HT23 Course Report for Words module in “English and learning: Language and assessment of language ability” course

Bakgrundsinformation

Kursens namn: “**Words” module in “English and learning: Language and assessment of language ability” course**
Termin: **HT24**
Ladokkod: **EN811C**
Kursansvarig: **Damon Tutunjian**
Antal registrerade studenter: **12**
Antal studenter som besvarat den summativa kursvärderingen: **1/12 (8%)**

Genomförande	Sätt X
Föregående kursrapport är kommunicerad i samband med kursstart	**X**
Tidig dialog om förväntningar på kursen	**X**
Formativ kursvärdering	
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 our course module, Words, **one student responded**. This student provided generally mid-value responses on a 6 point Likert scale in which the most negative value was set to 1 and the most positive values was set to 6 about the course along a number of parameters. Only the instructor’s teaching and the course literature were highly rated (5/6) in reference to course quality. It is not possible to seriously analyze the responses, as a low response rate comprising one single student can not be taken to represent informative data.

I will note that the student reported enjoying the course material and stated that they “learned a lot from this component of the course.” However, the student was unhappy with the lack of time allocated to the course as well as the consequence of this lack of time which was the increased “density” of the course materials. The student appeared to be happy with my instructio: “Damon's lectures were highly informative and enjoyable, as he is charismatic and down to earth when teaching. I find it easy to listen to him and he is successful at explaining most of the abstract parts of this subject, which is commendable. There were a few confusing or unclear moments, however, I believe that those moments had more to do with the content or corpora itself, rather than the lecturer.” The student was however

unhappy with classroom management when it came to other students speaking: “There is room for improvement when it comes to managing questions or when students wish to openly discuss things… [as there were] too many disruptive questions being asked and open discussions started by students mid lecture, without a hand being raised.” The student appreciated my “clear and informative” feedback, but expressed not liking being interrupted for clarification during the oral presentation. The student also did not like the timing of the course in relation to the VFU period, especially in relation to the examination times, and felt that this module should exist as an independent course. The student also expressed a desire to begin the corpus work earlier.

Sammanfattning av lärarlagets utvärdering, analys, and åtgärdsplan

Reponse rate was extremely low, so these comments cannot really be taken to present a complete picture of the class. I sympathize with the request to have more class time, but we work in a department that continually cuts resources (e.g., I teach one course that has received a 70 percent cut in its hourly allotment over the past year and a half).

Students should be aware that leadership’s response to our continual complaints regarding reduced resources for teaching has been to inform us that if we take issue with this, then we should cut our class contact hours. Contrary to this suggestion, I have not cut any teaching hours from any of my courses, and I have actually added in additional sessions to this particular course module to ensure that students receive a solid education.

If the students wish to have more lectures, then I suggest that they lobby the student union to put more pressure on LS to correctly fund their courses. Students have much more power than lecturers, course coordinators, or program coordinators in this regard.

Regarding the VFU period. We the teachers, including our course and program coordinators have limited power to make such decisions. We are expected to teach certain content, and we must make that material fit within certain timelines, notably, around the VFUs. If you wish to change how LS and VFU org operate, I again suggest that you contact the student union to lobby the administration for changes. Lobbying KSM faculty will not produce a change, as we are already fighting non-stop for better teaching and learning conditions. You must go higher than that via the union. It may also be beneficial to complain directly to VFU org.

Regarding the corpus instruction timing. The corpus interface is complex, and understanding how to use it requires first learning principles of morphology. It is also critical to motivate our use of the corpus before I teach it, as I would otherwise receive an entirely different class of complaints. I would love to have more practice hours (which is why I booked an extra optional session for students), but again, resources are extremely limited.

Regarding splitting the course into two courses. We are not allowed to do this. LS has imposed on us a 15 hp per course rule. Very few courses are allowed as exceptions. This is why KSM has so many two-module courses, where the content is seemingly unrelated.

Regarding interruption during lessons: I, unfortunately, must sometimes must interrupt for a clarification to ensure that I can follow what the student is presenting.

Action plan: I will continue to provide students with high quality, challenging content and as many opportunities for learning as I can, regardless of reduced resources from the department.
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Förslag till revidering av kursplan

No changes will be made, as I only have one data point to reference.
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