

PUBLISHED COURSE ANALYSIS



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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.

Marketing Strategies, 15.0 ETCS cr. (FEGC02)

Course convener: Kaisa Koskela-Huotari

Basic LADOK data

Course Code: FEGC02

Application Code: 36395

Semester: HT-20

Start Week: 202036

End Week: 202045

Pace of Study: 100%

Form of Study: Campus

Course Data

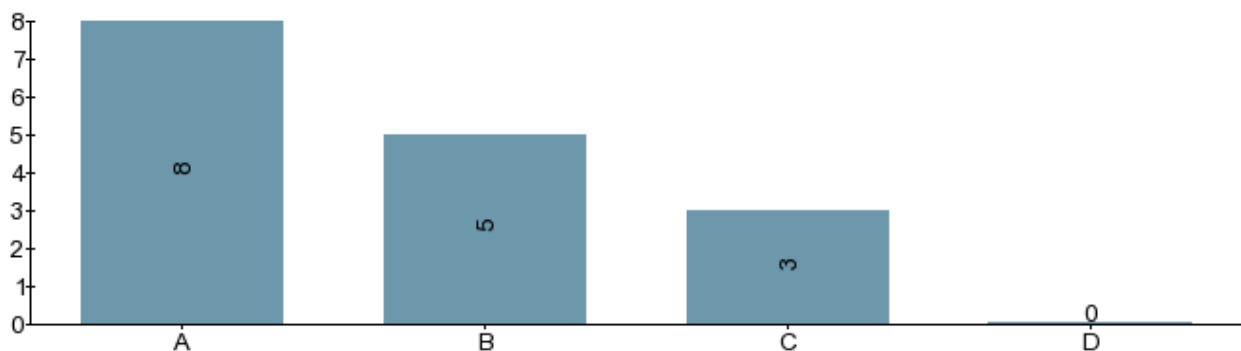
Number of questionnaires answered: 16

Number of first registrations^[1]: 33

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

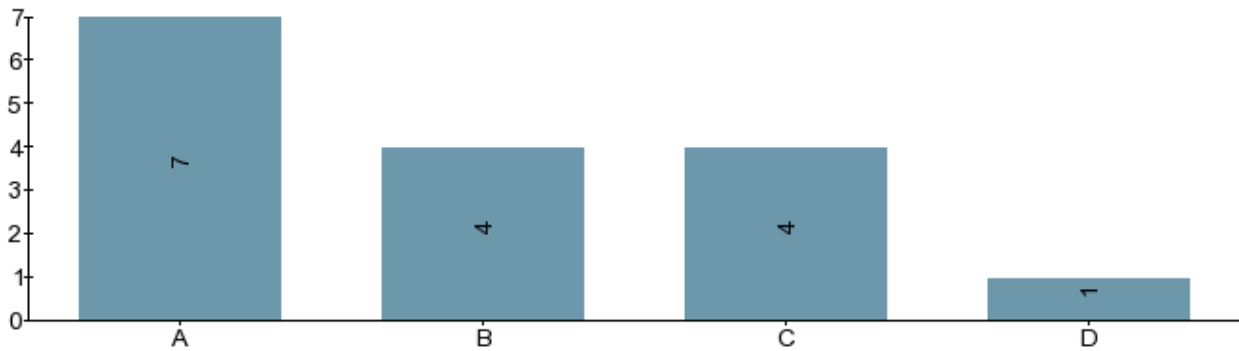
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1. The contents and structure of the course has supported the achievement of the learning outcomes



