

PUBLISHED COURSE ANALYSIS



Publishing date: 2020-08-24

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.

English for Science and Technology I, 15.0 ETCS cr. (ENGAT1)

Course convener: Andreas Lind

Basic LADOK data

Course Code: ENGAT1

Application Code: 33718

Semester: VT-20

Start Week: 202004

End Week: 202023

Pace of Study: 50%

Form of Study: Campus

Course Data

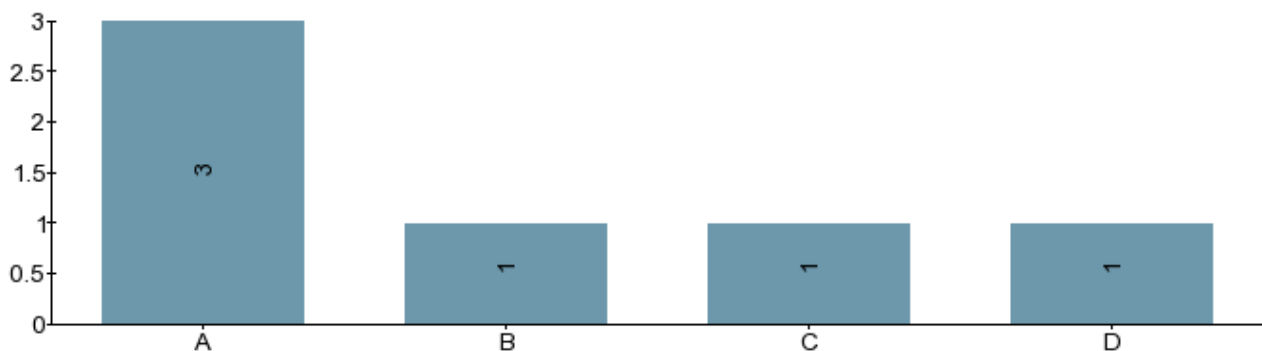
Number of questionnaires answered: 6

Number of first registrations^[1]: 19

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

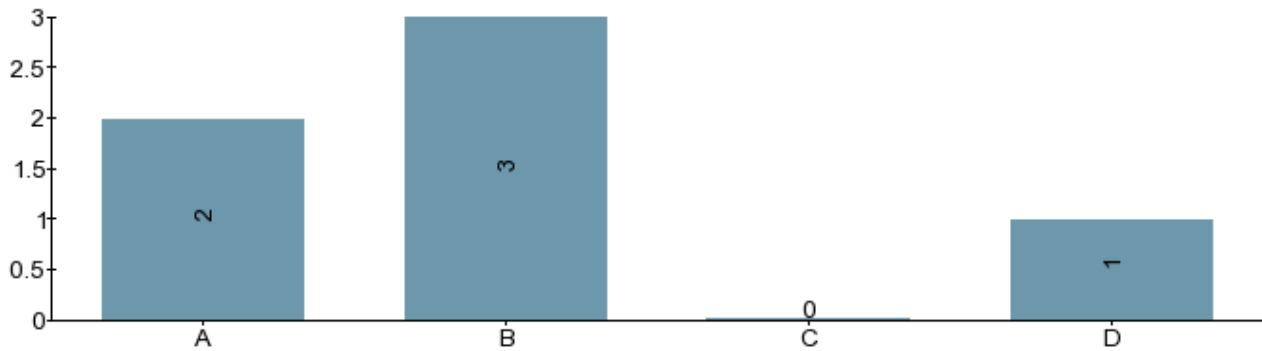
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1. The contents and structure of the course has supported the achievement of the learning outcomes



