Kursrapport Basic English Grammar Skills for University ht 2021 (210830-211107)

Bakgrundsinformation

Datum kursrapport:
Kursens namn: **Basic English Grammar Skills for University**
Termin: **ht 2021**
Ladokkod: **AK201E, tillfälle 16130**
Kursansvarig: **Adam Gray**
Antal registrerade studenter: **13**
Antal studenter som besvarat den summativa kursvärderingen: **8**

Genomförande	**Sätt X**
Föregående kursrapport är kommunicerad i samband med kursstart	x
Tidig dialog om förväntningar på kursen	x
Formativ kursvärdering	x
Summativ kursvärdering	x
Återkoppling till studenterna	x

Utvärderingsformer
Both the formative and summative evaluations were done via surveys in Canvas. Results were shown to the students and analyzed via two pre-recorded videos that were posted on Canvas.

Sammanfattning av studenternas kursvärderingar
Totally positive.

Sammanfattning av lärarlagets utvärdering
Positive. It is the teacher's belief that the course is better as on online course than as on on-campus course because students could complete the course in an a-synchronic way.

Analys
The analysis is attached as a document called "online vs on-campus argument".

Åtgärdsplan
Present the plan for online vs on-campus as an alternative for this course.

Förslag till revidering av kursplan
This has been done already for Fall 2022.

Online vs On-campus

In 2020, reports and surveys showed that many students complained that distance studies were not as effective or enjoyable as campus-based studies (source). However, other students who live far away from campus, with their only opportunities to study being via the Internet, have since 2020 indicated that they prefer online studies (source). Thus, it seems that one can make an argument for online studies being more accessible and successful for more students and teachers than on-campus studies. Both on-campus and online have pros and cons but online seems to be better, at least for support services, such as such introductory courses and the Writing Centre.

What arguments can be made for making a course completely distance-based e-learning contra campus based?

Widening Recruitment: online learning takes students to Malmö. Many students have their first introduction to university studies, and to Malmö University in specific, via introductory and support courses, such as these Basic English courses. From distant parts of the world, Sweden, Skåne, or even the outer edges of Malmö, students are introduced to higher education in an easy and palatable way. The result is and will be that they apply for the programs at Malmö University (either online or on-campus) because of their experience and contact with online courses such as these.

Widening Participation: many current students claim online works for them because they have other courses, jobs or family conditions that make it easier to take the online courses. With courses that offer an introduction to university, it makes sense to make these courses available to combine with other commitments students may have. 70% of Malmö University students come from non-academic back grounds. Those 70% are students who work, who have children and families to take care of, and who don't live close to the university. These are students who need to be more at home and their jobs. Many students in this group have traditions of needing to be available for their families. These students don't have much time to be physically at the university.

Accessibility: students with different disabilities, including physical, emotional, and mental, find online studies more accessible. Malmö University aims to work in line with the government strategy to have education in the whole country (source), and this aligns with lifelong learning, widening recruitment, and widening participation (source). In short, making these courses online will make it possible for a wider group of students to participate in the courses and get started or advance with their university studies.

Flexibility: Online assistance offers much more spontaneous meetings between students and teachers and offers more academic support. Weaker students explain that they find online courses better support. Support at home is needed; our job is to make sure these students get the support they need, and the flexibility of online supports makes that easier to implement that. Students need to be able to learn and deal with the online learning environment. In the future, students will need to have online skills for many parts of their programs; we can introduce them to the skills needed to work in online programs. Most of future of education and work life is moving online. Our job should be to prepare them for that.

Academic Support Courses: most of the CAKL courses and services are support services for other programs, both BAs and Masters. For our students, it's important that these courses don't take up time from the other program courses. They will and do prioritize their programs first when there are any schedule conflicts.

Blended Learning: in our experience, the students who say that they want campus sessions often don't show up for the special campus sessions. Blended learning doesn't work when the students know it will be online anyway. Despite the desire for social interaction, most students seem to choose the more comfortable online sessions. At least that is the experience we have with our students in these courses. This is also the experience with students who book appointments in the Writing Centre; students who book on-campus

appointments sometimes don't show up. However, students who book online appointments show up almost always because it is easy to do so. If the cancel, they do it in time and it is easy to book another student or for the teacher to be available to do other responsibilities. Students show up more online than they do on-campus. Student cancel online appointments less.

Meetings with staff or students: across the university, people are reporting that more people come to meetings because the meetings are held online. Online meetings and online teaching offer a comfort that people are attracted too.

There are, of course, teachers who are uncomfortable with distance learning. Such teachers push for on-campus learning because of this. However, our students push for online course, and it's more comfortable for them, as well as many of us teachers. Additionally, teachers have desires and needs to work from the distance for a variety of reasons. I think an argument can be made for that it is most students and teachers that support online learning.

Distance courses have the highest applications rates at K3. What about CAKL?