

# 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.

*Quantitative methods in language research: an introduction, 7.5 ETCS cr. (ENADS8)*

Course convener: Pia Sundqvist

## Basic LADOK data

Course Code: ENADS8

## Course Data

Number of questionnaires answered: 1

Application Code: 28638

Number of first registrations<sup>[1]</sup>: 3

Semester: HT-16

Start Week: 201635

End Week: 201644

Pace of Study: 50%

Form of Study: Campus

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

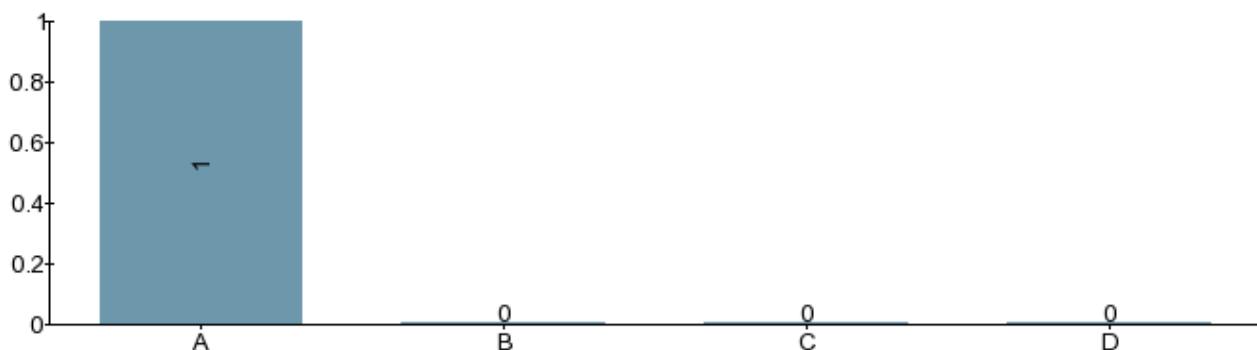
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1. During the course I developed the knowledge, skills and other competencies described in the learning outcomes.



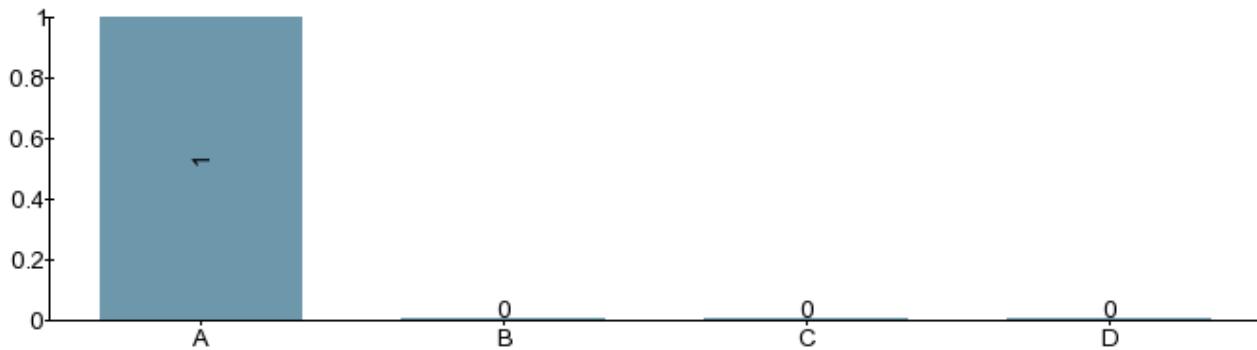
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

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.



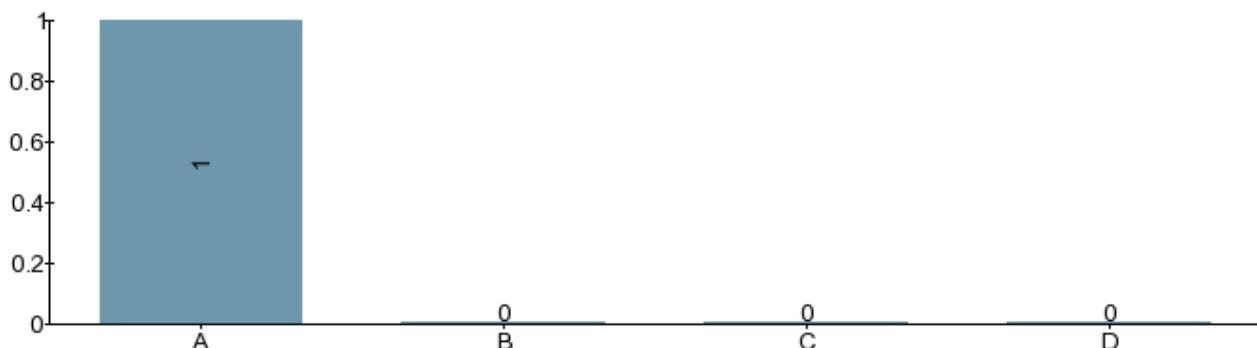
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

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.**

As teachers we realized too late that we should have had the discussion of final paper proposals at seminar 5 rather than seminar 6. We had it at seminar 6 last time around the course was offered, but at that point in time the course included 8 seminars which gave the students at least 2 week's time to prepare. This semester funding for the course was minimal so we had to cut one seminar, which caused the problem. Nevertheless, we should have been able to foresee the problem but failed to do so. It won't happen again!

We had 3 students in the course but one dropped out so there were only 2 students in the course, and one of them has filled out this survey. We had ongoing evaluative talks during the course and, overall, received positive feedback from the students.

**Suggestions for changes to the next course date.**

We agree with the student's comment and have already inserted the suggested changes in the Study guide for the next time the course will be offered. That is, there will be at least 2 weeks between final paper proposal discussions and the final seminar. We will also include one additional text and an extra teacher handout with more examples of how quantitative findings may be reported. This was an excellent suggestion!

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