

Annual self-assessment – course level

Department of Foreign Languages

Fra [systembeskrivelsen](#):

«The person with course responsibility submits a brief annual self-assessment of the course to the programme board. The self-assessment should briefly describe the teaching plan for the course, what worked or did not work in the teaching situation and what is being done to follow this up, as well as any other circumstances of significance to the quality of the course. »

Filled out by course instructor

Course code	ENG223/263
Year	2022-2023
Course instructor	Carolina Amador-Moreno
General evaluation of the course – how did the course go?	The course was taught online mostly, with a few sessions on campus. The course flowed smoothly, with some students engaging more maturely and responsibly than others, as is often the case.
Did the course have a student evaluation? If so, what did it say?	Yes. I think what the evaluation says clearly is that these students do not want any more online teaching.
Were there any aspects of the course that did not work satisfactorily? Would you say that there is a need to make adjustments or take measures, and if so, which ones?	The course may not be suitable at this level.
Other comments and suggestions	<ul style="list-style-type: none"> • All the information about the course was very clearly presented both in MittUiB and at the start and end of each lecture. Communication with the students was constant and reminders and information were sent by email. A postponing of date was suggested by their class rep for one of the tasks, which was then notified through an announcement to the whole group. • The course included a section called Applications for TEFL with materials specifically designed for the L-students. Relevance to teaching was highlighted on several occasions through the course. • Every opportunity was given to ask questions in class and communicate with the lecturer outside of the teaching hours (both through consultation hours and by email), students were also notified when on-campus face-to-face consultation was an option. • Students were never asked to read papers in class. They were given the opportunity to go over notes to refresh their memory before discussions. • Some ENG263 students failed to attend compulsory meetings and alternative options were provided for them. • Their preference for face-to-face teaching was communicated when face-to-face teaching took place. • Some of the students wrote to thank me for the course, and a few from the ENG263 group did the same after receiving their grade in the oral.