

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.

Social Media & Social Theory, 7.5 ETCS cr. (MKGA92)

Course convener: Theo Röhle

Basic LADOK data

Course Code: MKGA92

Application Code: 28982

Semester: VT-17

Start Week: 201714

End Week: 201718

Pace of Study: 100%

Form of Study: Campus

Course Data

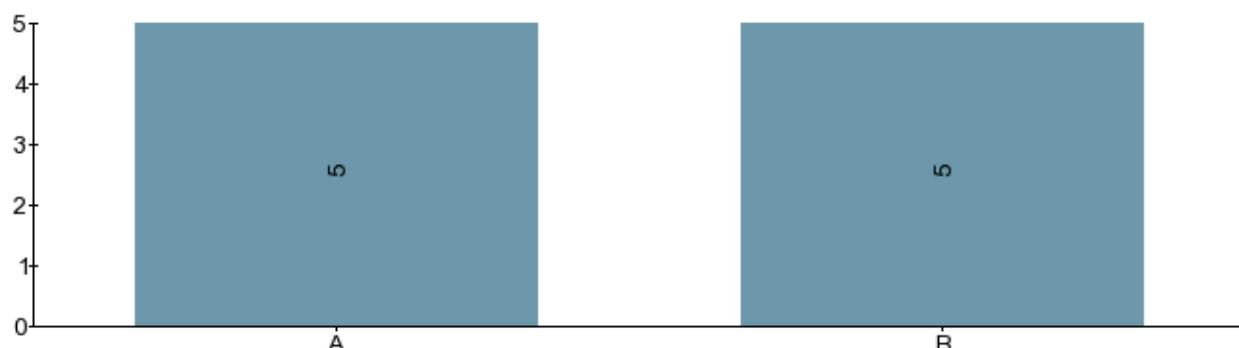
Number of questionnaires answered: 10

Number of first registrations^[1]: 24

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

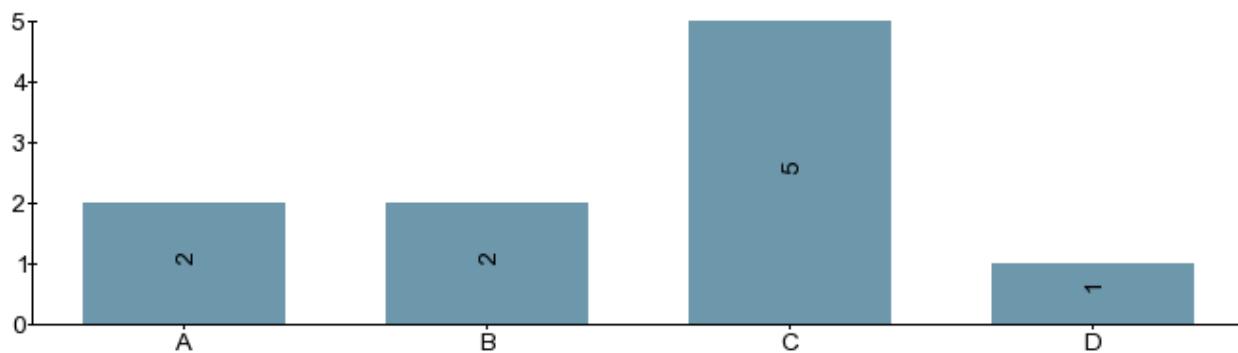
This was the first time the course was taught.

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



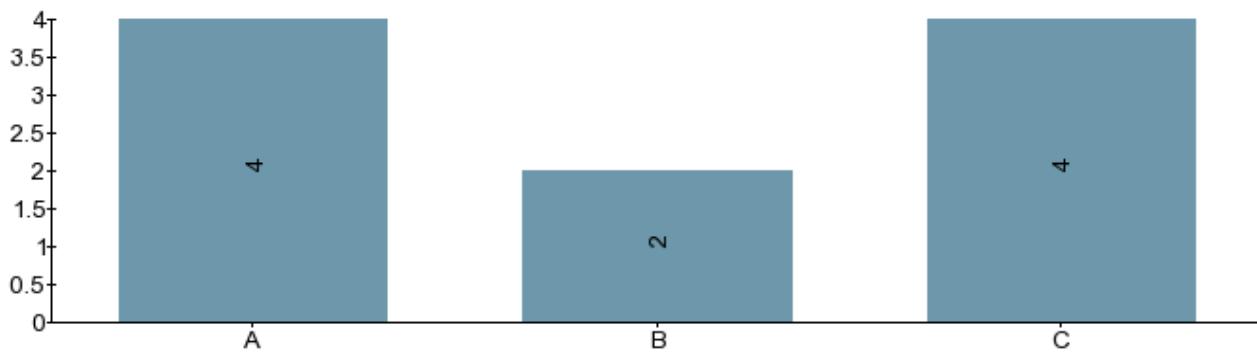
A) To a great extent
B) To a certain extent

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.



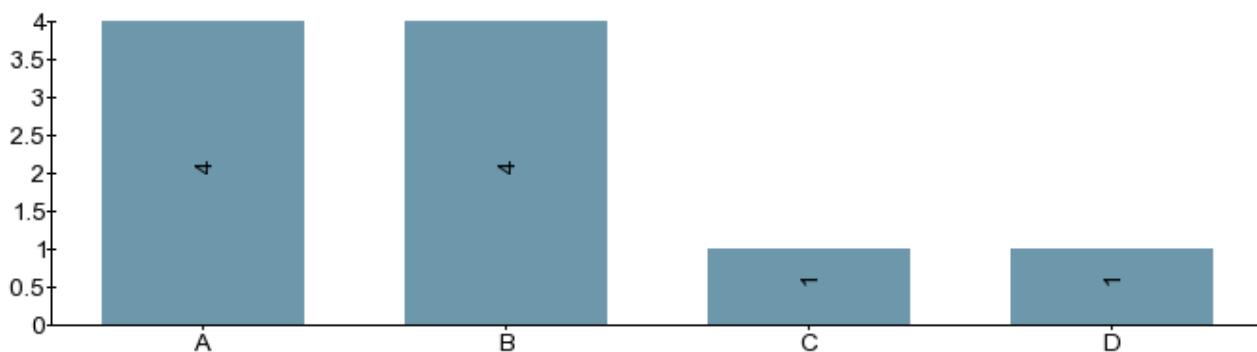
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

3. On average, I spent the following number of hours on coursework per week:



- A) Between 30-39 hours (or between 15-19 at 50% study pace, between 8-10 at 25% study pace)
- B) Between 20-29 hours (or between 10-14 at 50% study pace, between 5-7 at 25% study pace)
- C) 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

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.

The choice of examination formats was not ideal in order to test whether the students achieved the course goals, it also appears that the assignments did not suffice to make the students work an appropriate amount of hours. Some of the assignments were based on voluntary contributions and engagement which did not materialise to the extent that was hoped for. Communication about the scope of the assignments and how they are connected to the overarching goals of the programme was not sufficient.

Suggestions for changes to the next course date.

- Change of examination formats in the syllabus (already done).
- More extensive briefing on assignments, goals and expectations in the introductory sessions.
- Clearer communication on how the course objectives are linked to the programme objectives.
- Clearer micro-objectives in the assignments with more easily identifiable progression towards goals.
- More challenging assignments and increased pace.

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