

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.

English for Science and Technology I, 15 ETCS cr. (ENGAT1)

Course convener: Andreas Lind

Basic LADOK data

Course Code: ENGAT1

Application Code: 27878

Semester: HT-16

Start Week: 201635

End Week: 201703

Pace of Study: 50%

Form of Study: Distans

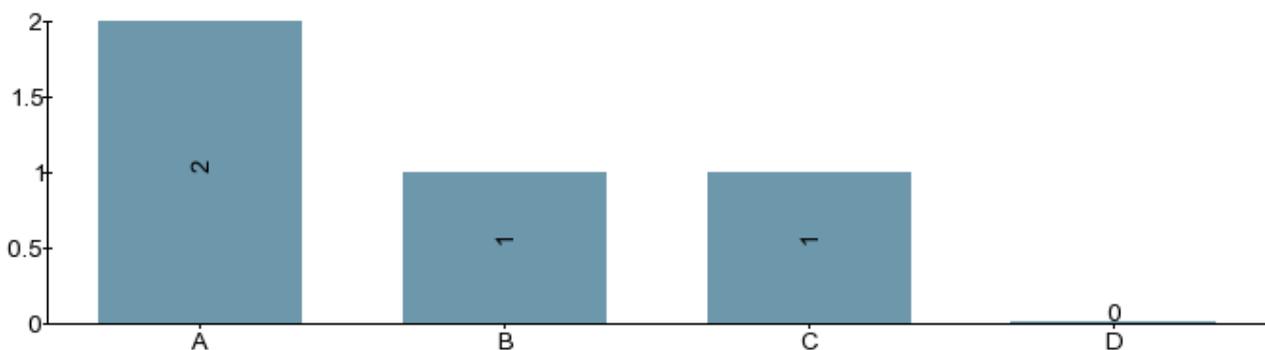
Course Data

Number of questionnaires answered: 4

Number of first registrations^[1]: 19

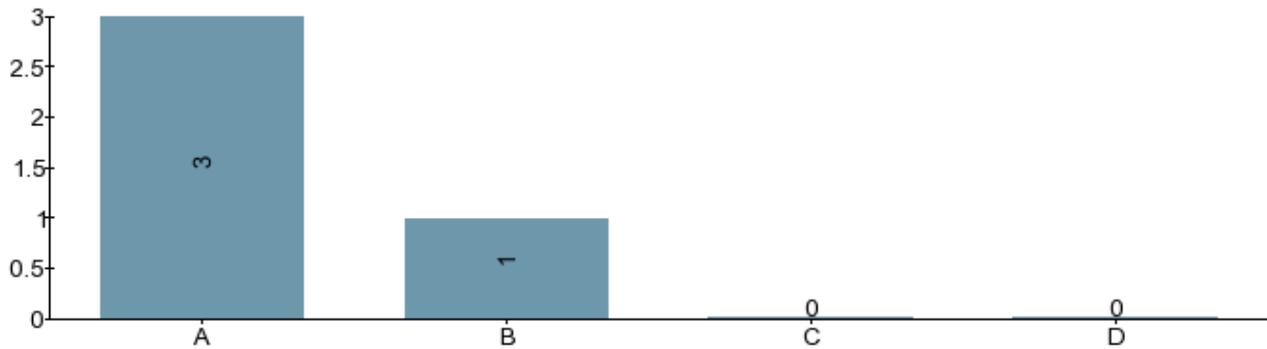
Changes suggested in the course analysis of the previous course date:

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



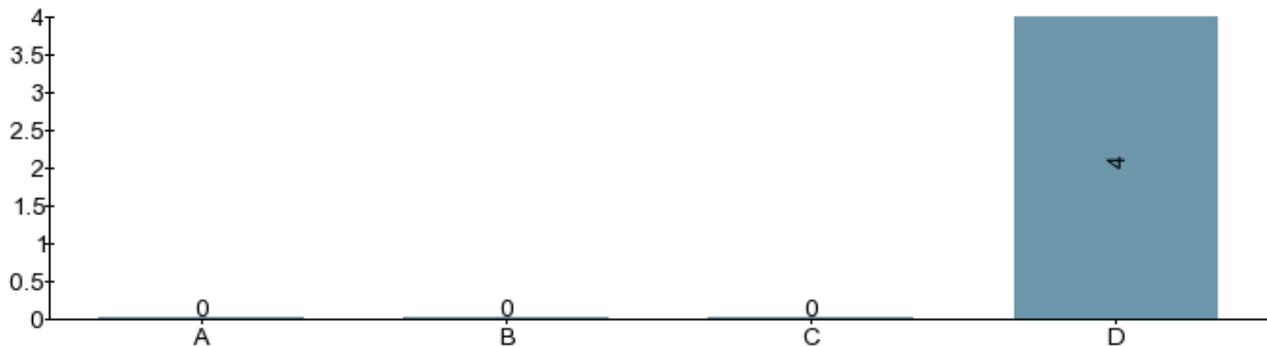
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

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.



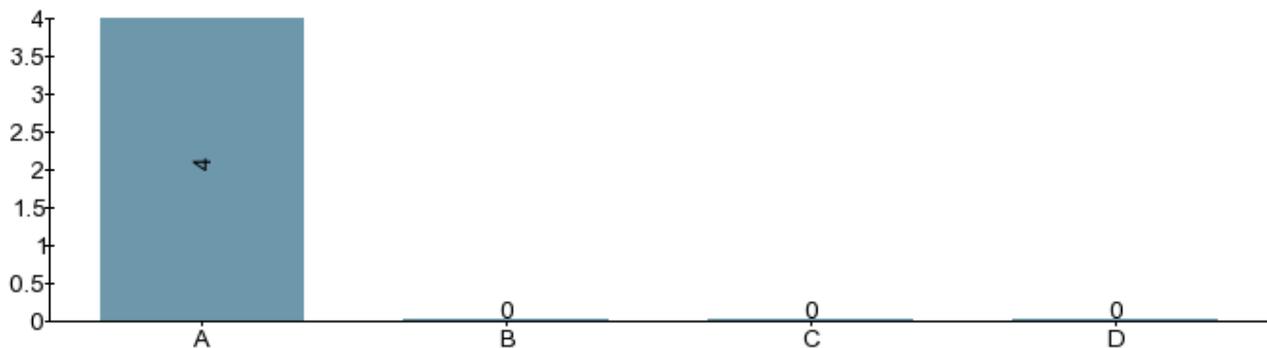
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

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 ran smoothly and according to plan throughout and there's no urgent need for changes to its current content and structure. That said, students can and need to crank up the effort and double the time (see graph for answers to question 3) they put into their language learning between virtual meetings and submission deadlines (see suggested changes below) for both the course and its participants to achieve their full potential.

Suggestions for changes to the next course date.

From Autumn 2017 onwards, the following will be added to the course (within the parameters of the current syllabus to begin with):

- a pre-recorded motivational speech or text (with examples drawn from the ample supply of optional but recommended learning resources and materials linked to or provided during the course) to help convince students about the rewards of i) aiming higher than the minimum course requirements with their coursework/performance (in terms of both quality and quantity) and ii) forming autonomous learning habits that can be maintained and developed whenever there's no scheduled interaction with the instructor and fellow students and after the course is completed, and
- a system where students not only keep track of their own work and progress but also reflect on their own learning and share learning experiences through a folder in Itslearning where they'll be asked to post or link to learning journal / audio diary / vlog entries or similar at regular intervals for the instructor(s) to read or tune into at least twice while the course is still in progress (given the personal nature of this task, peer-to-peer and third-party sharing will be completely optional).

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