New as a University Teacher HT18

Course analysis, established 2019-01-22

Course analysis carried out by (name, e-mail):

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Response rate

What is the response rate on the course evaluation? In case it can be regarded as high or low, what can be the reason?

The survey response rate is 68% (17/25 possible respondents). The response rate among the 17 participants that followed the whole course is likely higher (up to 100%). This can be regarded as a high number for an electronic survey of this kind. The reason is likely a generally high level of enthusiasm and engagement among the course participants.

Course design

Briefly describe the course design (learning activities, examinations) and any changes that have been implemented since the last course offering.

The course is designed for a high degree of participative activity. The participants meet as colleagues in order to discuss and share experiences, thoughts and ideas about teaching and the role of the university teacher. Teaching methods used are introductory seminars, discussions and exercises and also an individual assignment involving interviews with more experienced teachers. The course is permeated by the educational philosophy of "learning by doing" followed by reflection on the activity.

The main change that was implemented since the last course offering was a new design of the theme "From student to teacher" the second day of the course. The participants were able to 1) select a learning activity of their own preference (such as lecture or seminar), 2) analyze this activity from a learning point of view, and 3) propose development in order to promote student learning. The activities related to constructive alignment and course evaluation were modified as well. In particular, the participants were allowed to evaluate the morning session of the second day from a constructive alignment point of view.

Workload

Does the course participants' workload correspond to the expected level? If there is a significant deviation from the expected, what can be the reason?

The average workload is about 45 hrs in total (min. 36 hrs, max. 60 hrs) for those who followed the whole course. This corresponds well with the expected workload (1 week = 40 hrs).

Outcome

How well have the course participants succeeded on the course? If there are significant differences compared with previous course offerings, what can be the reason?

Excellent. All but 3 participants that – for various reasons – decided to leave the course have fulfilled the requirements for the course certificate (i.e. 17/20 = 85% pass rate). A high pass rate is usually the case for this course.

Overall impression of the learning environment

What is your overall impression of the learning environment in the polar diagram, for example in terms of the course participants' experience of meaningfulness, comprehensibility and manageability?

The overall response to the statements in the survey indicates a very good learning environment in terms of a number of factors that are known to promote learning in higher education (see the enclosed polar diagram). The results indicate a learning environment that is characterized by a high level of meaningfulness (statements no. 3 and 5), comprehensibility (no. 2, 6, 7, 8, 11 and 13) and manageability (no. 4, 9, 10 and 12).

Analysis of the learning environment

Can you identify some stronger or weaker aspects of the learning environment in the polar diagram - or in the response to each statement - respectively? Do they have an explanation?

Among the numerous strong aspects that can be identified, being able to practice and receive feedback without being graded (no. 7), receiving a fair and honest response to one's achievements (no. 13) and being able to learn in different ways (no. 10) can be mentioned. Slightly weaker (but still good) aspects are mainly related to stimulating challenge (no. 5), emphasis on key concepts (no. 6) and efficiency of the learning activities from a learning point of view (no. 8).

One course participant (it seems) have written several critical comments with the essential message that he/she did not learn anything from the course of from other course participants. Our guess is that this participant is a quite experienced teacher (a couple of participants had been teaching quite a lot) and was not aware of the fact that this is a very basic course. This is also a reasonable explanation of the somewhat lower response for stimulating challenge (no. 5). There is also a comment about "not even being sure what the key concepts would be" (no. 6), which should be noted.

Answers to open questions

What emerges in the course participants' answers to the open questions? Is there any good advice to future course participants that you want to pass on?

Among the most important things that were learned, rules and regulations, course planning, student-active learning, presentation techniques, managing the class and giving feedback are mentioned (and more).

A variety of good aspects of the course are mentioned. The most appreciated aspects are the possibility to collaborate and discuss with others and being able to practice. The good atmosphere, the teaching and the wide scope of the course are also appreciated (but requires that some elements are treated quite briefly).

A variety of suggestions for improvement are provided as well. Two aspects that are commented on by at least two participants are to include more preparatory work (articles, videos, …) and to allow more time for the pedagogical portfolio. Other suggestions are to clarify key concepts, clarify the purpose of the final presentations (and the focus of the feedback that is provided), and to collect all individual assignments in one document.

Some advice to future course participants is:

– Be open to discussion and feedback; do not hesitate to ask questions.

– Participate willingly in group activities and role play sessions because they will show concrete aspects of situations in class that you can learn from.

– I advice you to plan ahead and devote enough time to get the most out of this course.

Regarding any final comments, several participants commend the course and the teachers. Some comments are:

– Many thanks to the organizers of the course! I enjoyed my time with UPL!

– The instructors were helpful and communicative. I appreciated that.

– Thank you for a nice course.

