

# PUBLISHED COURSE ANALYSIS



Publishing date: 2023-01-30

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.

*Theoretical perspectives on literary and cultural negotiations, 15.0 ECTS cr. (ENAL08)*  
Course convener: Nicklas Hållén

## Basic LADOK data

Course Code: ENAL08  
Application Code: 40409  
Semester: HT-22  
Start Week: 202235  
End Week: 202302  
Pace of Study: 50%  
Form of Study: Distans

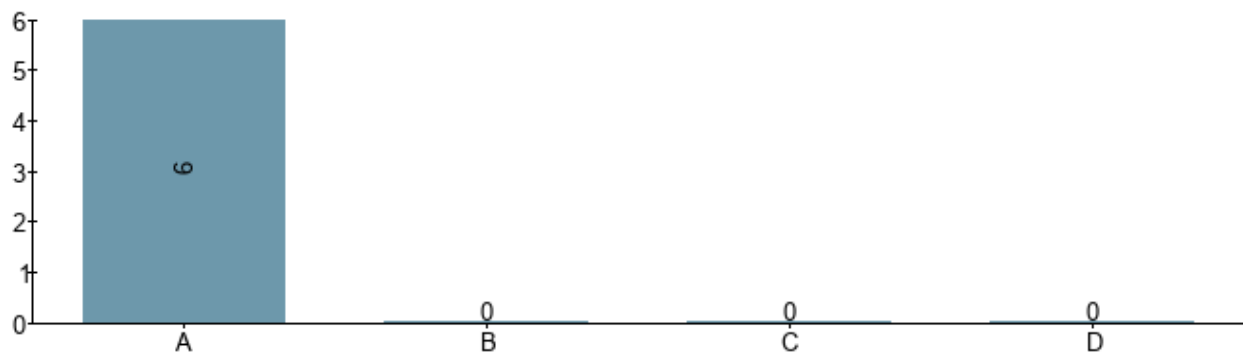
## Course Data

Number of questionnaires answered: 6  
Number of first registrations<sup>[1]</sup>: 15

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

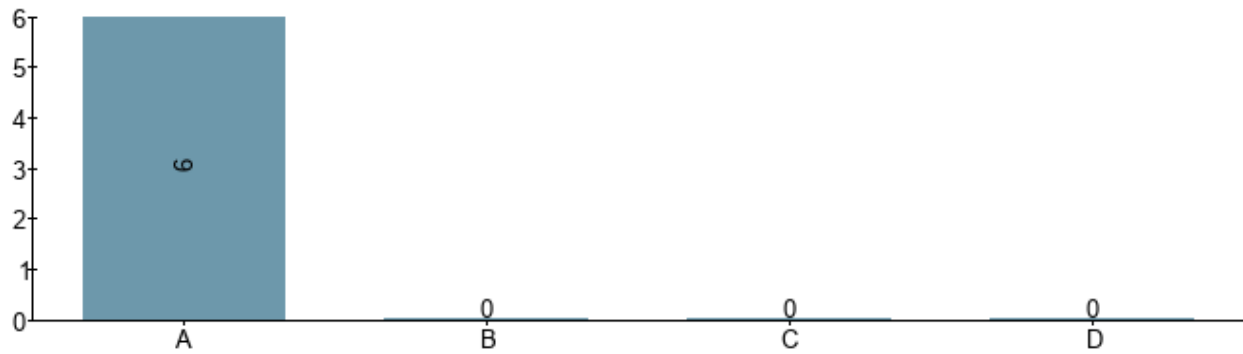
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1. The contents and structure of the course has supported the achievement of the learning outcomes



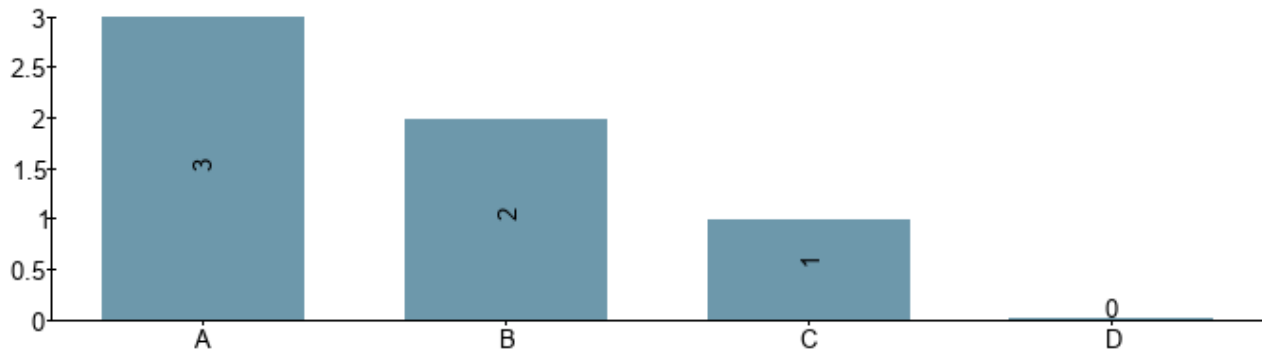
- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

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



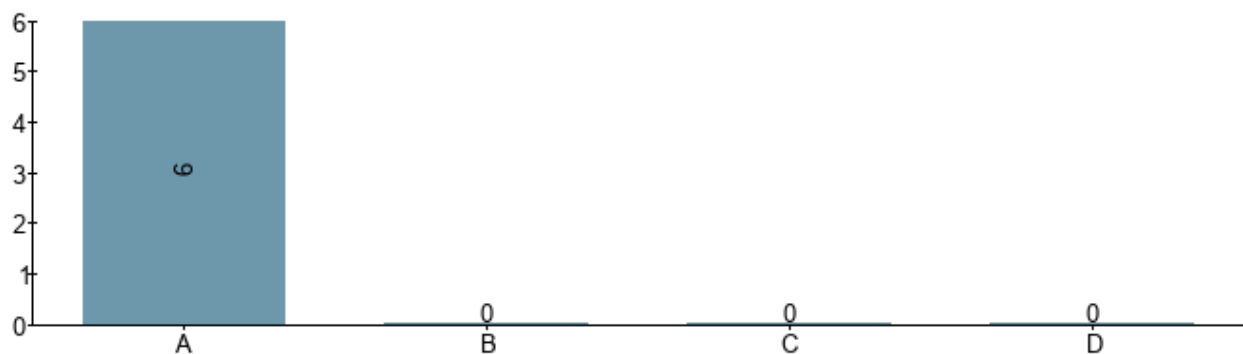
- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

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 8 and 9 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 7 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 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

**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.**

We got six evaluations, which of course is not a lot but surprisingly many considering the fact that only 6 students made it to the end of the course. The students who made it through to the end seem to be generally happy with the course. The students who dropped out might have done so because they had miscalculated the work load, since many students work full or part time. The students seem happy with the fact that they get to present a text instead of reading an assigned primary text, but they also ask for a short example text to focus the theoretical discussions around.

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

For some seminars, it might be good to have a short example text, such as a poem, as . This will not always work, but where it does it is not a bad idea. Half-way through the course I started using power-point presentations with my readings of key sections of the assigned theoretical literature. The students liked this and it made the discussions much better and gave the students more confidence to engage with the texts critically, so this should become how all seminars on the course start.

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