

# 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.

*Business English I, 15 ETCS cr. (ENGA1E)*

*Course convener: Andreas Lind*

## Basic LADOK data

Course Code: ENGA1E

Application Code: 27859

Semester: HT-16

Start Week: 201635

End Week: 201703

Pace of Study: 50%

Form of Study: Campus

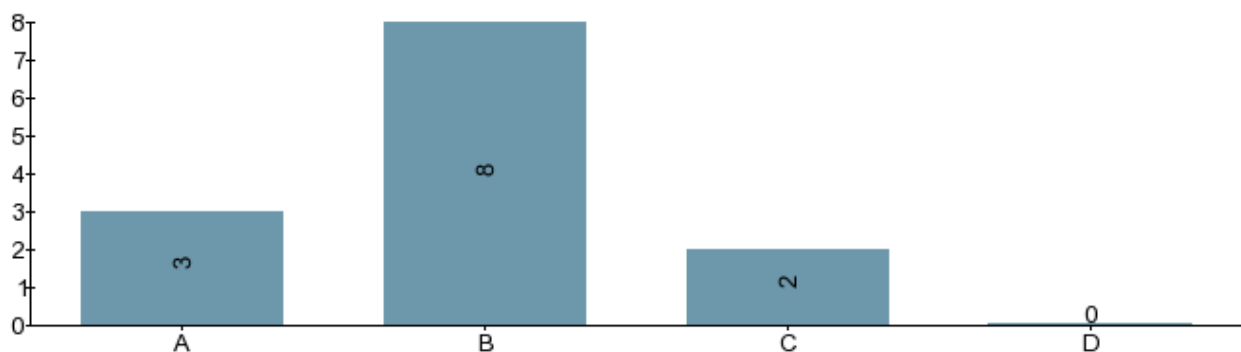
## Course Data

Number of questionnaires answered: 13

Number of first registrations<sup>[1]</sup>: 26

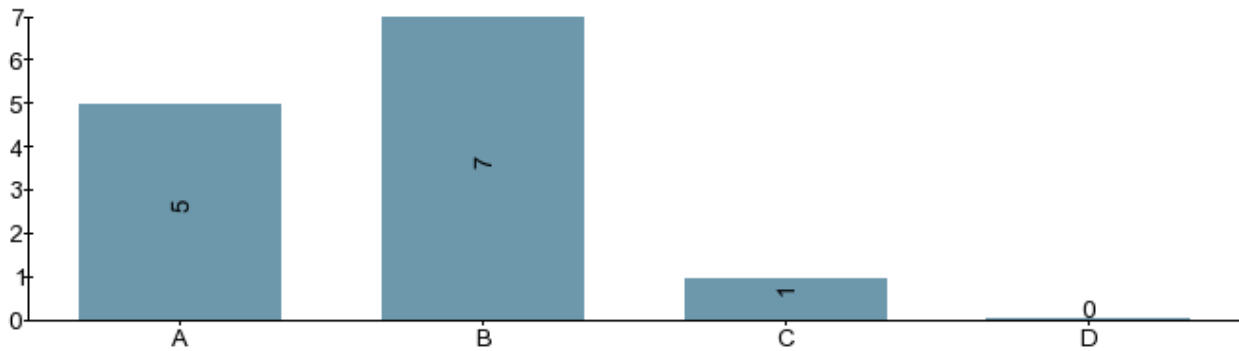
## Changes suggested in the course analysis of the previous course date:

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



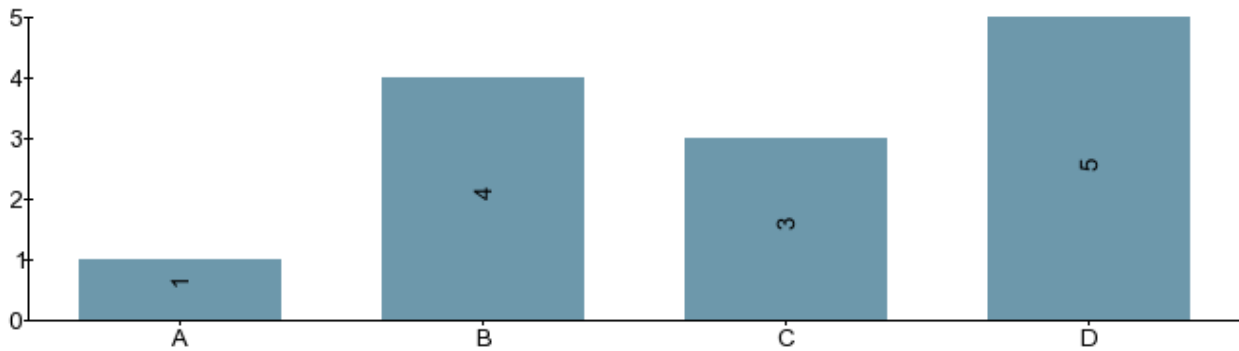
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

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.



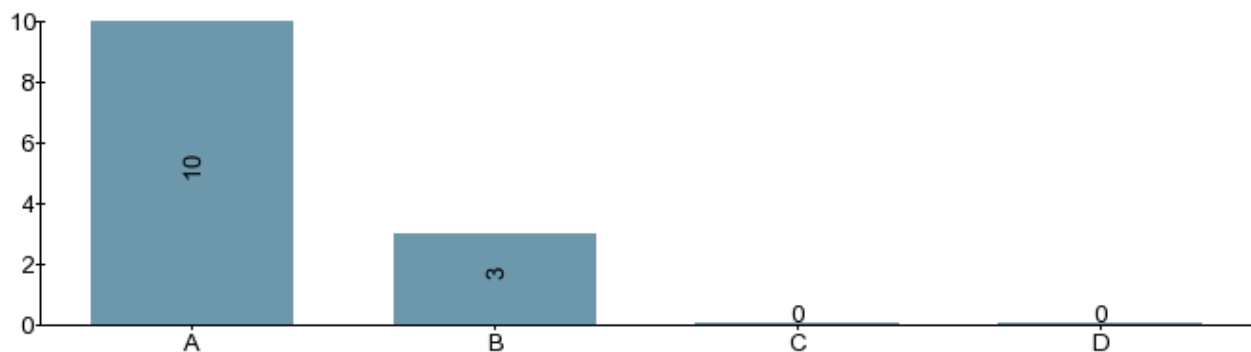
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

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.**

Although the course keeps running smoothly and according to plan, the current ENG A1E course syllabus needs revision and will be updated by Autumn 2017 (not least since some of its learning outcomes have turned out more suitable for and relevant to the courses Business English II and Applied Business Communication and will be transferred to those accordingly). Also, although this particular group of ENG A1E students actually seem to deviate from the general ENG A1E + ENG AT1 trend in recent years (as shown in the graph of the answers to question 3 above, 5 out of 13 respondents estimated that they actually dedicated more time to this course than the 20 hours / week average expected of a half-time student at Karlstad University), a majority of participants can and need to further increase the time and effort they put into their English language learning between classes and submission deadlines for both the course and its participants to achieve their full potential - see suggested changes below!

#### **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).

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