

EN3007 (Engelska för grundlärare åk 4-6 (1-34,5), HT 2022, Halmstad, H1027)

Antal möjliga respondenter: 35

Antal svar: 22

Svarsfrekvens: 62,86 %

Studietakt: 100 %

Examinators kursanalys

Vilka styrkor har kursen?

In general, EN3007 appears to have been very well received with a good balance between theory and practice. Most respondents felt it was a very positive, 'safe', supportive, fun & inspirational learning experience which encouraged them to challenge themselves and really gain in confidence in their own proficiency in English, their understanding of grammar, & in their ability to teach the subject creatively and communicatively. The different tasks modelled and tried out were considered practical, varied, realistic & concrete & which could be easily adapted for use out in the field. By taking part in all activities in English, and through the collaborative methods used for examination, the participants were able to develop & apply their newly found knowledge to an analysis of their own spoken & written production. The examination methods also generated a lower level of stress than that typically generated through traditional method, and which positively benefitted the participants' well-being, engagement & motivation to do well. As a result, the participants feel well prepared and highly motivated to undertake the challenges of teaching English - in English, to continue seeking new knowledge and skills, & that their ability to think critically has been enhanced.

Vilka svagheter har kursen?

A major concern continues to be the "drawn out" nature of the course, which takes place across the full autumn term and into the start of the spring term. With Vi days & VFU before Christmas, a natural dip occurs in the new year when all are tired & ready for a new subject. Another concern is that most of the 'heavy' assignments come towards the end of the course. Unfortunately, as one of the aims of the course is designed to develop the participants' proficiency in English, if the assignments came at the beginning of the course, there would be little time for confidence building & real development. As a result, the grades would be based on the level of English the participants already came with, and a superficial learning of the new knowledge (which often happens in courses that are examined after 2 weeks of input & then not built on), rather than on the examination of a deeper and retained knowledge, and a developed level of English.

Kommentera samarbetet med kursambassadörerna

Three new course ambassadors were elected at the beginning of the course, and who then represented the class in Programråd meetings. Unfortunately, there was not much time for more specific & formal meetings with the ambassadors, but the good relationship between the teacher and the participants encouraged an atmosphere where all participants felt they could openly ask questions and contribute to execution and nature of the course. For example, at times, the content needed be adapted to the participants' needs and pace. The course ambassadors were also

consulted for advice when required.

Slutsatser samt eventuella förslag till kursutveckling eller beslut som redan fattats

From VT24, the course will be divided into two 15hp courses (Second part of terms 2 & 3). English VFU will no longer be an integral part of the course, but instead will become part of a separate Amnes VFU course. The division into two courses will allow for spaced repetition, more time for digestion & reflection on practical elements, & with the participants having gained more experience and maturity it should further develop their proficiency in English & ability to apply the theory in a deeper, more explorative and inductive approach to an analysis of the practice. It will also accommodate more explicit tasks that work with an analysis and incorporation of the literature (so participants realise just how valuable it is, not just for this course but for all modules to come and for their working life!), micro-teaching opportunities, & a further grammar assignment. It will also allow for the assignments to be spaced out more evenly.

Övriga kommentarer

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Kön

	Antal svar	Fördelning (%)
Kvinna	18	82%
Man	3	14%
Vill inte ange	1	5%
Summa	22	100%

Jag är sammantaget nöjd med kursen.

	Antal svar	Fördelning (%)	Index (%) Jag är sammantaget nöjd med kursen	
0 = Instämmer inte alls	0	0%		
1	0	0%		
2	0	0%		
3	0	0%		
4	5	23%		
5 = Instämmer helt	17	77%		
Ingen uppfattning	0	0%		
Summa	22	100%		95

Hur mycket tid har du lagt på kursen i förhållande till kursens studietakt?

	Antal svar	Fördelning (%)
Mindre tid än kursens studietakt	3	14%
Motsvarande kursens studietakt	15	68%
Mer tid än kursens studietakt	4	18%
Summa	22	100%

Kursens utformning (undervisningsformer, litteratur, pedagogik etc.) har underlättat för mig att uppnå lärandemålen i kursplanen.

	Antal svar	Fördelning (%)
0 = Instämmer inte alls	0	0%
1	0	0%
2	0	0%
3	1	5%
4	6	27%
5 = Instämmer helt	14	64%
Ingen uppfattning	1	5%
Summa	22	100%

Index (%) Kursens utformning (undervisningsformer, litteratur, pedagogik etc.) har underlättat för mig att uppnå lärandemålen i kursplanen.

92

Jag har under kursens examinationsmoment haft möjlighet att visa att jag har uppnått lärandemålen i kursplanen.

	Antal svar	Fördelning (%)	Index (%) Jag har under kursens examinationsmoment haft möjlighet att visa att jag har uppnått lärandemålen i kursplanen.	
0 = Instämmer inte alls	0	0%	95	
1	0	0%		
2	0	0%		
3	1	5%		
4	3	14%		
5 = Instämmer helt	18	82%		
Ingen uppfattning	0	0%		
Summa	22	100%		

Jag upplever att den sociala studiemiljön varit god under kursen.

	Antal svar	Fördelning (%)	Index (%) Jag upplever att den sociala studiemiljön varit god under kursen	
0 = Instämmer inte alls	0	0%	88	
1	0	0%		
2	2	9%		
3	1	5%		
4	5	23%		
5 = Instämmer helt	14	64%		
Ingen uppfattning	0	0%		
Summa	22	100%		

Kursens nöjdhetsindex

Nöjdhetsindex % (summering alla påståenden)	93
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