

PUBLISHED COURSE ANALYSIS



Publishing date: 2019-06-10

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.

Media Audiences in the Digital Age, 7.5 ETCS cr. (MKGA91)

Course convener: Susanne Almgren

Basic LADOK data

Course Code: MKGA91

Application Code: 34442

Semester: VT-19

Start Week: 201914

End Week: 201918

Pace of Study: 100%

Form of Study: Campus

Course Data

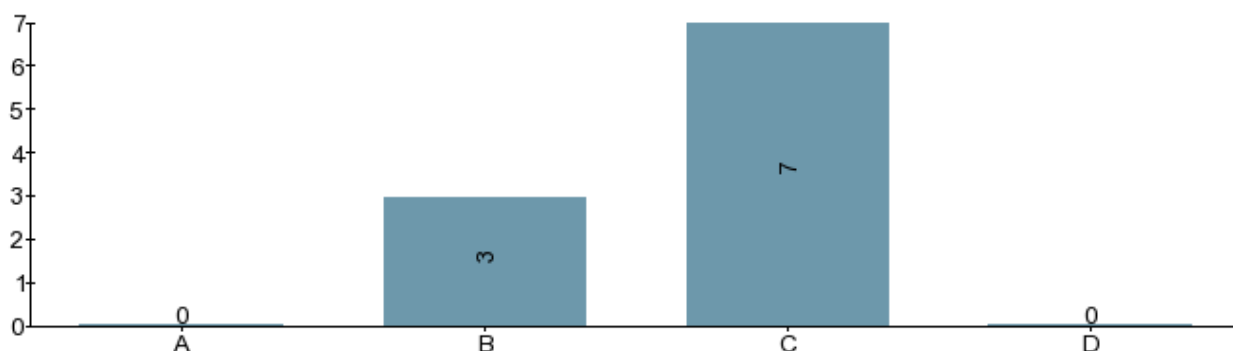
Number of questionnaires answered: 10

Number of first registrations^[1]: 22

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

The order of the spring courses (MKGA91 and MKGA92) have been revised, to make it easier for students to partake in courses in English. The transition from Swedish to English is still a challenge and the process of facilitating understanding continues.

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



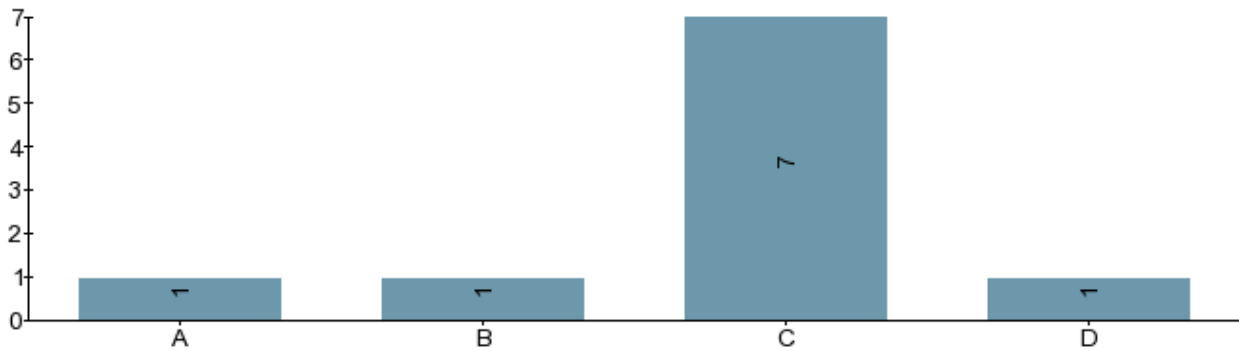
A) To a very great extent

B) To a great extent

C) To a certain extent

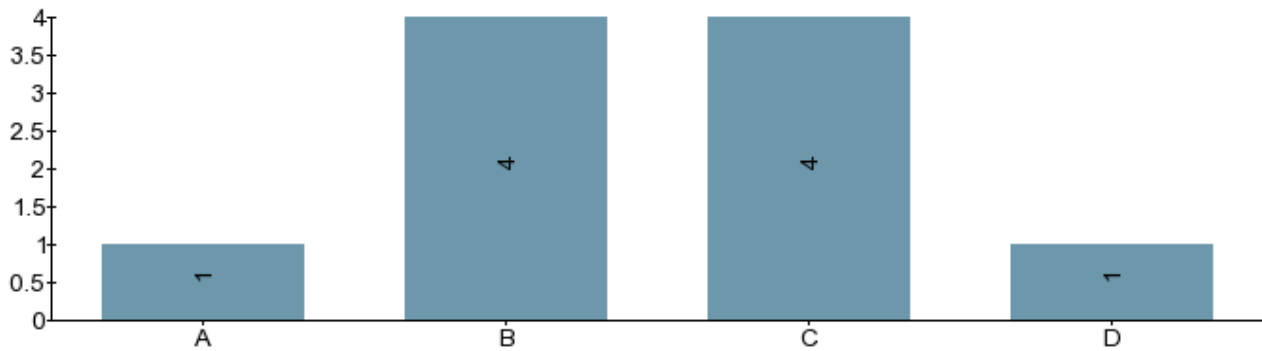
D) To a very little extent/Not at all

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.



