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

Bakgrundsinformation

Kursens namn: **ENGELSKA OCH LÄRANDE: VETENSKAPSTEORI OCH AKADEMISKT SKRIVANDE**

Termin: **HT21**

Ladokkod: **EN433C**

Kursansvarig: **Damon Tutunjian and Damian Finnegan**

Antal registrerade studenter: **12**

Antal studenter som besvarat den summativa kursvärderingen: **1/12 (<1%)**

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: Fourteen questions targeting: 1) achievement of learning outcomes, 2) support from learning activities towards outcomes, 3) meeting expectations, 4) 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

- In a Sunet evaluation of this course module, we received responses from one student respondent
- All rating-based questions received the highest/most positive response.

In regard to (5) success of own work and approach to work, the student reported that he/she learned to read/write more effectively.

In regard to (6) improvement for own approach, the student indicated that he/she could have displayed more motivation to revise his/her own work.

In regard to (13) main strengths of the module, the student indicated that they received “great” formative feedback and that the course was consistent and effective.

In regard to (14) suggested improvements for the module, no response was provided.

Sammanfattning av lärarlagets utvärdering

- From this one single response, not all that much can be discerned. We however can say that no one complained about any particular aspect of our approach.
- Student engagement online was rather low. During online seminars, most students were not visible to the instructors, and perhaps less than half would actively participate in activities and discussions. We do not take this to mean that students were not paying attention, but we note that this skewed our attention to those that were vocal and overtly active.

Analys

- The student response was obviously not reliably representative. However, it was still useful to receive at least one positive response to our approach.

Åtgärdsplan

- We have nothing to address from student feedback.

Förslag till revidering av kursplan

- No changes will be made to the syllabus.