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, Student Centre.

Business English I, 15 ETCS cr. (ENGA1E)
Course convener: Andreas Lind

Basic LADOK data

Course Code:	ENGA1E
Application Code:	26454
Semester:	HT-15
Start Week:	201535
End Week:	201603
Pace of Study:	50%
Form of Study:	Campus

Course Data

Number of questionnaires answered: 7

Number of first registrations[1]: 16

Performance indicator[2]: 0%

**Changes suggested in the course analysis of the previous course date:**
Cut the waiting time for individual feedback on written assignments by approaching the submitted coursework of each course daily instead of weekly (which unfortunately proved untenable / unattainable due to my unusually heavy and scattered overall workload at the time - see concluding analysis section below).

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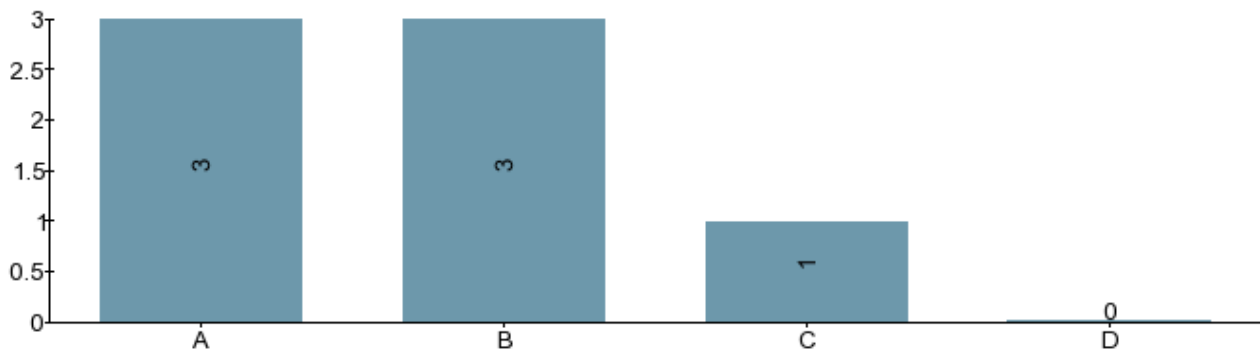

A) To a very great extent
B) To a great extent
C) To a certain extent
D) To a very little extent/Not at all

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.
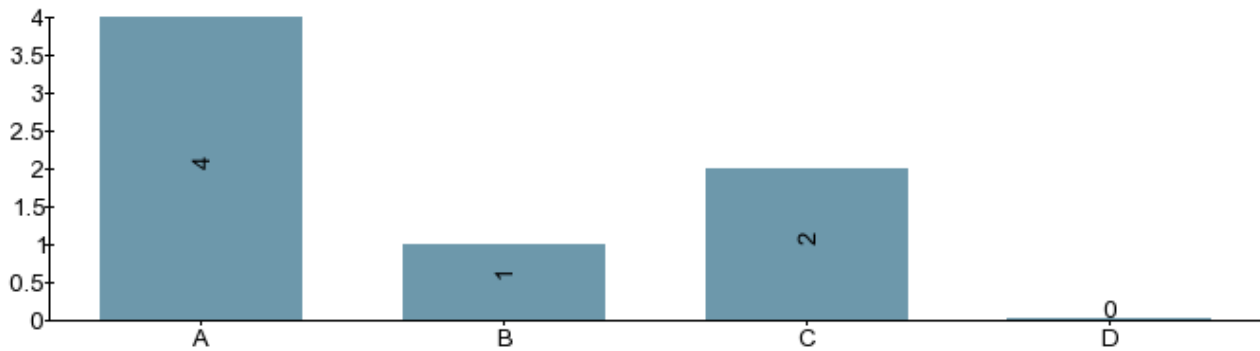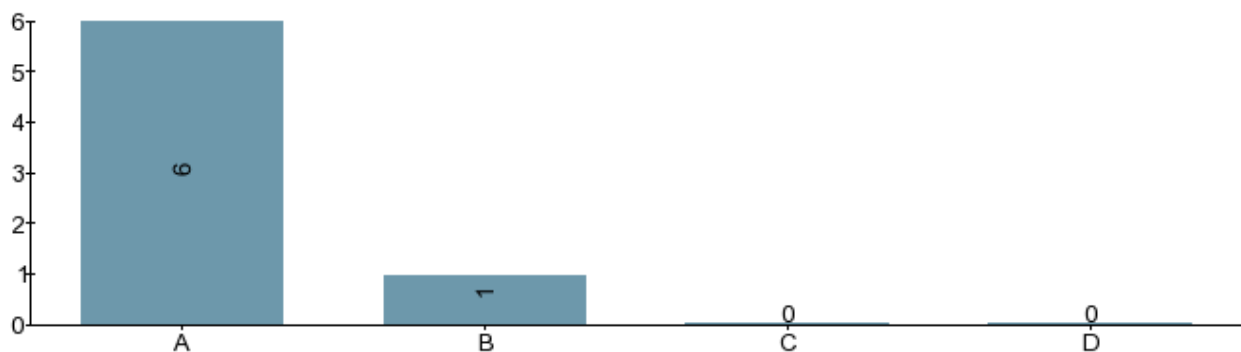

