

IK8031 (Introduction to Digital Learning, HT 2025, Halmstad, H1213)

Number of possible respondents: 25

Answers: 16

Response rate: 64,00 %

Study pace: 100 %

Examiner's course analysis

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

The course encourages critical reflection on the role of technology in education rather than uncritical adoption of digital tools. Project-based and collaborative work has helped students explore digital learning in relation to inclusion, accessibility, and lifelong learning.

Students appreciated the balance between theoretical frameworks and practical design work. The course effectively connects pedagogy, digital tools, and real educational contexts, strengthening both conceptual understanding and applied skills.

Seminars, workshops, and collaborative sessions are highlighted as engaging and valuable, promoting active participation and motivation.

Teaching staff were described as approachable, knowledgeable, and supportive. Clear course materials, relevant literature, and structured presentations contributed to an accessible and positive learning experience.

The International and Interdisciplinary Environment is appreciated. The diverse backgrounds of students enriched discussions and offered multiple perspectives on digital education practices. This environment strengthened intercultural communication and teamwork skills.

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

Students noted that the course was largely theoretical and called for more hands-on learning with tools such as AI, AR, and VR. Incorporating practical workshops or applied projects would help bridge theory and practice.

The final examination was seen as demanding, with an extensive reading load. Students suggested smaller, module-based assessments or combining exams with projects to better balance workload and assess diverse skills.

Differences in prior knowledge and digital competence sometimes made collaboration difficult. More structured group formation and clearer collaboration guidelines could improve teamwork experiences.

Having multiple teachers for one subject and inconsistent communication caused some confusion. Streamlining coordination and ensuring clearer communication would enhance course coherence.

Students requested more flexible participation options, including online or hybrid classes, to support those with long commutes or personal responsibilities and to promote inclusivity.

Some students suggest the need for more adaptive learning paths, culturally relevant materials to better meet diverse learning needs.

Comments about the collaboration with the course ambassadors

The collaboration with the course ambassadors has worked fine, and a meeting has been held to review the analysis for additional information and comments.

Conclusion and suggestions for course development or already made decisions

The course director/examiner will consider providing more hands-on activities in the first course, if possible. The progression of that programme is that students begin the programme by building a theoretical foundation about digital learning, after which the course becomes increasingly practical. Due to this, the first course becomes more theoretical with an extensive reading load. However, some seminars/workshops could have a more practical approach in relation to what has been presented in the theoretical part of the session.

The extensive reading load in relation to the written exam should be reviewed. Questions could be more based on providing examples in relation to the theoretical parts of the literature.

Workshops on group collaboration will be held in course 2. This could be provided already in course 1 to prevent the difficulties in group collaborations.

The course should avoid multiple teachers for one subject/assignment, since inconsistent communication between teachers caused some confusion.

Since this is a campus-based program, which means that all instruction will be provided on site, flexible participation options, including online or hybrid classes, can not be provided due to university regulations.

Work has begun to address students' different backgrounds/experiences, such as differences in digital skills, academic writing, oral presentation, group collaboration, etc.

Other comments

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I am overall satisfied with the course.

	Number of responses	Distribution (%)	Index (%) I am overall satisfied with the course	82
0 = I definitely do not agree	0	0%		
1	0	0%		
2	1	6%		
3	3	19%		
4	5	31%		
5 = I definitely agree	7	44%		
No opinion	0	0%		
Total	16	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	6%
Corresponding to the course study pace	14	88%
More time than the course study pace	1	6%
Total	16	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	0	0%
1	0	0%
2	3	19%
3	2	12%
4	5	31%
5 = I definitely agree	6	38%
No opinion	0	0%
Total	16	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.

78

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	0	0%
2	0	0%
3	2	12%
4	7	44%
5 = I definitely agree	7	44%
No opinion	0	0%
Total	16	100%

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

86

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	0	0%	84	
1	1	6%		
2	0	0%		
3	2	12%		
4	5	31%		
5 = I definitely agree	8	50%		
No opinion	0	0%		
Total	16	100%		

Course satisfaction index

Satisfaction index % (summary of all statements)	82
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