

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, Student Centre.

English for Science and Technology I, 15 ETCS cr. (ENGAT1)

Course convener: Andreas Lind

Basic LADOK data

Course Code: ENGAT1

Application Code: 26466

Semester: HT-15

Start Week: 201535

End Week: 201603

Pace of Study: 50%

Form of Study: Distans

Course Data

Number of questionnaires answered: 4

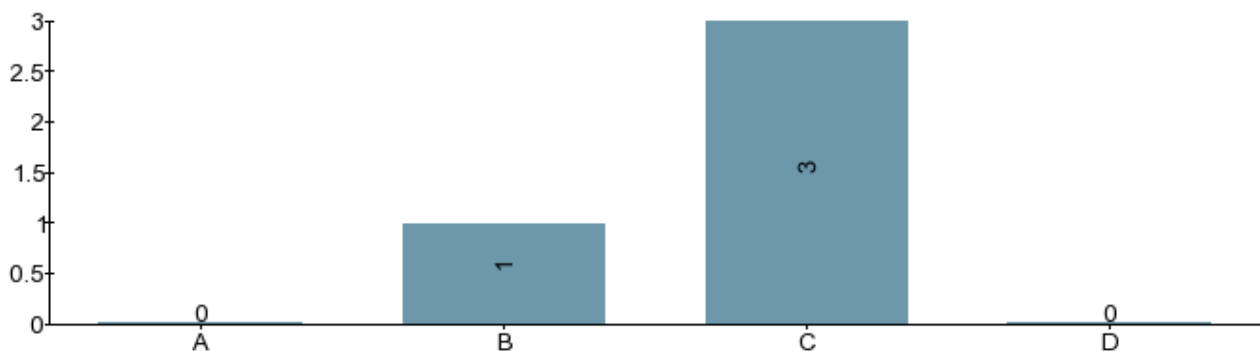
Number of first registrations^[1]: 24

Performance indicator^[2]: 0%

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

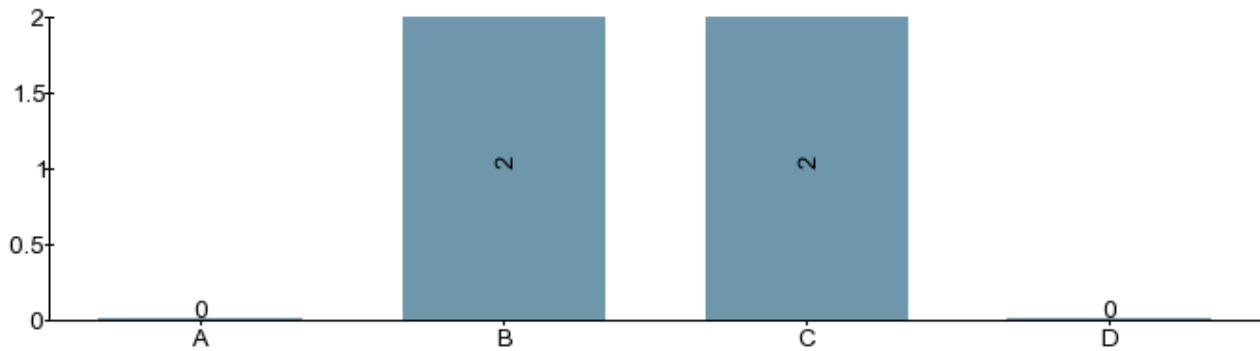
Cut the waiting time for individual feedback on written assignments by approaching the submitted coursework of each course daily instead of weekly (which unfortunately proved untenable / unattainable due to my unusually heavy and scattered overall workload - see concluding analysis section below).

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



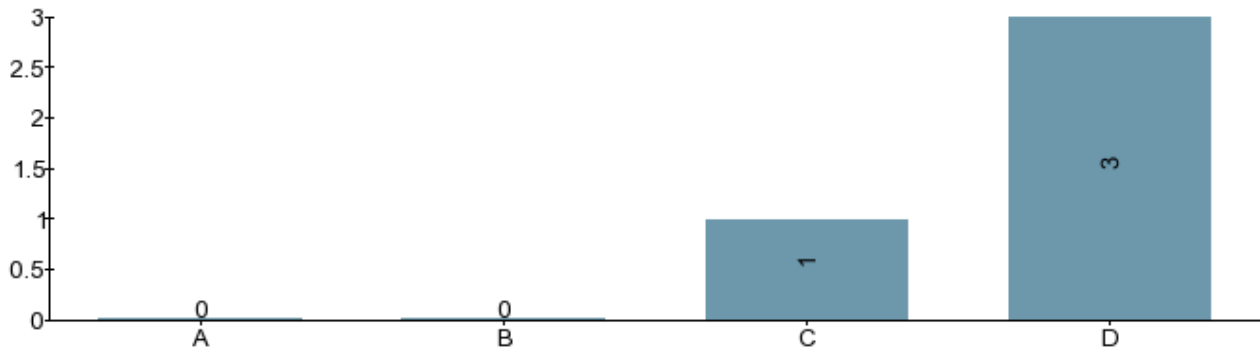
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

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.



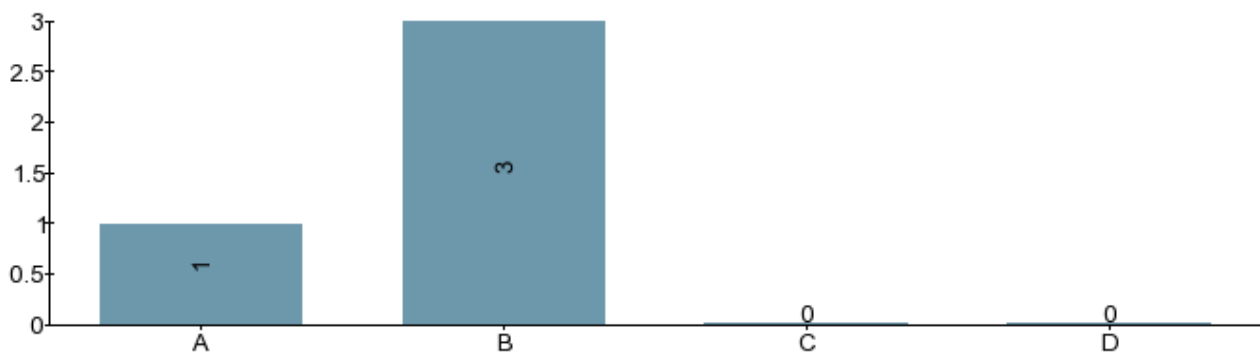
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

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

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 distance students suffered harder since they didn't meet me regularly and were left to their own devices for much longer periods than usual - especially the ENG AT1 ones, since they have a larger share of independent individual work than ENG A1E students! They deserve better and I will not allow this to happen again.

Suggestions for changes to the next course date.

The level of quality and detail in individual feedback on written assignments should be maintained, but this feedback must be delivered sooner and in a shorter time span between the first and the last student to receive it in each round (which should be much more feasible and realistic than it turned out last semester).

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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.