

# PUBLISHED COURSE ANALYSIS



Publishing date: 2017-07-04

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.

*Business English I, 15 ETCS cr. (ENGA1E)*

*Course convener: Andreas Lind*

## Basic LADOK data

Course Code: ENGA1E

Application Code: 27887

Semester: VT-17

Start Week: 201704

End Week: 201723

Pace of Study: 50%

Form of Study: Distans

## Course Data

Number of questionnaires answered: 7

Number of first registrations<sup>[1]</sup>: 21

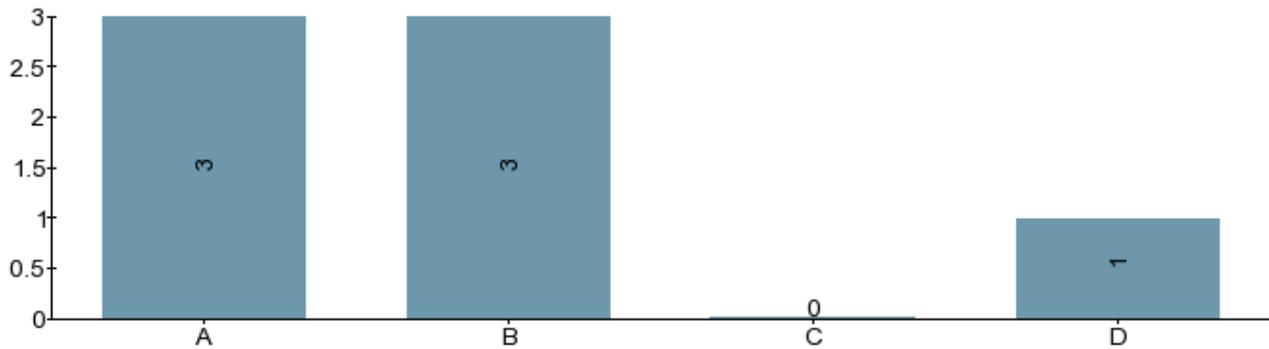
## Changes suggested in the course analysis of the previous course date:

The Spring 2017 edition of ENG A1E was already planned and launched by the time the course evaluation period for Autumn 2017 closed, but below is a reminder of the future changes suggested in the previous analysis:

"From Autumn 2017 onwards, the following will be added to the course (within the parameters of the current syllabus to begin with):

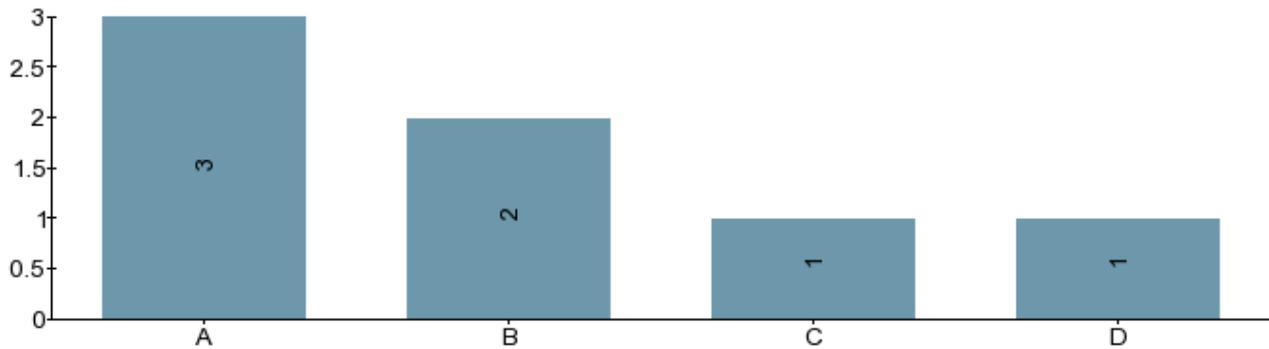
- a pre-recorded motivational speech or text (with examples drawn from the ample supply of optional but recommended learning resources and materials linked to or provided during the course) to help convince students about the rewards of i) aiming higher than the minimum course requirements with their coursework/performance (in terms of both quality and quantity) and ii) forming autonomous learning habits that can be maintained and developed whenever there's no scheduled interaction with the instructor and fellow students and after the course is completed, and
- a system where students not only keep track of their own work and progress but also reflect on their own learning and share learning experiences through a folder in Itslearning where they'll be asked to post or link to learning journal / audio diary / vlog entries or similar at regular intervals for the instructor(s) to read or tune into at least twice while the course is still in progress (given the personal nature of this task, peer-to-peer and third-party sharing will be completely optional)."

