Final report HT2023_ENATS9_42651_Tal och social interaktion
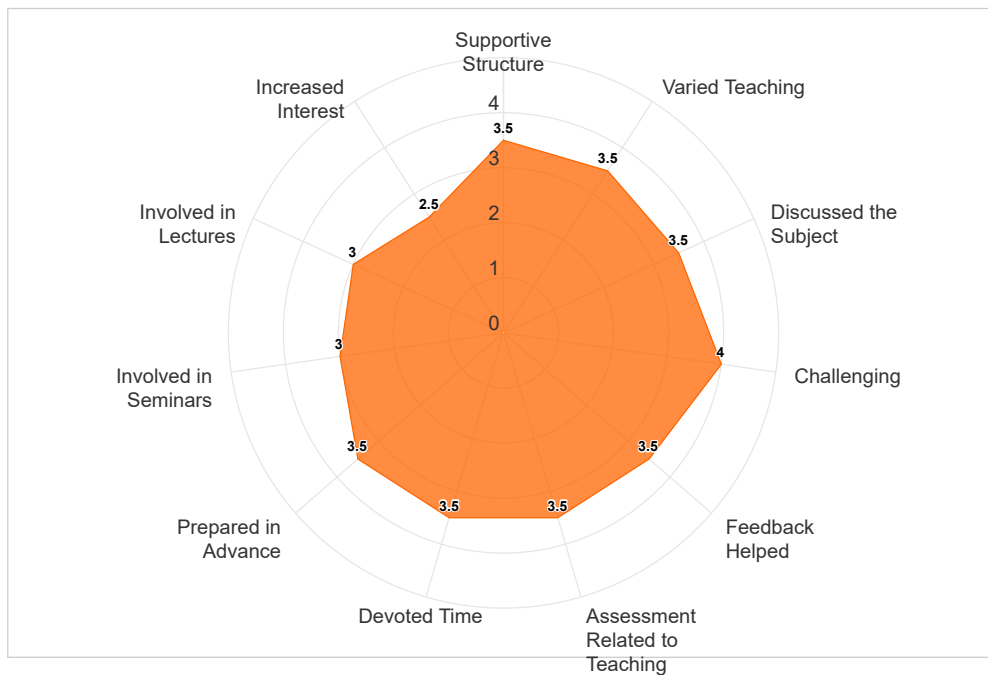
First time registred students: 11
Answer Count: 2
Answer Frequency: 18.18%

ENATS9 Tal och social interaktion, End date: 2023-11-05

Mean value for each question. Highest value = 4.

|	Mean
Supportive Structure	3.5
Varied Teaching	3.5
Discussed the Subject	3.5
Challenging	4.0
Feedback Helped	3.5
Assessment Related to Teaching	3.5
Workload	2.5
Devoted Time	3.5
Prepared in Advance	3.5
Involved in Seminars	3.0
Involved in Lectures	3.0
Increased Interest	2.5

Results of learning

All in all, the course was valuable for me.

Courses that were considered valuable were related to personal development, acquisition of new knowledge and skills, understanding of something. Higher ratings can refer to students' perceived development (learned a lot, and it was useful). Lower ratings can refer to scanty development of knowledge and skills or not understanding certain themes or their parts, not understanding the necessity and significance of the course, problems in the learning environment.

	Mean
All in all, the course was valuable for me	3

- I agree
- I somewhat agree
- I somewhat disagree

△ 1/2 ▽
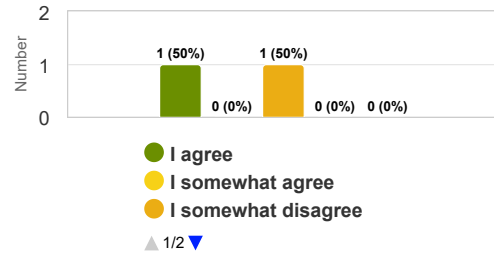
How likely would you be to recommend this course to a friend or colleague?
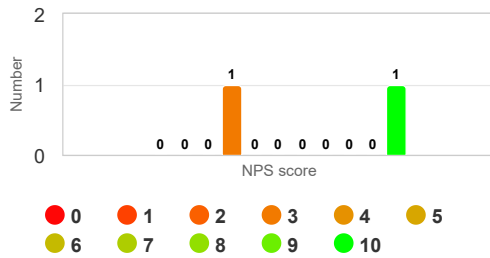
Net Promoter Score (NPS) = 0

Promoters = 1 (50%)

Passives = 0 (0%)

Detractors = 1 (50%)

The Net Promoter Score (NPS) is a metric that measures student experience and predicts the effectiveness of a course. It calculates an NPS score based on a key question using a 0-10 scale, asking how likely students would recommend the course to others. Respondents are grouped into Promoters, Passives, or Detractors based on their score, and the NPS is calculated by subtracting the percentage of Detractors from the percentage of Promoters. The NPS is a core metric for course evaluation programs and is trusted by educational institutions to engage their students and improve their learning experience performance.

Comments

Course supervisor's comments

This year's round of ENATS9 is the second time it has run in its current form, with a new syllabus, and the first time it is an elective course for the Master's program in English. The course is also co-taught with a corresponding PhD course syllabus (6ENG041). 12 students and one PhD student were registered on the course, and between 6-7 have been continuously active in sessions (but attendance in ALL sessions was low). Two teachers have co-taught the course, and both have been present in all eight sessions. Since the last time the course ran, the reading list was edited and some articles and chapters were removed for this round in order to be able to spend more class time on workshopping the students' data for two of the three assignments. Only two students have filled out the survey, despite reminders in class and in Canvas, and those two have opposing views on the evaluation criteria (one is satisfied, the other is satisfied). There is one open-ended written comment, which related to a positive view on the engagement of the teachers, but no written comments which elaborate on the reasons behind one student's dissatisfaction, which makes a course analysis difficult. However, a general impression is that since attendance in non-mandatory sessions was low, it is not surprising that some students found the examinations difficult. For future rounds of the course, we will work to ensure that students know that attendance and active participation is in their best interest to reach the learning outcomes, as ample opportunities to work on their analytic assignments are given; perhaps through adding more mandatory components.