

COURSE REPORT

Background information (To be completed by course administrator)

Course LADOK code: IM202L	Scope (hp): 15,00
Course title: Georgian I	
Course coordinator: Manana Kock Kobaidze	Number of registered students: 13
Semester in which the course is conducted: HT22	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name	

Administration's perspective (To be completed by course administrator)

The administration's views:

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

Formative course evaluation: (Describe the form of course evaluation and when it was completed)	Number of students who participated in the course evaluation:
Summative course evaluation: (Describe the form of course evaluation and when it was completed) A link to the evaluation Survey was posted in Canvas for a 2 week-period in January 2023 (13/1-30/1).	Number of students who participated in the course evaluation: 5
Feedback to students: (Describe how and when the feedback was given to the current student group)	

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

Summary of the students' course evaluations: (The five university-wide questions should be included. Compilation from digital questionnaires can be appended.)

- (1) **To what extent the students feel that they have achieved the learning outcomes**, the mean result is 5,2 (6-point scale from a very small extent (1) to a very large extent (6), standard deviation 1,3).
- (2) The mean result regarding **the learning activities/working methods** is 4,8; standard deviation 1,3.
- (3) According to the evaluation, the **examination forms** give good opportunities to show the achieved learning outcomes, the mean result is 5,2; standard deviation 1,3.
- (4) **The general expectations of the course** are fulfilled to 5,2; standard deviation 1,8.
- (5) The mean answer to the question regarding **the opportunity to take responsibility for own**

learning is 5,8, which is not unexpected since the course is offered online. Standard deviation 0,4.

(6) What has been especially good about the course?

The teacher, the elaborated plan of the course, the material and extra reading provided in Canvas. It was great to have a PDF of a Georgian textbook as a complement to the course. And the ability to submit late assignments with teacher's comments. I realise that this is down to the goodwill of the teacher so I want to send a special THANK YOU for your patience and time for that!

Cultural elements included in the language models which made an organic bond with what is taught.

Great source of learning with in depth explanations and extracurricular material, and good constructive teaching!

A lot of variations in the exercises and extremely easy to manage your own time/very flexible course. The exercises are fun and challenging and the comments/response from the teachers are very helpful.

Fantastic teacher

(7) What can be developed in the course? Please give some concrete suggestions/ideas

In the beginning of the course, I had difficulties in finding the course material in Modules. It turned out to not be very hard in the end, but since it differed a lot from courses I've done previously in MAU, I got blocked/frustrated because of the confusion. I also wish that the pages of the course material were numbered to make it easier to navigate them when printed out.

It was also frustrating that the format of the pages sometimes were cut in the margins, leaving important information out. I don't know whether it depended on if I printed as PDF or straight from the version of the lessons, but I've had trouble with both, especially in the early part of the lessons' material.

Field trip to Georgia.

No suggestions.

I think everything is great already!

Time exposed to listening and answering

(8) How many hours / week have you spent on your studies?

40% of students have spent on their studies more than 20 hours a week, while 60% of students spent up to 20 hours a week.

(9) Please summarise your overall experience of the learning infrastructure (e.g. Canvas learning platform, Library, GPS administration, university facilities)

Some students consider the platform of Canvas less intuitive, but their experience is predominantly positive:

I think it would be great if the Canvas could be more intuitive. Not only does it differ depending on what interface of the course in question uses, it takes time/lots of clicks to find information of need, like feedback on submitted assignments. There should be a button for that for easy access.

Amazing course to the Georgian language and culture.

A positive experience.

Very easy to maneuver.

I've only just canvas online since the course was remote. It is not as intuitive as other programmes, but you can get around it after some time.

Additional comments:

Here are several comments from the evaluation:

I didn't expect to get such a comprehensive base of Georgian as I did. Thanks!

Too much grammar, too little time to speak.

The zoom meetings have been a chance to ask questions and practise the oral language skills. I would have wished that there were more exercises provided to practise grammar.

Sometimes the exercises included in the lessons in Canvas have been too easy and too few.

The exam was mixed, both surprisingly easy but also hard. I wish we had had more time to work with the different screeves of verb forms before the exam, as they are a very

different story to what's akin to us in English and other languages. I've speeded up my reading skills, I've got a grasp of the Georgian language and I've enjoyed reading and writing about Georgian history and modern Georgian culture and politics. I didn't have any expectations in particular when I started this course. But I'm so happy and proud to have done it and I wish there was a chance to continue. I thought I would be able to speak more. It's crucial to have a study technique to succeed studying remotely. I've appreciated to have zoom meetings with the teacher and other students, as well as the flexibility of the teacher to offer an extra meeting when it was needed. As much as the majority of the responsibility lies on the student, the feeling of context and meeting your peers and teacher, is very important to keep up the motivation to study. I've also appreciated the engagement of the teacher in the course, who has thoroughly corrected and given feedback on the submissions.

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

Summary of the teacher's views/Results: (The comments on the course's implementation and the results based on an assessment of the students' actual learning outcomes in relation to the intended learning outcomes, are summarised here. Both success factors and problems are identified).

It seems that some students find it hard to navigate through modules and to the teacher's feedback on their assignments. Of course, students wish to have more time for oral communication with the teacher. One more desire is to have page numbers on pdf-files. And one student considers that exercises are too few and too easy, or it would be good to have more exercises to practice grammar, while another student would like to have more time for conversation.

Analysis and action plan (To be completed by the course coordinator)

Analysis: (The course coordinator is responsible for ensuring that the analysis is based on a summary of the students' individual course evaluations, views from relevant teachers and course administrators, knowledge development in the field of research and that this analysis is done in collaboration with the teaching team.)

The survey shows that sometimes some technical details can still be more difficult to students than we, teachers, can realize. There are students who believe that the course contains too much grammar, while others wish to have more time for learning verb screeves.

Action plan: (The changes planned to be made in the short and long term are stated here, as well as the timetable for when the actions are planned be carried out and who is responsible for the implementation. If identified problems are left without action, this should be justified. The follow- up of proposed measures according to the previous course report(s) is presented here.)

Next time, when the course will be offered, the technical features of the course can be further improved (MK). Even if some students consider that Canvas is not intuitive, we continue to use the same platform. Students will be given more detailed information how to view teacher's feedback on their assignments in the Canvas platform. A forum where the students can discuss technical issues and ask questions one another can be provided in the Canvas platform (MK). More explicit instructions regarding the navigation in the canvas should be provided in the introductory part of the course (MK). Non-compulsory Zoom meetings will be offered approximately with the same frequency as during the previous semesters (MK). It will be almost impossible to include more information about verb screeves in this 15-credit course, but more exercises and more grammar sections can be added to the already existing non-compulsory part of the course (MK).

Publishing and archiving (To be handled by the course administrator)

- The course report is published, and the students have been informed about the publication,
- The course report is archived according to the university's archiving rules,
- The course report is shared with the programme coordinator (if applicable),
- The course report is saved according to any additional requests on behalf of the department.