A) To a very great extent
B) To a great extent
C) To a certain extent
D) To a very little extent/Not at all

3. On average, I spent the following number of hours on coursework per week:
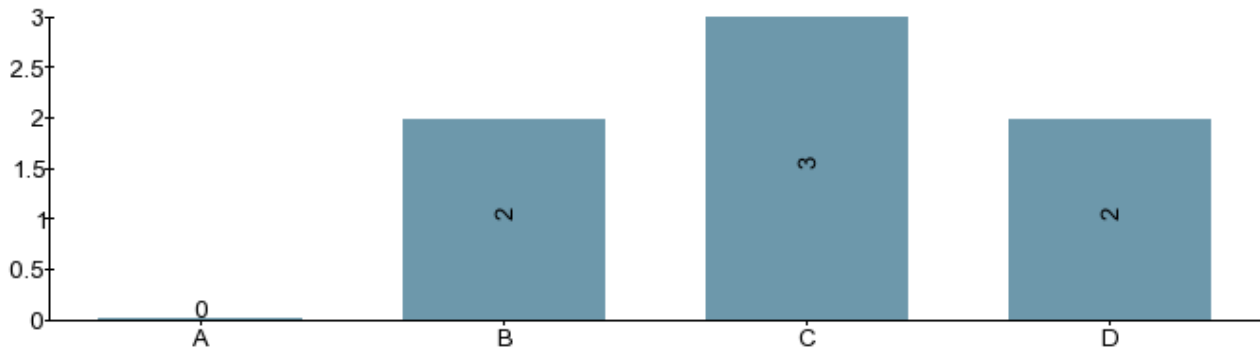
A) More than 40 hours (or more than 20 hrs at 50% study pace, more than 10 hrs at 25% study pace)
B) Between 30-39 hours (or between 15-19 at 50% study pace, between 8-10 at 25% study pace)
C) Between 20-29 hours (or between 10-14 at 50% study pace, between 5-7 at 25% study pace)
D) Less than 20 hours (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, and student completion rate above. If information

has been collected in other ways, it should also be analysed here. Any effect of joint courses should be commented on.

Although _all_ courses I taught in the autumn of 2015 were challenged by the temporary but considerable increase and change in my overall duties and commitments compared to previous autumn semesters (between September and January, I also was also contracted to do in-house translation work, library service / writing support, thesis supervision and built in-house training courses ? none of which I have previously done at such an extent and short notice), the campus version of Business English I / ENG A1E came relatively close to the ambitious/high standard it has set for itself in the past in terms of learning outcomes and student response. There's no room for complacency, however. From my perspective, the course still hasn't reached its full potential and I've decided it's time to review the syllabus and propose an updated version to further develop Business English I in preparation for its inclusion in the International Business programme at Karlstad Business School from the autumn of 2016 onwards.

Suggestions for changes to the next course date.

- The level of quality and detail in individual feedback of written assignments should be maintained, only delivered sooner and in a shorter time span between the first and the last student to receive it in each round (which looks much more feasible and realistic than it turned out to be last semester).
- The ENG A1E syllable should be revised and presented to the Faculty Board for review.

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1. **Number of first registrations for a course:** First registration = the first time a student registers for a specific course.
2. **Number of students completing a whole course (final Pass grade) at the time of analysis** = the extent to which students complete the registered course credits, calculated by dividing the number of students completing a whole course at the time of analysis with the number of first-time registered students for the course.