PUBLISHED COURSE ANALYSIS

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.

Language and social media, 7.5 ECTS cr. (ENAS05)
Course convener: Peter Wikström

Basic LADOK data

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Course Code:	ENAS05
Application Code:	39833
Semester:	HT-22
Start Week:	202245
End Week:	202302
Pace of Study:	50%
Form of Study:	Distans

Course Data

Number of questionnaires answered: 3

Number of first registrations[1]: 9

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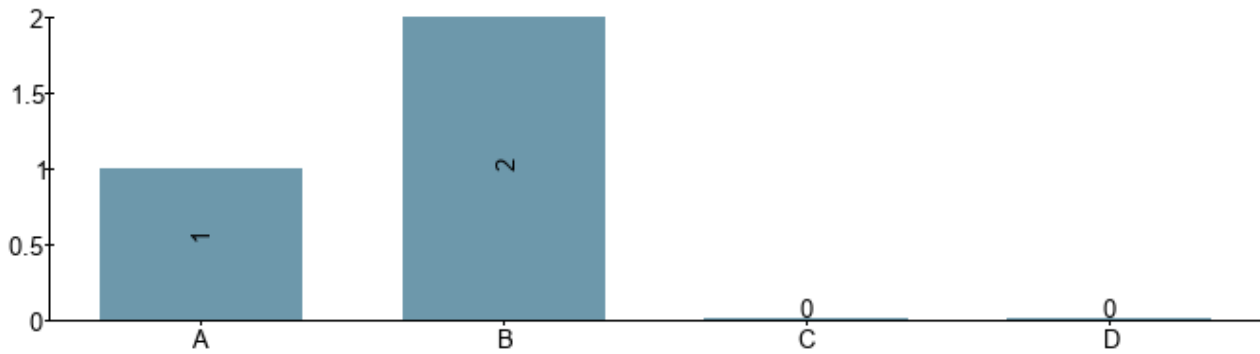--

1. The contents and structure of the course has supported the achievement of the learning outcomes
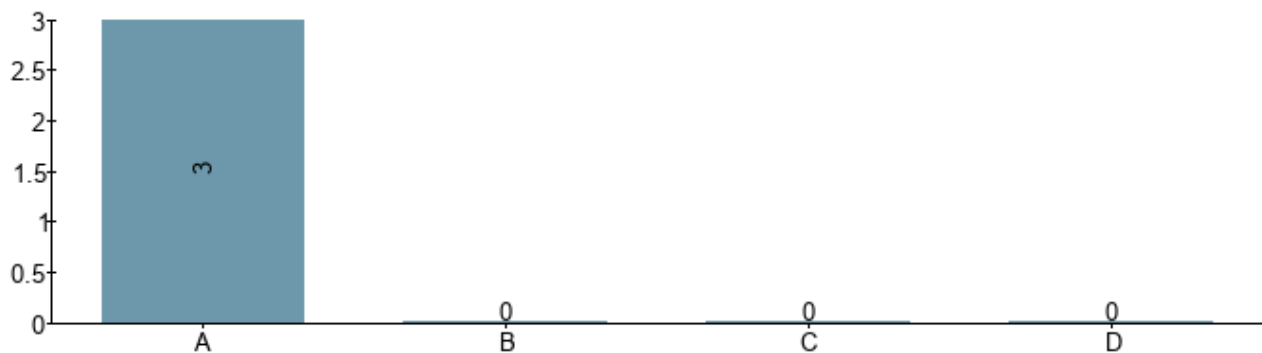
A) To a very large extent
B) To a large extent
C) To some extent
D) To a little extent or not at all

2. The assessments included in the course have given me the opportunity to demonstrate my achievement of the learning outcomes
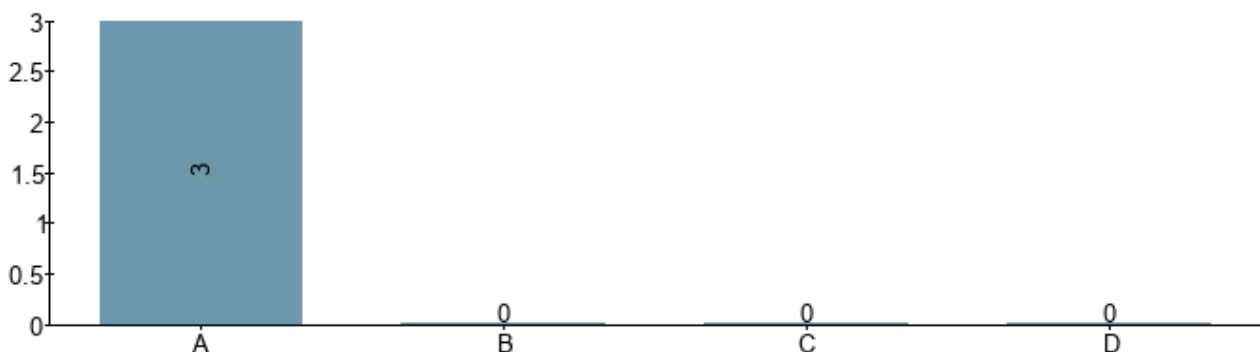