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



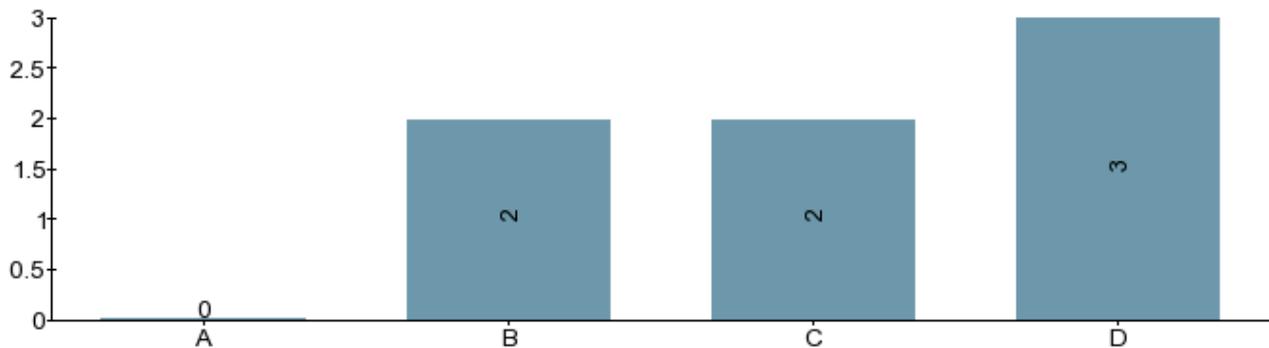
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

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.



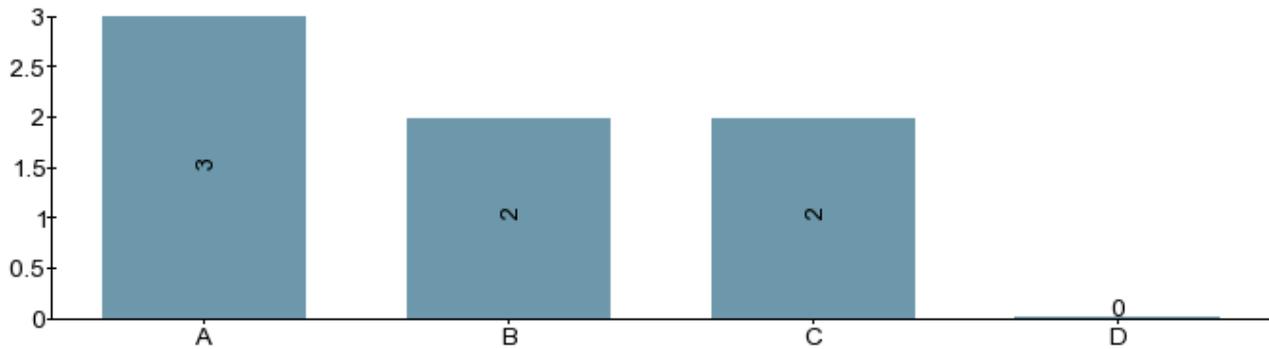
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

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

**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.**

Another successful run of Business English I overall, but the course is still on an upward trajectory and in need of various tweaks to achieve its full potential. Given the low number of respondents, however, I can only comment on general tendencies and issues which need to be addressed across all of my courses and which will be taken into account in the soon-to-be revised syllabus for ENG A1E:

- 1) Students tend to put in far less time and effort than intended/desired into optional but recommended reading, activities and exercises between classes and in preparation for their compulsory coursework + future careers and they both need and deserve an extra "structural push" to cover more ground in their handbooks and workbooks in particular.
- 2) Lately, there's been a significant rise in the number of concerns/complaints about unfair/uneven workload distribution within vocabulary/project teams where individual members fail to complete their fair share within the given time frames.
- 3) The drawbacks of using separate, independent platforms for the online reflections assignments are beginning to outweigh the benefits and the number of hours spent on reporting and solving technical hiccups and glitches (including incompatibility issues between different blog host sites in the commenting phrases) was unreasonably high for everyone involved this term. ?

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

Besides the already proposed changes (quoted in the 'Changes suggested in the course analysis of ...' section above), the following will also be implemented from Autumn 2017 onwards (directly corresponding to issues 1-3 in the section above):

- far more handbook sections and workbook units are to be specifically assigned for relevant time periods (rather than generally recommended without time parameters),
- individual contributions to the group vocabulary compilations are to be labelled with the contributor's initials,
- individual and cowritten contributions to the group project report are to be labelled with the contributor's/contributors' initials,
- students will no longer be asked to set up / maintain an individual blog page for the purpose of online reflection assignments but the 'discussion' function in Itslearning will be used for posting and commenting on reflections instead.

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