Prioritized course development

What aspects of the course should primarily be developed? How could these aspects be developed in the short or long term?

From a teaching and learning point of view, a more explicit emphasis of key concepts appears to be the main area of development. This may include a review – as well as a more active use – of the course goals, and corresponding adjustments of the learning activities (constructive alignment).

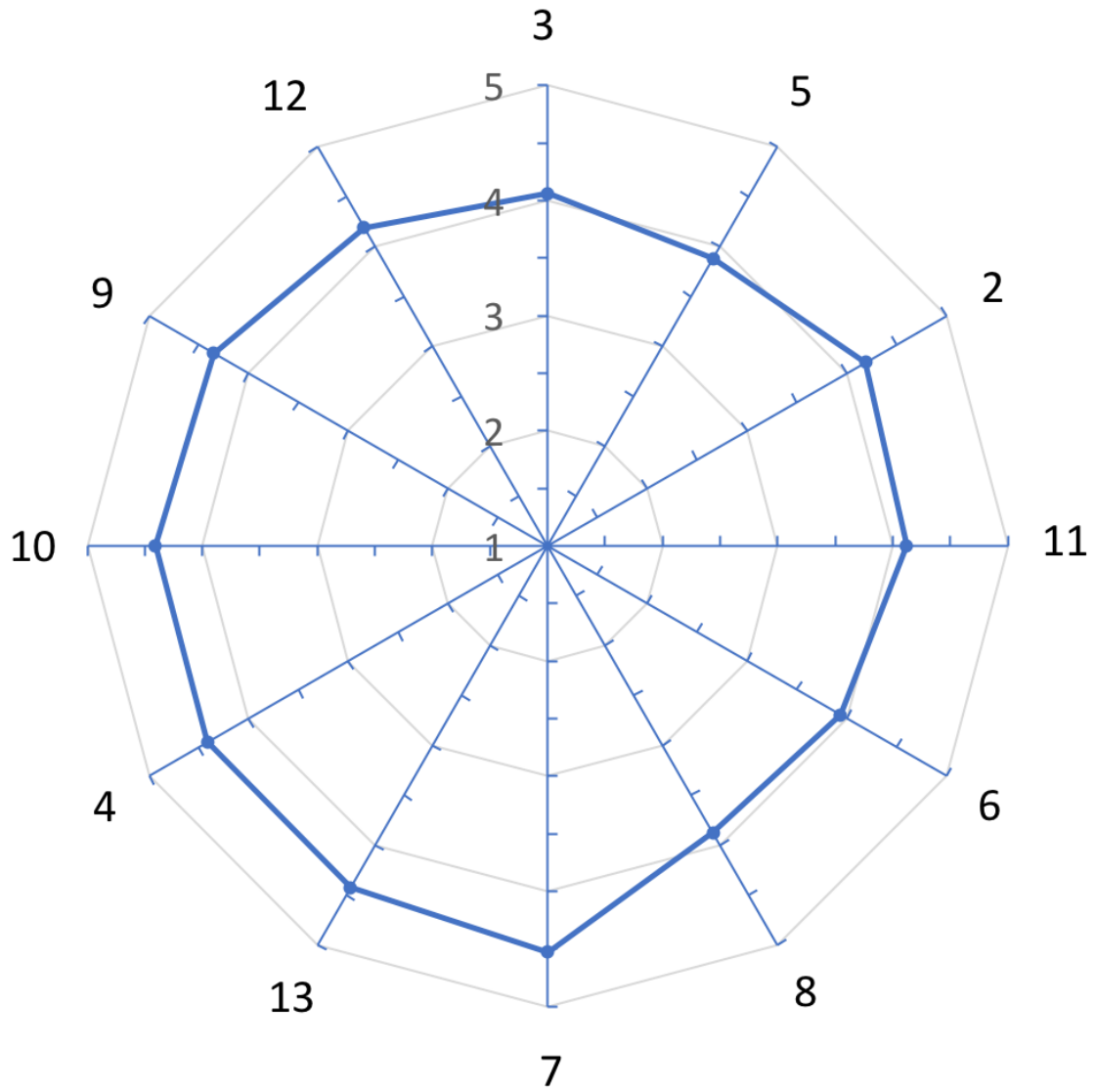Other, more specific, adjustments that should be considered are:
- Some more preparatory work, allowing for elements with a 'flipped classroom' design
- Allow more time for the pedagogical portfolio
- Clarify purpose of the final presentations and feedback
- Collect all individual assignments in one document

Other information

Is there anything else you would like to add?

As different course offerings are taught by different teachers, this course evaluation will be discussed with the responsible teacher of the next offering.

Average response to LEQ statements

1=Strongly disagree 2=Disagree 3=Uncertain 4=Agree 5=Strongly agree