

## COURSE REPORT – Summary of course evaluation

### Background information (To be completed by the course administrator)

<b>Course LADOK code:</b> EN215A	<b>Scope (hp):</b> 15
<b>Course title:</b> Creative Writing I	
<b>Course coordinator:</b> Martin Cathcart Fröden	<b>Number of registered students:</b> 91
<b>Semester in which the course is conducted:</b> HT24	
<b>Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name.</b>	

### Forms of evaluation and feedback (To be completed by the course coordinator)

<b>Formative course evaluation, for example dialogue during the course (optional)</b>  Ongoing dialogue with students, at various levels, via email and other channels	<b>Approx. number of students who participated in formative course evaluation(s):</b>  Full student cohort
<b>Summative course evaluation (obligatory)</b> <input checked="" type="checkbox"/> Only via Canvas <input type="checkbox"/> Canvas and other form <input type="checkbox"/> Only other form (written and/or oral)	<b>Number of students who participated in the summative course evaluation:</b>  Creative Writing I-HT24 Respondents: 104 Answer Count: 27 Answer Frequency: 25.96%

### Student's perspective (To be completed by the course coordinator)

<b>Summary of the students' oral and written feedback:</b> <ul style="list-style-type: none"> <li>Please see Kursutvärdering EN215aHt24, as Copy/Paste/Edit feels disingenuous here. The spread of opinions from those who participated in the survey give a good view of how students feel about the course. It's a wide variety of opinions, in my opinion mostly positive, and it also shows the spread of backgrounds and expectations of the students who find themselves in the course.</li> </ul>
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### Teacher's perspective (To be completed by the course coordinator)

<b>Summary of the teacher's views:</b> Course referred to as CW1 below and elsewhere.  All in all, I believe it was a great term for students and the tutor alike. 'New' colleagues, or a new combination of colleagues every term is a great thing for me, and I believe this is also good for tutors and students.  The students were ambitious, keen to learn, understanding and respectful, and seemed to get onboard with the idea that peer reviewing is the way forward, both during the course but also for life-long learning. I liked having three central texts, and I believe the students appreciated this too.  I also made sure that the students had a social forum where I was not present, to further the
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strength of the cohort and to encourage the idea that the course doesn't end when the students leave the structure of the university.

I believe all LO's were met, depending somewhat on the independent student and often as a reflection on the effort the student put in. If anything, we spent less time correcting syntax and diction etc, as this is a course in writing and developing ideas more than a language learning tool, and in that sometimes great ideas were put forward in 'weak' language, and thus we were able to focus on the idea.

After reading through the answers to the student questionnaire I am very happy to have provided a fruitful learning environment for my students. I am aware of the constraints of the course, of the current situation and the terms of my employment in that I have other areas of responsibility as well as CW1, and I will endeavour to alleviate these pressures and ameliorate the aspects that students felt worked less than great.

We all want more time, and this is one of the challenges, and perhaps blessings of this, and all CW courses.

Above all I think all those involved on the course, which in this case are others more than me, have done a tremendous job. We are also fortunate to have the students we have and I look forward to seeing them in other (CW) courses.

### **Action plan (To be completed by the course coordinator)**

The underlying analysis and the action plan should be based on a summary of the students' individual course evaluations, views from teachers in the course and the knowledge development in the research field. If identified problems are left without action, this should be motivated.

#### **The following changes are planned in the short and long term:**

WHAT should be done, WHO should do it and WHEN should it be done?

Analysis: I will update ISBNs to reflect what is available to students at the time of writing. I will see about implementing one or two 'live' elements, but with distance learning finding a time that suits more than a few select people, this is a challenge. We cover some of this with Office Hour which is good. This challenge is one that I am aware of, but also the element of the course which makes it popular. I will make sure that the talks with authors from outside the Uni sphere are better advertised and that the public and ongoing exhibition of student texts happens also this year to become a fixture in the writing calendar. I am also continuously improving the course in small ways together with the other members of staff.

Action: I will continue to push students as a group and individually outside their immediate comfort zones and I will also implement an even greater degree of freedom in some of the later modules, which in the HT term due to the holidays is both easier and a little different in the VT term. I will be as present as my schedule allows me and to keep encouraging peer to peer interaction, especially when at the moment, social interaction might be limited for some students. The growing cohort of students that are able to come to MAU is a testament to the good work of my colleagues and the importance of artistic and academic expressions today.

Remember to orally feedback the results of the course evaluation to

- the students who have completed the course evaluation
- the students of the next course round, i.e. the next time the course is given