



CHALMERS

Course board meeting: Minutes

<i>Course name:</i>	Fiction for engineers	<i>Programme owning the course:</i>	SPRAK
<i>Course code:</i>	LSP530	<i>Department instructing the course:</i>	CLS
<i>Academic year:</i>	2018/2019		
<i>Study period:</i>	1-2		

Meeting participants: Magnus Gustafsson (examiner); Lovisa Hagström, Sebastian Berg , Vera Roth (Student representatives). Absent but contributing by commenting the minutes: Jakob Frykmer and Johannes Hilldén.

Date: 190328

Summary

Seeing that the survey responses do not give rise to massive issues that need addressing, we focused our conversation on how to tweak the components in the course than can still do with some improvement. So, our main topics were optimizing the online seminars; clarifying the MTS dimension in the course; and whether to lecture or not in this seminar-oriented course.

Prerequisites and learning outcomes

While the survey data doesn't quite indicate it, some students comments from during the course and with representatives refer to the need for lecturing to get a shared understanding of the reading expectation and analytical requirements for the course. Student representatives suggest that it might also be addressed with information in the beginning rather than lectures.

Learning, examination and course administration

Most of the survey responses suggest that much can be left as is. We did discuss the comment about adding more / a lecture component. It might not be necessary in order to meet ILOs, but it might be important for the affective domain by providing a sense of familiarity, learner confidence, and security among the students.

It might be more important to get at what quality is acceptable in any one analysis at the different stages of the course.

Work climate

Sensitive to pressure in other courses but the pace is good for the course and the need for workshop space at the end of the course is also important.

To keep for next course round

Overall, the course works really well and the survey responses as well as the student representatives suggest that most components be kept as it and only tweaked for optimization.

Suggested changes

Change the format of the online seminar(s). Write more in a required initial post and reduce the number of turns / number of posts. The online seminar comes with greater exposure for students. While there is time to think, once thoughts also get published in a more exposed manner. Possible actions to reduce discomfort: make anonymous; group seminars; set up in the previous seminar; maybe not audio (do an anonymous survey first).

Consider providing a week of consultation mid-term rather than the 'general literature week' as suggested in the survey comment.

Problematise what an MTS-connection really is or can be. The search for MTS-connections might provide a re-definition of MTS for many students in the course. Also possibly note that the format of the course itself invites an MTS-perspective. Maybe devote more time to MTS in the beginning of the course (a 'what is, how to, why MTS'). Discuss it with the next group – explore expectations.

Maybe reconsider the sequence. Is Saturday a difficult opening novel (slow, high on detail, ?) and might it be easier to open on The Stone Gods?

Consider a student survey for a late addition of a new novel on the course.

Other matters

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Maybe add a how-to kit / toolkit for reading and analysis at university level in the beginning of the course rather than a lecture as such?

Tighten the structure on reporting back on small group discussion. Sometimes they risk getting too long.

Remove the term paper question from the items list in the survey. Ask what reading to remove instead.