

# KURSRAPPORT

## Bakgrundsinformation (Fylls i av studieadministratör)

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| Kursens LADOK-kod: KK412B   | Omfattning (hp): 15              |
| Kursens namn: Teckning och kognition  |                                  |
| Kursansvarig lärare: Tina-Marie Whitman   |                                  |
| Termin som kursen har genomförts: HT22  | Antal registrerade studenter: 39 |
| Ange om kursen är fristående kurs, programkurs eller uppdragsutbildning. Om kursen har genomförts inom ett program ange programnamnet. KGVIK22h |                                  |

## Studieadministrationens perspektiv (Fylls i av studieadministratör)

Studieadministrationens synpunkter:

## Kursvärderingsformer och återkoppling (Fylls i av kursansvarig lärare)

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| <b>Formativ kursvärdering:</b> (Beskriv form för kursvärderingen och när den genomförts)<br><b>Discussion in class, end of November:</b><br>checking in with students to see how they experienced Canvas, facilities, course structure, assignments, etc. | <b>Antal som deltagit i kursvärderingen:</b><br>Ca 28-30 students                               |
| <b>Summativ kursvärdering:</b> (Beskriv form för kursvärderingen och när den genomförts)<br><b>Discussion in Zoom in January and Sunet survey (anonymous) in January.</b>   | <b>Antal som deltagit i kursvärderingen:</b><br>Zoom discussion: 4 students<br>Sunet survey: 21 |
| <b>Återkoppling till studenter:</b> (Beskriv hur och när återkoppling genomförts till aktuell studentgrupp)<br>Published in Canvas, and the description of course development over time will be provided at the beginning of the new course, ht23.        |   |

## Studentperspektiv (Fylls i av kursansvarig lärare)

Sammanfattning av studenternas kursvärderingar: (De fem obligatoriska frågorna ska

belysas. Sammanställning från enkätverktyg kan bifogas om så önskas.)

The vast majority of respondents rated the course around 4-5 in all obligatory questions.

Many students expressed difficulty with English-language course literature.

Some students also had a very difficult time understanding basic instructions and understanding how to navigate Canvas, despite being carefully lead through these on multiple occasions in class. This year, for the first time, students expressed a great deal of stress although the course requirements and exams have not changed in the past 6-7 years. Students generally seem to have felt very insecure and anxious, according to the submitted responses.

The evaluations were rife with direct contradictions regarding the student experiences: for each response indicating real dissatisfaction with a particular aspect, there would be another response indicating complete satisfaction with that same aspect.

### **Lärarperspektiv (Fylls i av kursansvarig lärare)**

**Sammanfattning av lärarnas synpunkter/Resultat:** (Här sammanfattas kommentarerna till kursens genomförande och resultat utifrån en bedömning av studenternas faktiska läranderesultat i förhållande till kursens lärandemål. Såväl framgångsfaktorer som problem identifieras.)

Teachers have reported serious problems with attendance and participation in a small group of students. Quite unlike previous years, we have also noted fewer passing grades, fewer uploaded exams, and more students who did not seem to be able to keep up with a university-level education. At the same time, there was also a small group of students who seemed to have a very high level of ambition and engagement, and these students were able to maintain a good atmosphere in the classroom and help support the students who were struggling.

### **Analys och åtgärdsplan (Fylls i av kursansvarig lärare)**

**Analys:** (Kursansvarig ansvarar för att analysen bygger på en sammanfattning av studenternas individuella kursvärderingar, synpunkter från berörda lärare och studieadministratörer, kunskapsutvecklingen inom forskningsfältet samt att analysen görs i samverkan med lärlaget.)

Despite maintaining the same number, level, and kinds of assignments, exams, literature and content as I have had for the past 6-7 years of the course, I was very surprised to see that some students this year seem to lack previous students' abilities to read a full-time, university-level education. I don't know if this is an effect of the pandemic in some way, but some students seem to have had a very difficult time handling a full course load and achieving a passing grade in the course. In addition, there were a few students who did not seem to understand that the program is an on-campus education, and believed they could achieve a passing grade without coming to lectures, workshops or seminars. Again, I suspect that this could be due to the pandemic.

**Åtgärdsplan:** (Här anges vilka förändringar som planeras på kort och lång sikt, samt tidplan för

när åtgärderna planeras att genomföras och uppgift om vem som ansvarar för att genomförandet sker. Om identifierade problem lämnas utan åtgärd ska detta motiveras. Uppföljning av föreslagna åtgärder enligt tidigare kursrapport/er redovisas här.)

This year I revised the course structure according to student feedback received in course evaluations last year. I changed from multiple overlapping projects over longer periods of time to shorter and more intense periods of focus on only one project at a time. While it worked adequately from the student perspective, I quickly realized that it was not sustainable in terms of staffing; if any of the teachers would have become ill, the entire structure would have collapsed. I have therefore decided to combine some single, chronological projects with some multiple, overlapping projects that continue over longer time periods-- a structure which allows for more flexibility due to unexpected absences on the part of both teachers and students.

Due to the quantity of complaints about stress and too much work, I will also contemplate eliminating some course content. This would result in a reduced educational breadth and depth, but students will hopefully feel less stressed and be better able to meet the challenges of university education. I will not make significant changes before ht23 but this is something I will consider doing in the future if the ht23 course receives similar comments in student evaluations.

I am also making some revisions this year to meet the challenges and opportunities stemming from the sudden explosion of AI-generated image-making. These revisions involve some assigned practical exercises and two of the three examinations, and also have consequences for my future pedagogical approach in this course. I have already started talking to other teachers and professionals in the field to support these revisions, and future TK courses will be focusing more on problem solving and using AI as a tool rather than seeing it as a competitor or threat for image making.

### **Publicering och arkivering (Ombesörjs av studieadministratör)**

- Kursrapporten är publicerad och studenterna har meddelats om publiceringen,
- Kursrapporten är arkiverad enligt universitetets arkiveringsregler,
- Kursrapporten har delgivits programansvarig (om det är en programkurs),
- Kursrapporten har sparats enligt institutionens ev. ytterligare önskemål.