

PUBLISHED COURSE ANALYSIS



Publishing date: 2017-07-04

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 II, 15 ETCS cr. (ENGA2E)

Course convener: Andreas Lind

Basic LADOK data

Course Code: ENGA2E

Application Code: 27892

Semester: VT-17

Start Week: 201704

End Week: 201723

Pace of Study: 50%

Form of Study: Distans

Course Data

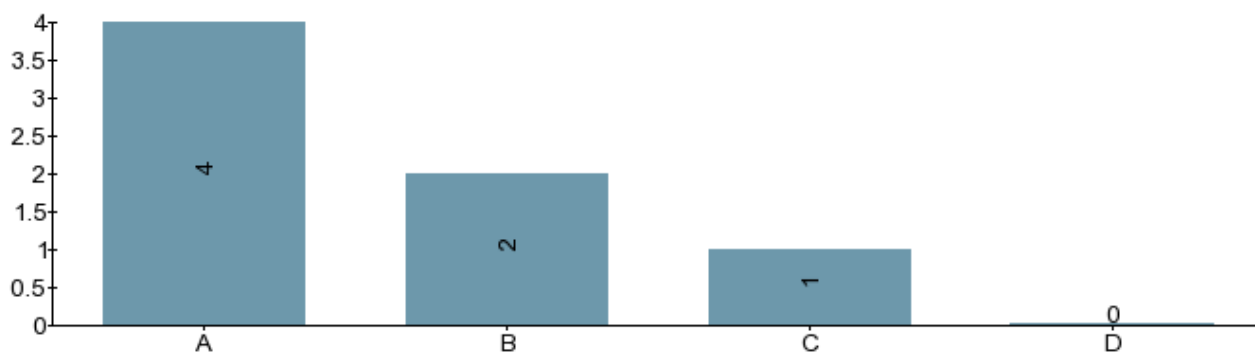
Number of questionnaires answered: 7

Number of first registrations^[1]: 19

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

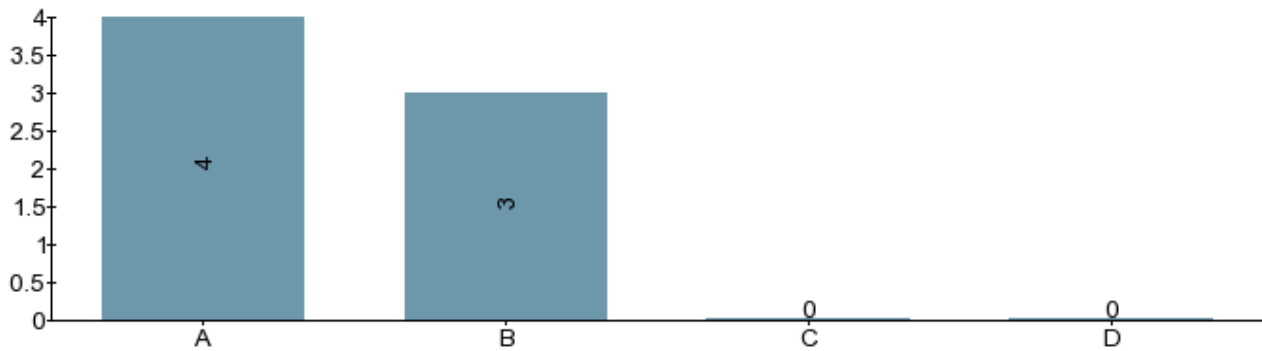
- Further reduction of waiting times for feedback on individual drafts - ideally down to two weeks maximum from each participant's point of submission rather than from the actual posting deadline, which will also help the teacher distribute the workload more evenly.
- The usual high level of teacher commitment and involvement throughout all stages of the course.

