

Tips for Course Analysis on 3rd cycle level

From the doctoral programme PA's at EECS.

Why course analysis?

Clearly, courses are important for student learning at *all* educational levels.

Also third cycle course offerings need to be evaluated and analysed in order to continually support course improvement.

KTH directives for course evaluation and analysis can be found in

https://intra.kth.se/polopoly_fs/1.941203.1600689782!/Guidelines_on_course_evaluation_and_course_analysis.pdf

Is it really worth the effort?

For the EECS doctoral programmes we have designed a nice and simple template for documenting the course analysis; see

<https://intra.kth.se/en/eecs/forskarutbildning/courses/course-information-for-teachers-1.862361>

The first time you use it you should not need more than 45 minutes.

And for the next course analysis 30 minutes may be sufficient.

What do you get?

You get an excellent tool to consult the next time you are preparing for a course instance.

If you do it right you will most certainly experience satisfied students and an enjoyable learning climate!

But mustn't I carry out a course survey beforehand?

Yep, but there are handy digital tools like LEQ (Learning Evaluation Questionnaire):

<https://intra.kth.se/en/utbildning/utveckling-och-hogskolepedagogik/stodmaterial/sca/leq-pastaenden-och-versioner-1.907815>

where you can find surveys with 6, 12 or 22 questions.

Alternatively you can let the students answer a limited set of questions like the following (use e-mail or the digital tool of your choice):

- 1) Was the course relevant with respect to your expectations and the course goals?
- 2) What do you think of the course design / teaching / learning?
- 3) What is your opinion of the course literature?
- 4) What do you think of the examination forms used?
- 5) Was the course in level with your pre-knowledge?
- 6) Any positive viewpoints?
- 7) Any negative viewpoints?
- 8) Would you like to change anything in the course?

Sounds perfectly OK – when should this preferably be done?

A problem with 3rd cycle courses is that the student examination may become spread over a long period after the course offering.

Waiting for all students to exam the course may take too long.

Thus: 1) Hand out the course survey at the end of the course

2) Write the course analysis within one month

Most students will hopefully have examined at this stage.

Having written the analysis – where should I archive it and who cares about it?

All course analyses should be documented at Kurs- och Programkatalogen:

<https://www.kth.se/student/kurser/sokkurs>

Who will read it?

→ You – when preparing the next course offering!

→ Students – those who take the course or are interested in it.

→ The programme director (PA) – to assess the course development within the program.