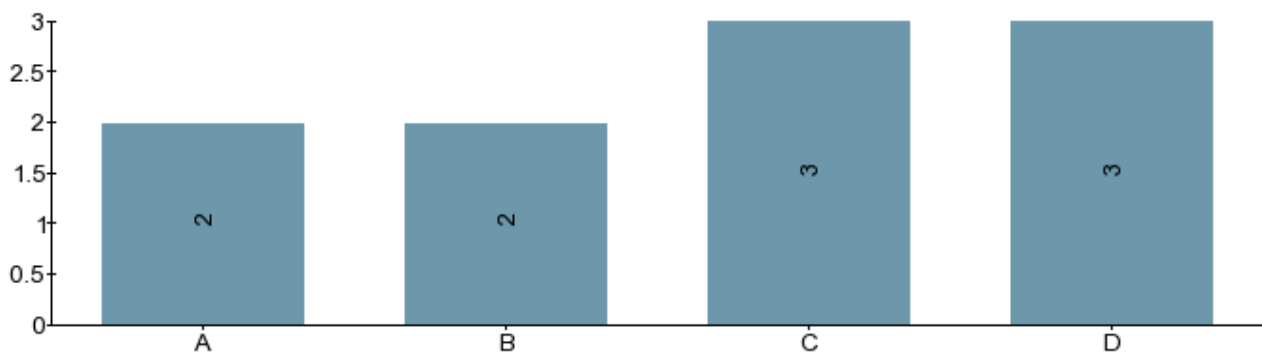
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

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 content is appreciated and perceived as interesting, but the structure of the course is difficult to grasp, especially through Canvas, even if the course activity follows the general guidelines. It is the multitude (and content) of documents that is perceived as difficult to grasp, so one suggestion for next year, is to include the assignment descriptions directly into the course guide. The introduction already includes a description of the course content, but since it does not have compulsory attendance, all students do not use this opportunity to ask for clarifications. Some of the students say that they found it difficult to grasp the instructions for the examinations. When this is written (June 10th) 22 out of 28 students have completed the course, hence the majority seem to have got the necessary information to pass the course. Learning the university's recommended system for referencing sources, have shown to be a challenge, especially for international students who are not used to this. These issues are already covered in the introduction, but could be addressed even more onwards.

The balance between the assignments is questioned, but from various perspectives.

-Regarding the individual written assignment, several students suggest that it should be given more focus (3 points instead of 2).

-Regarding the quiz (1 point), the views vary. One view is that it should be removed, another view is that it should focus more on the book on Kennedy while other students want it to focus explicitly on McQuail, but overall, more focus on the literature.

-Regarding the group presentation, one suggestion is that all the group members should present the work instead of just one student. It is suggested that the points designated (4,5) should be less, and especially lesser than for the individual assignment, since this is perceived to demand more work.

-Regarding the wiki, some technical problems have occurred. Håkan Liljegren will update the wiki-server for the next year.

-The opposition seminars are a bit too long and should be cut into shorter sessions (preferably not longer than half-days).

Suggestions for changes to the next course date.

-Keep the content of the lectures, where the literature is presented intertwined with subsequent group discussions (usually related to selected case studies), since this is perceived as interesting.

-Aim to simplify the structure of the course and the information in the course guide. Aim to combine all information necessary (as far as possible) into one document (=the course guide).

-Include a link to the library's information on referencing in the course guide, and make explicit that this contains information necessary to pass the writing assignments in the course.

-Consider revision of the complexity and balance between the examination assignments, for instance as suggested below:
ALT 1: Written individual assignment 4p, Written group assignment 3,5p, both with compulsory seminars and opposition (no quiz).

ALT 2: Quiz 2p, Written individual assignment 3p, Written group assignment 2p with compulsory seminars and opposition where all group members present. If the option with quiz is used, base it on more extensive readings on both McQuail and Kennedy.

-Update the wiki-server (Håkan L is already looking for solutions on this).

-Make the seminars shorter (half-day sessions instead of whole-day sessions).

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