

EN2052 (English II: English Language and Literature: Structure and Terminology, HT 2022, Halmstad, H1034)

Number of possible respondents: 20

Answers: 6

Response rate: 30,00 %

Study pace: 100 %

Examiner's course analysis

Based on the course evaluation result - which are the strengths of the course?

Although numbers responding to this evaluation were very limited, the course was generally well received. It was regarded as a positive learning experience (practical & theoretical) which has inspired and encouraged the respondents to carry on seeking new knowledge and skills, and that their ability to think critically & practically within the different subject areas has been enhanced. In general, there was much praise for the teachers' engagement and leadership, and that with a change to the staffing of the grammar 'moment' in particular, there was far more teacher engagement with a mix of lecturing and communicative approaches to ensure a better understanding of both theoretical and practical key concepts. As a result all were well prepared for the assessments.

Based on the course evaluation result - which are the weaknesses of the course?

A particular problem with course this year (and even the the whole culture of the ämneslärare program) is one of attendance at ALL taught sessions. Although the core of the class understood that, as teachers-to-be, they should attend classes regularly as the course is 'experiential' and student-centred with a mix of the practical / theoretical (and which cannot be caught up /compensated for merely by reading PPTs & the literature - as with traditional heavily teacher-centred PPT-led lectures) and thus, benefitted well from the whole experience, it was extremely troubling that, despite being in their second year, a few class members either attended infrequently or not all, and still expected to pass the course just by reading the literature.

Other than the issue of attendance was a particular wish for the 'literature' moment to contain more ideas for practical ways of teaching literature in classroom (åk7-9/gymnasiet) .

And finally, as with previous years, a problem remains with the three moments being taught in parallel. This means as there is a lot of content to be covered in a short time period, 'det finns synpunkten att momenten överlappar och gör det svårare att fokusera på ett moment i taget. Å andra sidan påpekas att det är för mycket terminologi på för kort tid.

Comments about the collaboration with the course ambassadors

There were two course ambassadors responsible for the course, and, in general, working together with them was effective as they felt they could raise any issues with ease and that they would be

listened to, reflected upon and solutions found, if possible. However, as the course took place under such an extremely short time period, it was difficult to make any direct changes. In particular, with regard to a request for more practical applications for the teaching of literature, 'Det hade varit konstruktivt om detta önskemål hade förts fram under kursens gång så att det hade kunnat fördjupas.'

Conclusion and suggestions for course development or already made decisions

The comments received will continue to be reflected upon and taken into consideration when planning for and executing future iterations of the course. In particular, "önskemål om att förtydliga den didaktiska aspekten av litteraturkursen kommer att beaktas.

We will also try to find an effective way of scheduling the three 'moments' in order to facilitate a more conducive learning focus for each one.

With regards to attendance at all input sessions, it is also important to instill a culture of practical/theoretical learning that is appropriate for teachers in training right from the very first term.

Other comments

Unfortunately, as the staffing of the 'moments' within the course are liable to change with each iteration (due to staffing shortages, work load allocations, sick leave etc.), and as there is variety in the type of qualification held, experience & approach to the practical/theoretical training of teachers, it is difficult to ensure that there will be year-on-year consistency in the teaching of each moment.

Gender

	Number of responses	Distribution (%)
Female	3	50%
Male	1	17%
Do not want to define	2	33%
Total	6	100%

I am overall satisfied with the course.

	Number of responses	Distribution (%)	Index (%) I am overall satisfied with the course	53
0 = I definitely do not agree	1	17%		
1	1	17%		
2	0	0%		
3	2	33%		
4	1	17%		
5 = I definitely agree	1	17%		
No opinion	0	0%		
Total	6	100%		

How much time have you spent on the course in relation to the course's study pace?

	Number of responses	Distribution (%)
Less time than the course study pace	1	17%
Corresponding to the course study pace	5	83%
More time than the course study pace	0	0%
Total	6	100%

The design of the course (teaching methods, literature, pedagogy, etc.) has been well adjusted to help me achieve the learning outcomes in the syllabus.

	Number of responses	Distribution (%)
0 = I definitely do not agree	1	17%
1	1	17%
2	0	0%
3	2	33%
4	2	33%
5 = I definitely agree	0	0%
No opinion	0	0%
Total	6	100%

Index (%) The design of the course (teaching methods, literature, pedagogy, etc.) has been well adjusted to help me achieve the learning outcomes in the syllabus.

50

During the course examinations, I have had the opportunity to show that I have achieved the learning outcomes in the syllabus.

	Number of responses	Distribution (%)
0 = I definitely do not agree	0	0%
1	1	17%
2	0	0%
3	0	0%
4	3	50%
5 = I definitely agree	1	17%
No opinion	1	17%
Total	6	100%

Index (%) During the course examinations, I have had the opportunity to show that I have achieved the learning outcomes in the syllabus.

72

I have experienced the social study environment as good during the course.

	Number of responses	Distribution (%)	Index (%) I have experienced the social study environment as good during the course.	
0 = I definitely do not agree	1	17%	67	
1	1	17%		
2	0	0%		
3	0	0%		
4	1	17%		
5 = I definitely agree	3	50%		
No opinion	0	0%		
Total	6	100%		

Course satisfaction index

Satisfaction index % (summary of all statements)	60
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