
HT21 Course Report for ENGELSKA OCH LÄRANDE: VETENSKAPSTEORI OCH AKADEMISKT SKRIVANDE

Bakgrundsinformation

Kursens namn: **English Studies and Education: English Sounds, Words and Eco-criticism**

Termin: **VT22**

Ladokkod: **EN418C**

Kursansvarig: **Damon Tutunjian**

Antal registrerade studenter: **38**

Antal studenter som besvarat den summativa kursvärderingen: **7/38 (Sounds/Words) 3/38 (Eco-criticism)**

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

Sunet survey: For each of the two modules, we presented 14 questions targeting: 1) the extent of achievement of learning outcomes, 2) support from learning activities towards outcomes, 3) the extent to which the course met expectations, 4) the extent to which the course provided the opportunity to take responsibility for own learning 5) success of own work and approach to work, 6) improvement for own approach, 7) organization planning, 8) clarity and informativeness of instructor lectures, 9) clarity and informativeness of instructor feedback, 10) quality of the course literature, 11) overall workload, 12) hours per week spent on the course module, 13) main strengths of the module 14), suggested improvements for the module.

Sammanfattning av studenternas kursvärderingar

Sounds and Words

In a Sunet evaluation of this course module, we received responses from seven student respondents. All rating-based questions received a clear majority of highest/most positive response (6 and 7 on 7 point scale), with occasional neutral responses. One student responded negatively to (3), (4), and (10).

Eco-criticism

The four responses concerning this module are varied with more negative responses than positive. The highest/most positive responses concern (4) and (1), while the more negative responses concern (3), (9), and (10).

Sammanfattning av lärarlagets utvärdering

Sounds and Words

Given the low proportion of responses, not much can be discerned from this survey. However, nearly all respondents responded positively in regard to the instructor's teaching approach and feedback on assignments as well as to the quality of the lectures and material.

Student attendance was rather low. Perhaps only 1/3 of the class was in attendance at most lectures, which might have contributed to the low response rate.

Eco-criticism

Student attendance was very low, with only 1/3 of the class in attendance and only half of the attending students had prepared for the seminars. In the survey, one of the questions that received negative response concern the over-all workload of the module. The students have also provided feedback orally during the run of the course.

Analys

Sounds and Words

The provided responses would seem to indicate that nothing should be drastically altered from the current approach. Nearly all comments and most ratings were highly positive. One student suggested revising the path to one assignment to make it easier to locate and expressed a desire to have additional class time. Another student expressed a desire to have the written project be a solo project instead of a group project. Finally, one student suggested providing more models for classroom implementation/activities. I myself also feel that I could do more to clarify some of the assignment instructions. Although no one really complained about them, I could tell from some early drafts that I was not as clear as I could have been on them.

Eco-criticism

Since there are only four responses, and they are varied, this analysis it is difficult to generalize. While one response is that ecocriticism is an interesting topic, another response questions its relevance. While one response is that there was too much focus on the fictional text another response would have liked more literary analysis. One respondent throughout is negative, stating that the subject is very strange and questioning the reason why eco-criticism is part of the teacher education.

Some of the wishes: more lectures, more literary analysis, more instruction concerning eco-criticism and demonstrating the professional relevance of this topic, more variety in the seminars, and more scaffolding. Some negative aspects: the course book is difficult, repetitive structure, the instructor's feedback is not informative.

Some positive aspects: the content was well planned, the Canvas page was well-organised, clear and informative lectures, creative elements.

Åtgärdsplan

Sounds and Words

I will fix the link and will look into adding more examples (though, I will note that finding examples is actually a key component of both assignments – so it's important that I leave that to the students to some degree).

Eco-criticism

Looking at the content of the module in relation to the other modules in the teacher education in order to 1) make sure that the progress is clear and 2) find ways to make that progress clear to the students. Look at the structure of the module to find ways to make the professional relevance visible.

Förslag till revidering av kursplan

Sounds and Words

No changes will be made to the syllabus.

Eco-criticism

It is not possible, at this point in time, to say whether the changes should be made in the syllabus or in the study guide.