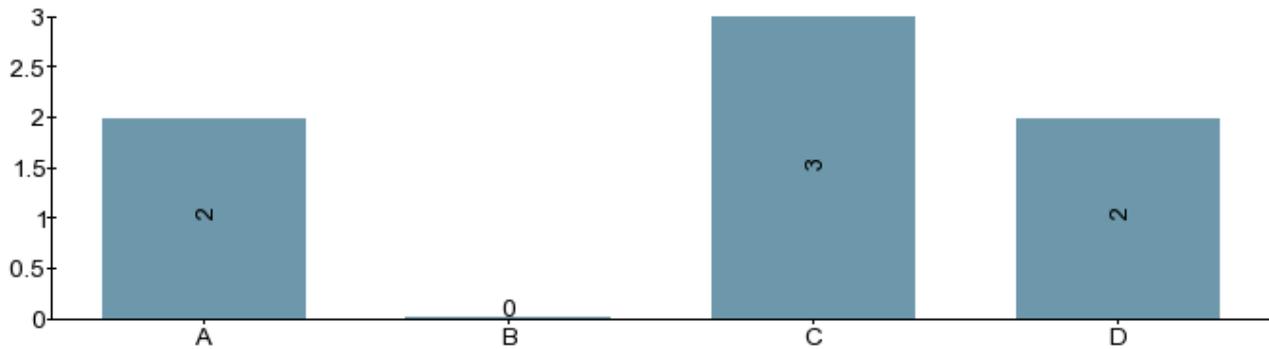
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

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.



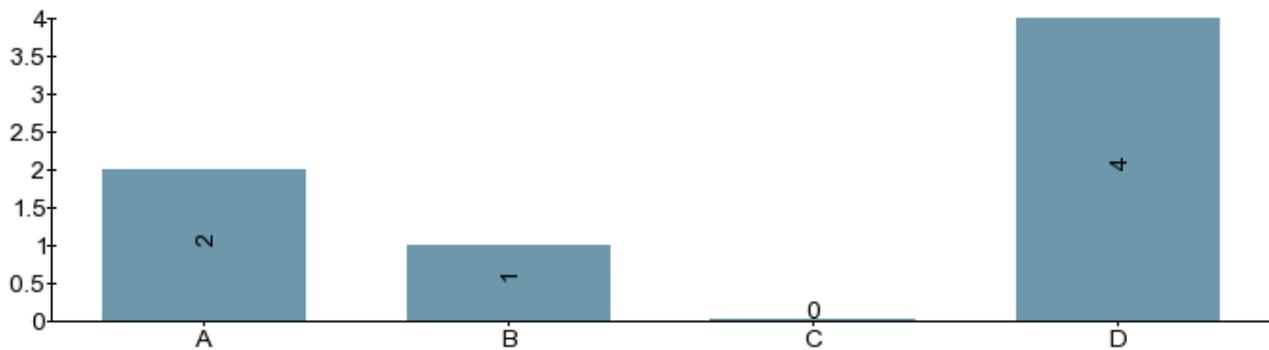
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

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 respondents are few (7 out of 24) so it is difficult to say whether these are valid results. With this in mind, the following could be concluded.

It is difficult for (at least some of the) students to start attending courses in English when this is new for them. This was the case last year as well, even if the order of courses were different then. For this year, a substantial amount of resources were put into offering tutoring in academic English, as the students were offered supervision of their individual texts on three separate dates. It is therefore interesting that occasionally students answering the course evaluation seem to be under the impression that no tutoring in English was offered. Hence, additional reminders could be sent out to avoid that these opportunities are missed onwards.

Occasionally students report that it was difficult to understand what the examinations was about. At the time of this course analysis, 21 out of the 24 students that were registered on the course had received at least a pass grade. The information on examinations has been available in the course guide, as well as been reviewed thoroughly during the course introduction. Due to the high number of students that have completed the course, it seems as if most students have understood the information they needed for the examinations during the course. One way to make sure that students get easier access to information (and opportunity to ask questions) on examinations, could be to make the course introductions mandatory regarding attendance next year. This will be taken under consideration.

Suggestions for changes to the next course date.

1) Additional reminders can be sent out through Canvas about the information on course examinations offered in the course guide, and the importance of attending the course introduction for information on examinations and opportunities to ask questions on the forms of examinations.

2) Additional reminders can be sent out through canvas about the opportunities to get support on Academic English (both the opportunities offered within the course as well a the university's general support in this regard). If resources can be re-allocated, an initial lecture on academic English will be taken into consideration.

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