

COURSE REPORT – Summary of course evaluation

Background information (To be completed by the course administrator)

Course LADOK code: EN215A	Scope (hp): 15,0 hp
Course title: Creative Writing I	
Course coordinator: Henriksen Line	Number of registered students: 58
Semester in which the course is conducted: VT26	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name.	

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

Formative course evaluation, for example dialogue during the course (optional)	Approx. number of students who participated in formative course evaluation(s):
Summative course evaluation (obligatory) ☒ Only via Canvas ☐ Canvas and other form ☐ Only other form (written and/or oral)	Number of students who participated in the summative course evaluation: 11

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

Summary of the students' oral and written feedback: The students would like ... • more feedback from teachers • a chance to discuss more with fellow students, getting to know them, as well as discuss feedback • A change in the structure, meaning that they read about the subject before they write about it. • bigger max wordcount • better NAIS accommodation • fewer limits to the assignments • clearer deadline structure Things students were happy with: • The feedback/peer review aspect, both when it comes to notes and work in progress • The structure of the course, with the combination of writing exercises and readings and how the two are combined, as well as the possibility for asynchronous learning

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

Summary of the teacher's views: • Generally very active students who have been great at giving their peers feedback and develop a sense of community in the forums.

- The voluntary seminars are not that popular and we teachers are a bit unsure if this is simply because they are not useful to the students or because they clash with students' schedules (many have jobs and other duties outside uni).
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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?

All of the points will be addressed by Line as course responsible:

- The teachers will not be able to give more feedback than they are already doing, but I will look into the possibility of more online peer review sessions, where teachers can be more active participants along with the students, and students can get to know each other more, as is also a point that was raised. However, I do think it's important that the primary feedback comes from peers, as learning to spot what works and does not work in a story is important for one's development as a writer, and so is the ability to respond to different kinds of feedback from different kinds of readers, take what is useful and discard what is not. Finally: we offer online seminars, where students can also talk to teachers about their writing, so this is a nother place for teacher input.
- Tweaking the structure of the course, so the readings come before the writing, is something that should be fairly easy to do, so I will look into it for this semester.
- The wordcount is to encourage quick writing and lots of it, as well as putting stuff out for peer review that is not fully done/as polished as one would like and therefore ripe for more editing. This means that the word count will not change for CWI, but there IS a larger word count max for CWII and III, where the learning outcomes/focus are different. Same goes for the limits put on the writing assignments: they are to push students to try out something new and to not have to focus on too much else apart from getting to writing. CWII and III will have a different focus.
- There are some limits to how we can accommodate NAIS on the course, but I am always very open to discuss accommodations with students and find ways around the course structure that works for them. Perhaps I have not been clear enough that students can contact me about such things and will try to make it clearer for future courses.
- I will see if I can make a clearer overview of the course, including deadlines.

Thank you for the feedback!

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