A) To a very large extent
B) To a large extent
C) To some extent
D) To a little extent or not at all

3. My workload (including scheduled activities and independent work) during the course has been
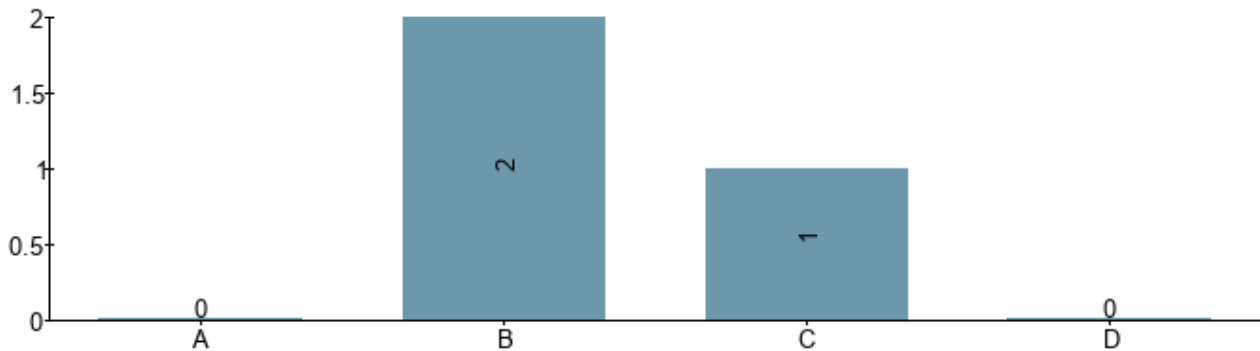
A) 40 hours per week or more (or 20 per week or more for courses given as half-time studies, 10 hours or more for cour
B) Between 30 and 39 hours per week (or between 15 and 19 hours for courses given as half-time studies, or between 8
C) Between 20 and 29 hours per week (or between 10 and 14 hours for courses given as half-time studies, or between 5
D) Less than 20 hours per week (or less than 10 hours per week for courses given as half-time studies, or less than 5 h

4. During the course, I have experienced the reception from teachers and other staff as professional

A) To a very large extent
B) To a large extent
C) To some extent
D) To a little extent or not at all

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.

This is a newly developed course, offered for the first time. Out of the 9 registered students, around 4 were actually active throughout the course. Thus, while the response rate of this course evaluation is actually quite good relative to the number of active students.

It is good to see that the respondents largely viewed the course content as very relevant to the learning outcomes, and that they largely felt that the assessments were adequate, though there may be some room for improvement.

In my analysis of this evaluation, the low estimation of workload is concerning to me. See the suggested changes below. Further, there is to my analysis a contradiction between suggesting, as one comment does, that there were too many readings and the report that no student spent 20 hours or more per week on the course. The amount and level of difficulty of the readings was calculated to be evenly distributed throughout the course meetings over the course of the ten week period, with a total of less than 100 pages to read per 40 hours of expected workload.

As regards making the course content and activities more accessible to students who are working a lot during daytime, we do not plan on making such changes at this time. This is not intended to be an asynchronous or correspondence based course, and we expect our students to be able to participate in the real-time learning activities that we schedule. Real-time seminar interaction is pedagogically important to the kinds of learning outcomes that we are working towards.

Suggestions for changes to the next course date.

A new assessment scheme, for instance partial use of continuous assessment throughout the course, could help promote more active engagement, more student activity, and hopefully also an improved sense that the students get to demonstrate their learning through the assessment process. Continuous assessment could thus perhaps also promote more student activity and get the workload more in line with the intended ~20 hours per week.

In relation to the suggestion that the course be made more asynchronous (by recording meetings and not expecting live meeting attendance), the continuous assessment scheme that I am considering would likely have the opposite effect, of instead increasingly signalling an expectation of real-time engagement in the course and participation in assessment-related activities in class.

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