

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.

Theories and methods in language research, 15.0 ECTS cr. (ENAS06)
Course convener: Peter Wikström

Basic LADOK data

Course Code: ENAS06
Application Code: 40429
Semester: HT-22
Start Week: 202235
End Week: 202302
Pace of Study: 50%
Form of Study: Distans

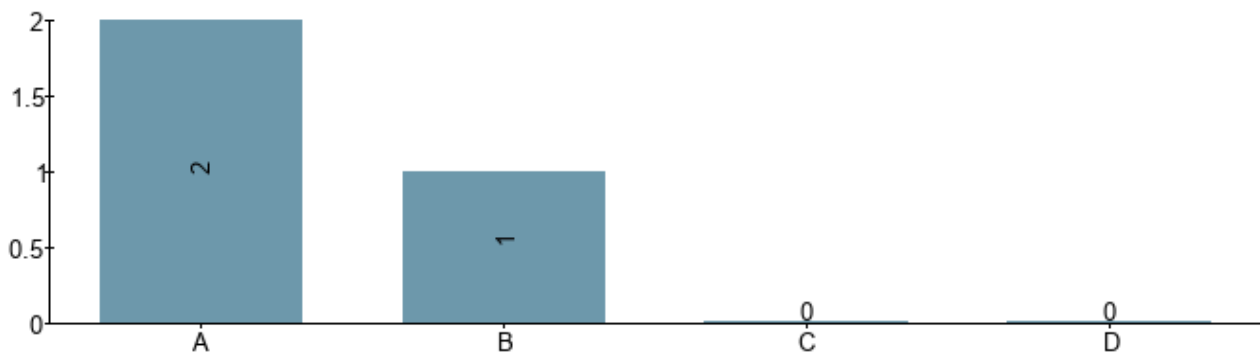
Course Data

Number of questionnaires answered: 3
Number of first registrations^[1]: 10

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

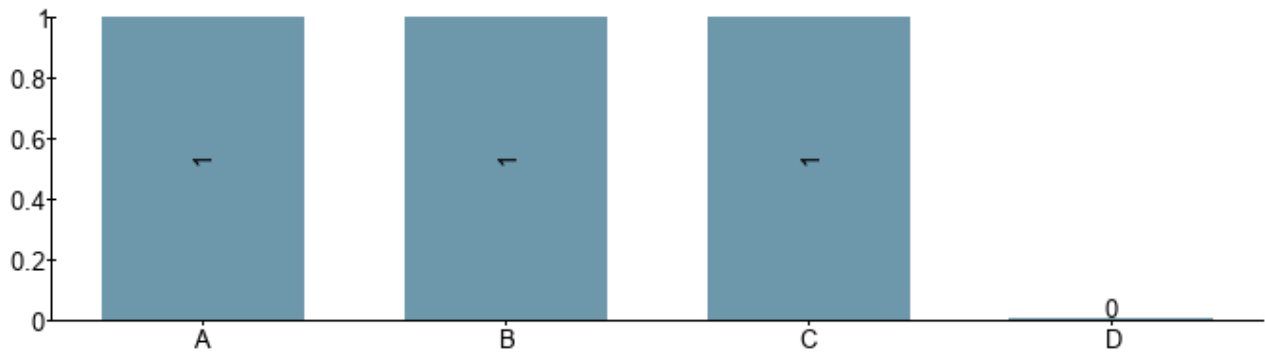
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1. The contents and structure of the course has supported the achievement of the learning outcomes



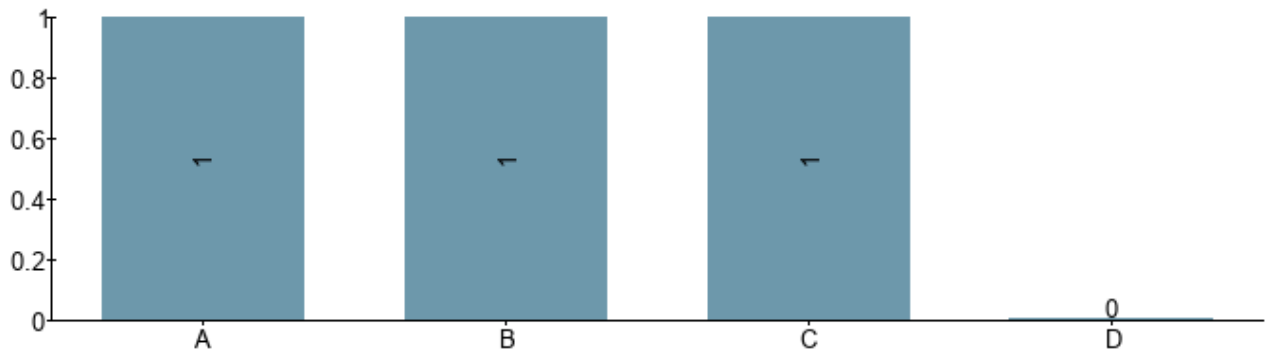
- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

