

# 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.

*Business English I, 15.0 ETCS cr. (ENGA1E)*

*Course convener: Andreas Lind*

## Basic LADOK data

Course Code: ENGA1E

Application Code: 33709

Semester: VT-20

Start Week: 202004

End Week: 202023

Pace of Study: 50%

Form of Study: Campus

## Course Data

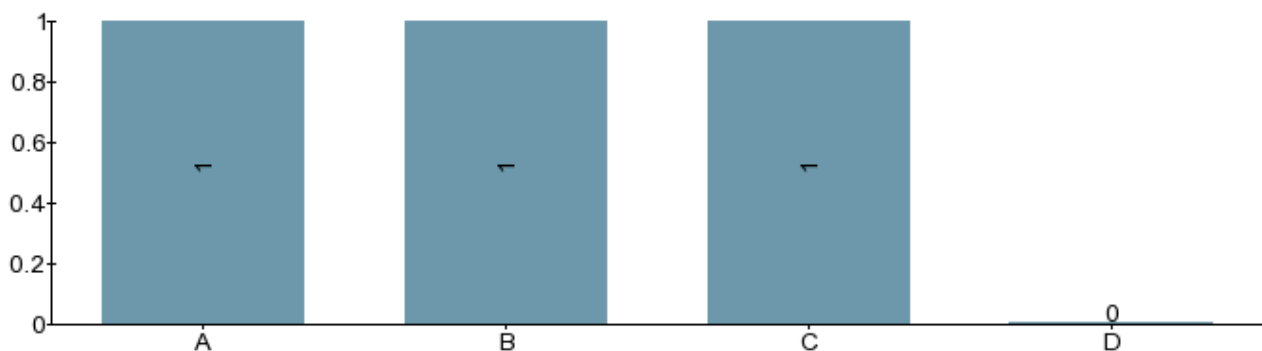
Number of questionnaires answered: 3

Number of first registrations<sup>[1]</sup>: 10

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

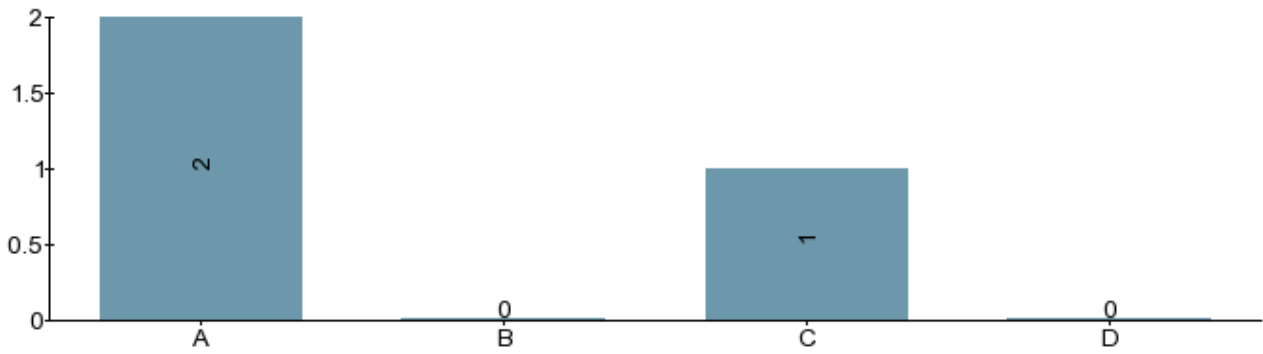
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### 1. The contents and structure of the course has supported the achievement of the learning outcomes



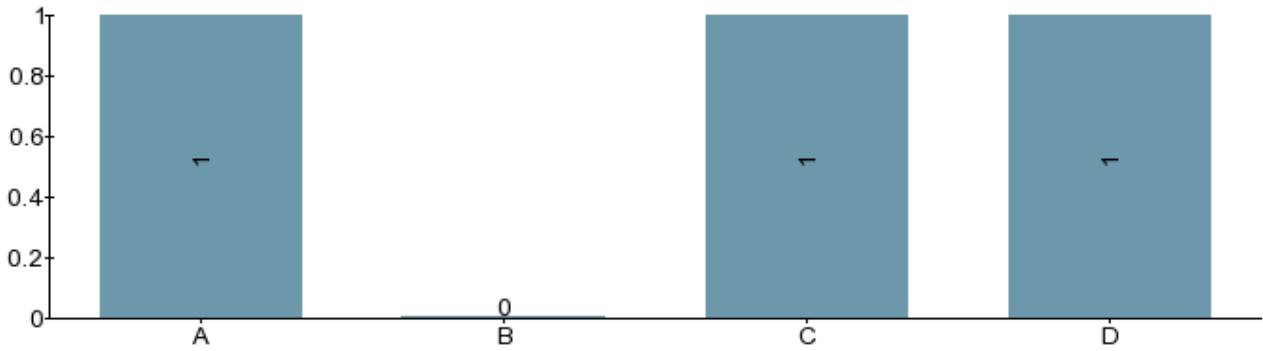
- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

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



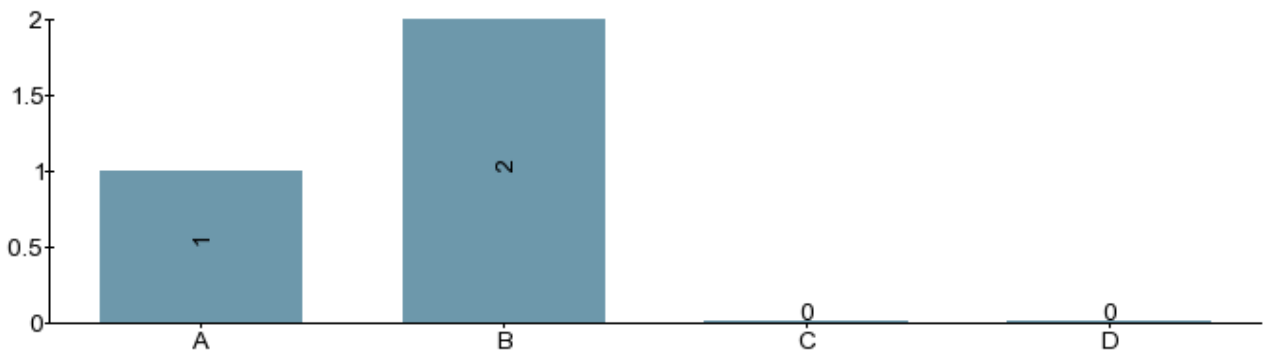
- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

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 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.**

This course got off to a very promising start but took serious blow as a majority of its participants were exchange students returning to their countries of residence due to the Covid-19 outbreak. From that point, and quite understandably, only a handful of students managed to quickly find their feet and soldier on via Zoom instead. For the record, everyone was safe and sound and most participants reunited for the final online meeting and did the vocabulary challenge via the in-Zoom Poll feature instead.

Again, there's no room for complacency until \*all\* students feel that they've been properly challenged during Business English I, regardless of their English language proficiency level. See below for suggested improvements.

**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 and will also include business cases and problem-solving challenges to cater for advanced, proficiency students as well!

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