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



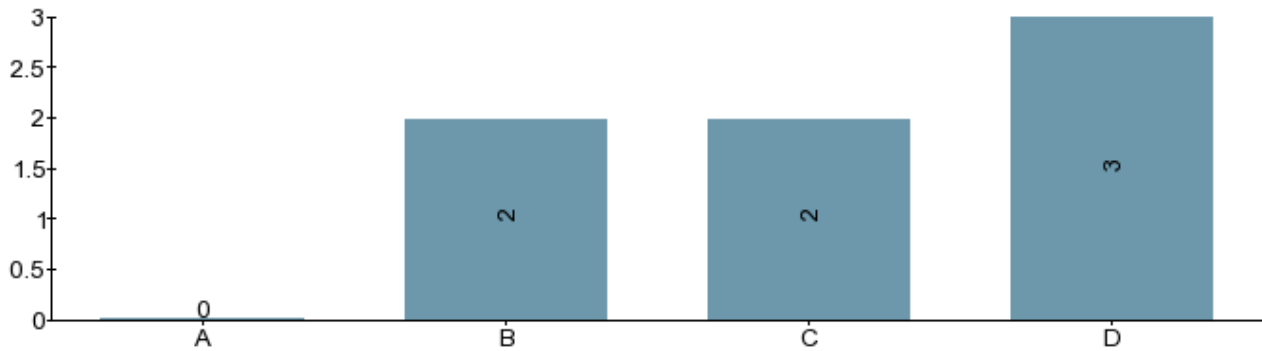
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

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.



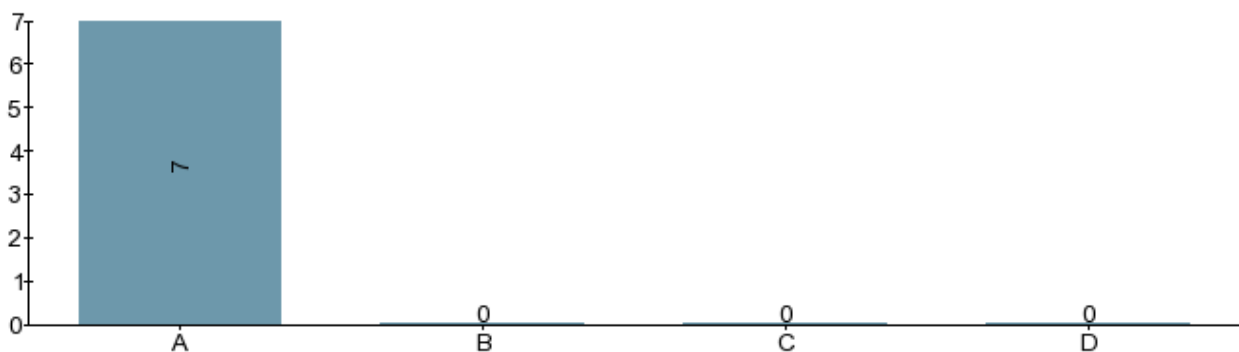
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

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

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

A successful run of ENG A2E / AT2 overall, but the course is still on an upward trajectory and in need of various tweaks to achieve its full potential. Given the low number of respondents and completely blank comment/suggestion sections in this evaluation form, however, I can only comment on general tendencies and issues which need to be addressed across all of my courses and which will be taken into account in the soon-to-be revised syllabus for ENG A2E / AT2:

1) Students tend to put in far less time and effort than intended/desired into optional but recommended reading, activities and exercises between classes and in preparation for their compulsory coursework + future careers and they both need and deserve an extra "structural push" to cover more ground in their handbooks and workbooks in particular.

2) Lately, there's been a significant rise in the number of concerns/complaints about unfair/uneven workload distribution within vocabulary/project teams where individual members fail to complete their fair share within the given time frames.

3) The drawbacks of using separate, independent platforms for the online reflections assignments are beginning to outweigh the benefits and the number of hours spent on reporting and solving technical hiccups and glitches (including incompatibility issues between different blog host sites in the commenting phrases) was unreasonably high for everyone involved this term.

Suggestions for changes to the next course date.

The following will also be implemented from Autumn 2017 onwards (directly corresponding to issues 1-3 in the section above):

- far more handbook sections and workbook units are to be specifically assigned for relevant time periods (rather than generally recommended without time parameters),
- individual contributions to the group vocabulary compilations are to be labelled with the contributor's initials,
- individual and cowritten sections of the group investment proposal are to be labelled with the contributor's/contributors' initials,
- students will no longer be asked to set up / maintain an individual blog page for the purpose of online reflection assignments but the 'discussion' function in Itslearning will be used for posting and commenting on reflections instead.

Also, if the introduction of learning journals (audio diary / vlog entries or similar) on ENG A1E and ENG AT1 respectively in Autumn 2017 has the desired effects and is embraced by students, it will be extended into ENG A2E / AT2 from Spring 2018 onwards.

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