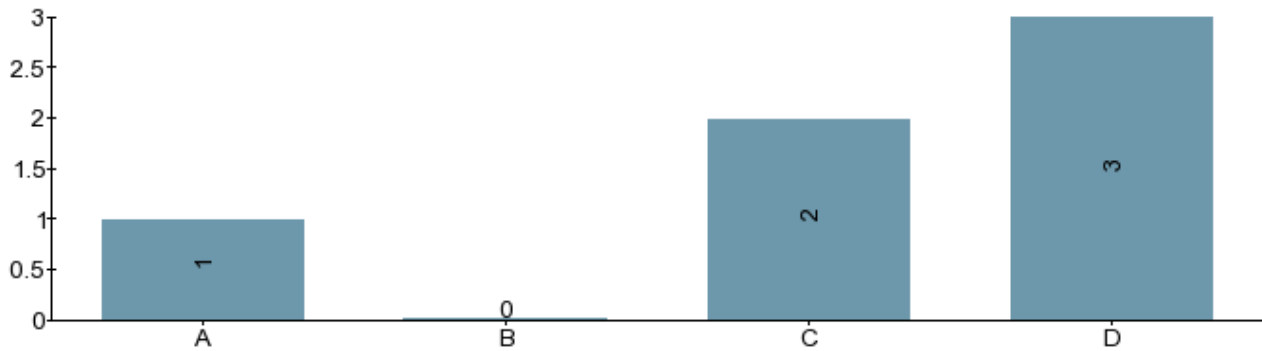
- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

2. The assessments included in the course have given me the opportunity to demonstrate my achievement of the learning outcomes



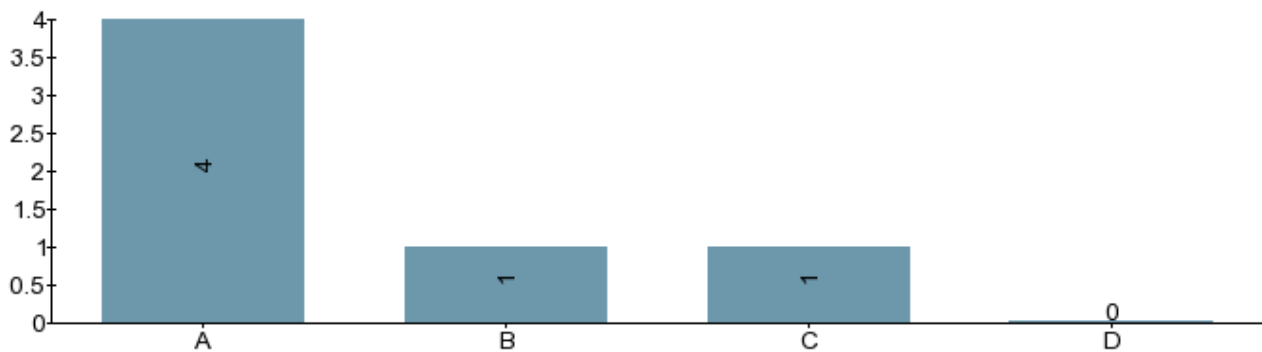
- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

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 courses given as part-time studies)
- B) Between 30 and 39 hours per week (or between 15 and 19 hours for courses given as half-time studies, or between 10 and 14 hours for courses given as part-time studies)
- C) Between 20 and 29 hours per week (or between 10 and 14 hours for courses given as half-time studies, or between 5 and 9 hours for courses given as part-time studies)
- 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 hours per week for courses given as part-time studies)

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

should also be analysed here. Any effect of joint courses should be commented on.

A perfectly decent run of the course despite the Covid-19 pandemic and its repercussions, and the students' attitude and resilience contributed to a smooth transition from on-campus to in-Zoom classes. The student who expresses both frustration and dissatisfaction with the the delayed/postponed feedback has every right to do so (at least in the case of written assignments 1 and 2), however - see below for countermeasures in the pipeline.

Suggestions for changes to the next course date.

The ESP block comprising Business English I (offered in three versions), Business English II, English for Science & Technology I (offered in two versions) and English for Science & Technology II is quite a behemoth to plan, coordinate and manage for any one person (especially since these courses typically generate a total of 900 - 1200 in-Canvas submissions to respond to per semester depending on the number of enrolments) and I'm pleased to announce that Wang Ying, PhD, has been recruited to co-teach and collaborate with me on four of these courses to begin with - not just for sheer "pressure relief" but also for further increased variety and flexibility over time. The ESP future looks bright!

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