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



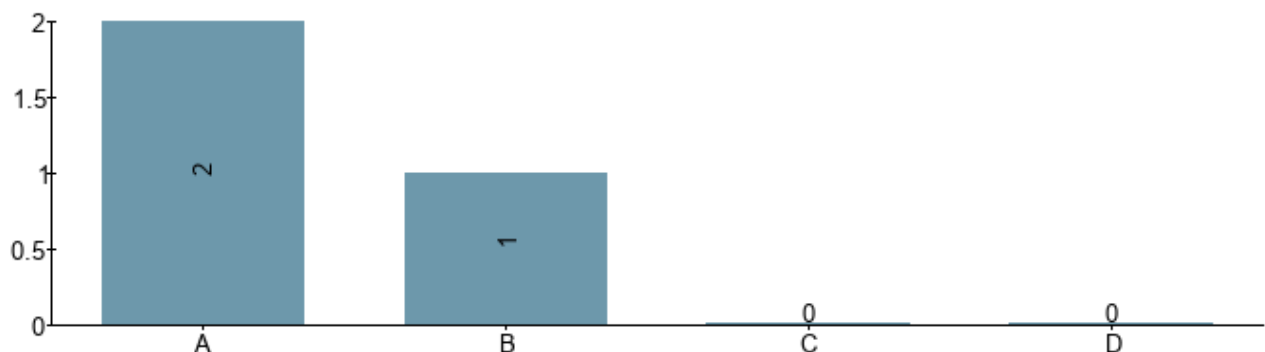
- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

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 8 and 9 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 7 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 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

Analysis based on course evaluation, including comments fields. If information has been collected in other ways, it should also be analysed here. Any effect of joint courses should be commented

on.

This is a newly developed course, offered for the first time, so while the response rate is low, it is heartening to see that the students who did respond feel that the contents and structure are relevant to the learning outcomes. It is good to see that the efforts of the teachers to be helpful and professional were appreciated.

The respondents seem to be overall content with the assessments. Without additional comments, it is hard to gauge why one student picked option C ? whether there is cause to revise the assessments or whether this is due to the student's way of engaging with the assessments.

Beyond that, the comments reflect feedback that we received from the students throughout the course. There were some complaints on the amount and level of difficulty of the readings. However, we carefully selected readings at a range of levels, some effectively at undergraduate level, and some more difficult, but nothing beyond what is conventionally regarded as appropriate to a graduate/MA level. Most of the more difficult readings were presented as optional. As for the amount of readings, we aimed for around a 100 pages per meeting, with ten total meetings that were spaced out throughout the whole semester, for a total of less than 1000 pages of mostly straight-forward and accessible readings. Our sense is that this was not demanding too much, and should be perfectly doable within the approximately ten weeks full-time equivalent of work for students at the advanced level.

As regards making the course content and activities more accessible to students who are working a lot during daytime, we do not plan on making such changes at this time. This is not intended to be an asynchronous or correspondence based course, and we expect our students to be able to participate in the real-time learning activities that we schedule. Real-time seminar interaction is pedagogically important to the kinds of learning outcomes that we are working towards.

Suggestions for changes to the next course date.

We see no cause for major changes to the course. However, we are already in the process of narrowing the thematic scope of the course, which could alleviate some of the sense of difficulty or heavy workload. It is worth noting that this course is primarily intended as a sort of introductory course to the HAENG MA program in English with a linguistic specialization: For coming cohorts, the eligibility requirements for the program have been made more strict, meaning that future cohorts may be better prepared for advanced level studies.

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