

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.

Second language learning, 7.5 ETCS cr. (ENAES1)

Course convener: Pia Sundqvist

Basic LADOK data

Course Code: ENAES1

Application Code: 28217

Semester: VT-17

Start Week: 201704

End Week: 201723

Pace of Study: 25%

Form of Study: Distans

Course Data

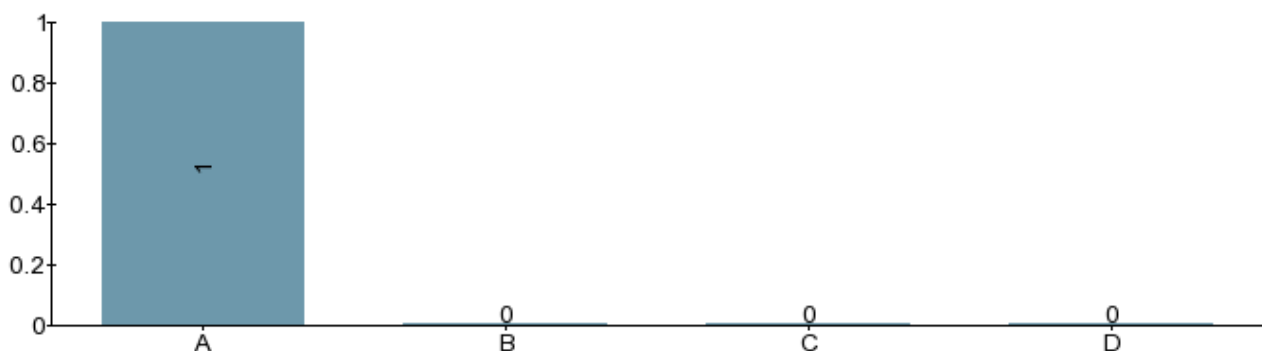
Number of questionnaires answered: 1

Number of first registrations^[1]: 2

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

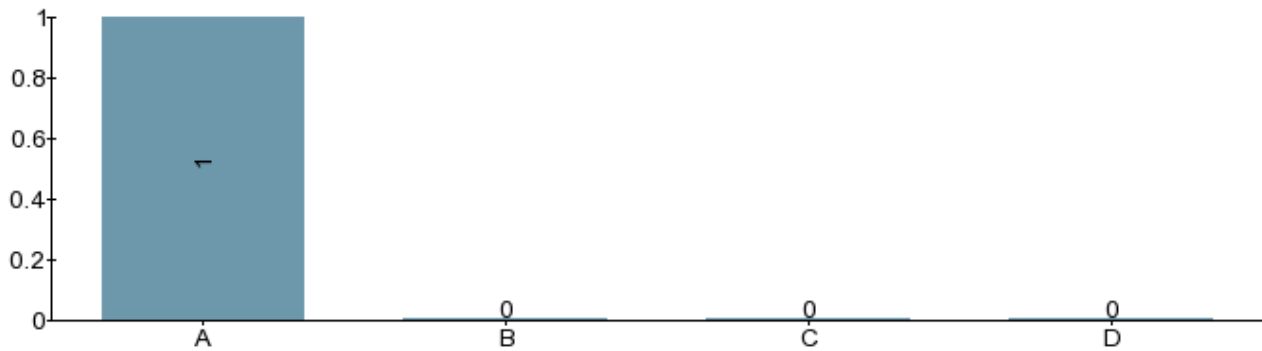
Some changes were made in terms of literature, where important recent articles replaced some of the older articles.

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



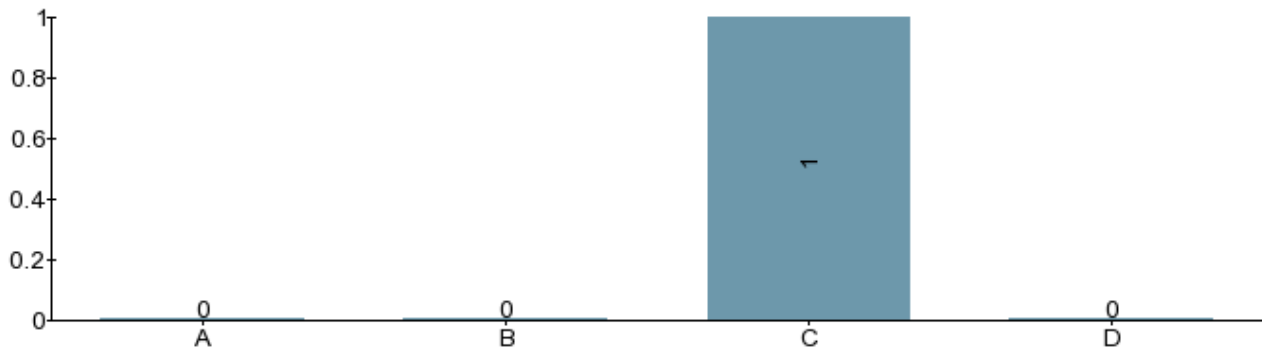
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

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.



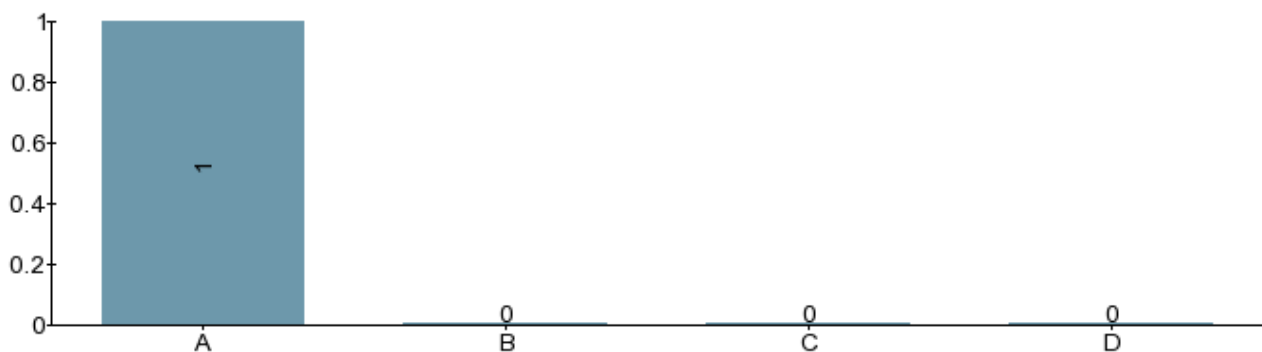
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

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 course initially had six applicants, and it was decided to offer the course. All six did not show up, however, leaving us with only two students (of which one was registered at the doctoral level). There are both drawbacks and benefits with such a small student group. Considering the positive feedback reported above, we believe we managed to run the course effectively despite the low number of students. Another possible explanation for the positive feedback may be that it was indeed possible for the teachers to incorporate their specific professional expertise in the field into the content of the course (a procedure which, in general, tend to enhance course quality).

Suggestions for changes to the next course date.

We will devote even more time to second language research methodology the next time the course is offered.

This was the second time the course was given and we are pleased with the outline of the course and the examinations.

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