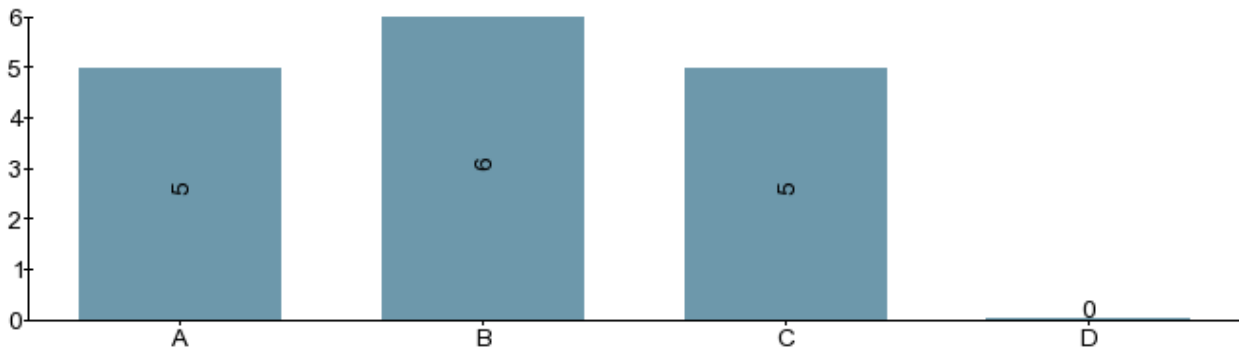
- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

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



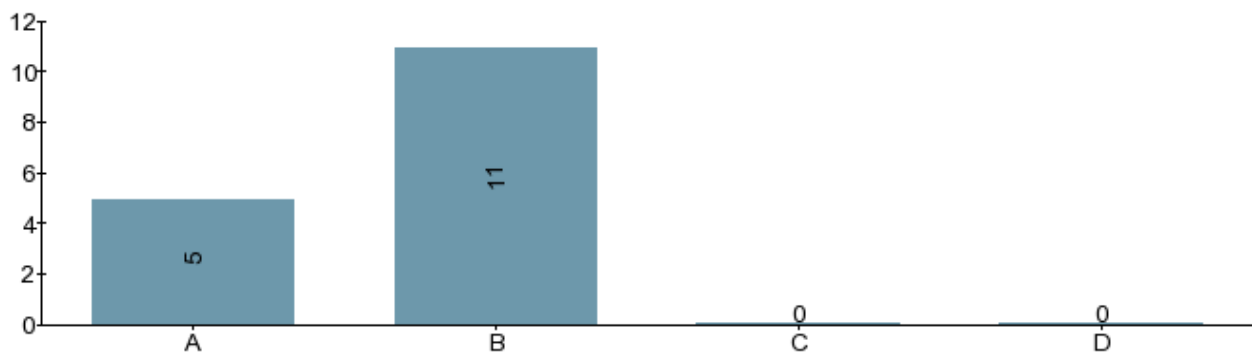
- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

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 courses given as part-time studies)
- B) Between 30 and 39 hours per week (or between 15 and 19 hours for courses given as half-time studies, or between 10 and 14 hours for courses given as part-time studies)
- C) Between 20 and 29 hours per week (or between 10 and 14 hours for courses given as half-time studies, or between 5 and 9 hours for courses given as part-time studies)
- 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 hours per week for courses given as part-time studies)

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

should also be analysed here. Any effect of joint courses should be commented on.

In general, the students continue to be happy and satisfied with both the structure and content of the course and the competence of the teachers. Many emphasize how much they have learned from the course while having fun in the process. This year, the switch to digital format brought forth some challenges to the course, but overall the students were still content with the set-up of the course (instead of face-to-face seminars, the course included interactive seminars via Zoom with lots of breakout room discussions) and thought that the teachers had good skills in digital teaching.

Suggestions for changes to the next course date.

While most students really appreciate the flipped classroom approach adopted in the course, some felt that the interactive sessions could include more lecturing by the teachers.

The implication for next year:

More time should be spent at the beginning of the course to explain the purpose and meaning of the flipped classroom approach and why this is used in the course. Especially exchange students might need more guidance to be able to adapt to the pedagogical approach.

As the course is very group work-based, a few students who did not have such a well-functioning group had an unpleasant experience due to this reason. At the same time, many students really like the course due to its group work-based nature and felt that this became even more important now that the education is online and there is less contact with other students.

The implication for next year:

The course will continue to be group work-based, however, the group work should be facilitated better by including discussions and, for example, the 'group work contract' exercise at the beginning of the course. Also, explore if it would be possible for students to ask for replacement in another group after the first module in case they do not feel that the group dynamics are working out.

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