

Conducting a course analysis meeting

Systematic Course Analysis Process

LEQ Guide v 2

A main aim of the course analysis meeting is to act as a forum for exchange of ideas on, and experience of, course development and pedagogy. Consequently, the atmosphere at the meeting should be open, inclusive, and based on voluntary participation. The participants should not have the feeling that their courses are being exposed to scrutiny. The discussion may be inhibited if the participants have the impression that what is said will be recorded and reported. Therefore, you should not take notes during the meeting. Your role is to guide the discussion in order to support the exchange of ideas and experience.

A plan for the meeting that has proved to work well consists of the following six items:

1. Open by explaining the aim of the meeting and pointing out that participation is voluntary. Also explain your role as chairperson.
2. Continue by asking the participants around the table to present themselves and their courses. Particularly interesting aspects are year of study, number of participants, the homogeneity of the course participants, and course organization. Then, using the preliminary course analysis and (if there is one) the student group's analysis, invite each participant round the table to present and reflect on:
3. Stronger aspects of the learning environment in their courses and possible ways of developing these.
4. Weaker aspects of the learning environment and possible ways of developing these.
5. Is there a need for further support and/or competency development in order to implement the course development?
It is good if the participants' contributions give rise to spontaneous discussions with an exchange of ideas and experiences. Then, all you need to do is guide the discussion back if it moves away from the actual topic – learning environment, course development, and pedagogy. When discussing competency development, you can inform the meeting about the possibility of taking part in existing seminars, workshops and courses.
6. Conclude by encouraging them to carry out the final course analysis.

Finally, you document the suggestions for teacher development that arise or that you yourself have identified as possible topics for seminars and workshops.