



Report - AG1815 - 2020-12-30

Respondents: 1
Answer Count: 1
Answer Frequency: 100.00%

Please note that there is only one respondent to this form: the person that performs the course analysis.

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

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DESCRIPTION OF THE COURSE EVALUATION PROCESS

Describe the course evaluation process. Describe how all students have been given the possibility to give their opinions on the course. Describe how aspects regarding gender, and disabled students are investigated.

After the course is completed, all students are invited to give feedback using the course evaluation form (LEQ)

All students are invited to join the course council. Normally 1-3 students choose to get involved. We meet once during the course, to discuss any issues related to course design, activities, practical issues, information to students etc. We also meet once after the course is completed, to discuss results of the LEQ.

Difference in experience of the course related to gender are investigated using the LEQ form, which allows students to indicate gender when responding to questions.

Students with disabilities are indicated in the list course participant, and are encouraged to contact the teachers in case they need extra support in any way in the course.

DESCRIPTION OF MEETINGS WITH STUDENTS

Describe which meetings that has been arranged with students during the course and after its completion. (The outcomes of these meetings should be reported under 7, below.)

See above



COURSE DESIGN

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

Examination

- Project work, 4.0 hp (A-F)
- Response papers and thematic seminars, 0.5 hp (P/F)
- Literature assignment, 2.5 hp (A-F)
- Attendance, 0.5 hp (P/F)

The course includes

- 14 lectures (whereof 4 is only online mtrl), covering 1) The concept of sustainable development, the sustainability goals of society and societal challenges, 2) ICT and sustainable development - how ICT may be a positive driver for sustainable development, but also mean risks and negative impacts, 3) Innovations and business opportunities - examples with company perspective, 4) Environmental and sustainability assessment with systems perspective. Lectures are from KTH and industry.
- 2 Thematic seminars, covering topics from the lecture, to which students prepare written assignments that are discussed during the seminars.
- Group project, with project assignments from industry or researchU
- 2 project seminars, where project groups present a draft and final report and make peer review.
- 1 exercise with peer assessment of project reports
- 1 individual literature assignment, where students write about ICT as a solution to sustainability problems

Update of course from 2019

- No significant changes were made to the course design (learning activities and examination) compared to 2019.
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THE STUDENTS' WORKLOAD

Does the students' workload correspond to the expected level (40 hours/1.5 credits)? If there is a significant deviation from the expected, what can be the reason?

The expected work load is 20 hrs/week. About 50% of students work 15-26 hrs/week. 18% claim to work less than 10 hrs/week. There is some risk of free riders in projects, which may be the reason for this. Some students also have very low ambitions in this course, so it is not entirely surprising if some try to get through the course with minimum effort. For some this will result in extra work for necessary revisions of written individual assignments. About 14% claim to work more than 25 hrs/week, which mirrors the fact that some students are on the other hand very ambitious.

THE STUDENTS' RESULTS

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

There were not major differences in performance this year compared to earlier course rounds. Some years ago we made improvements in instructions for writing assignments and added activities with peer feedback, which improved the quality of written assignments.

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

Positive: The students appreciate the design of the course, with a mix of lectures and practical work in projects in collaboration with companies. They also expressed that they liked to be exposed to the topic of sustainability.

Desired improvements: Better structure in Canvas. Stressful with many deadlines. Better coordination between invited lecturers. Want more frequent feedback on project reports.

SUMMARY OF STUDENTS' OPINIONS

Summarize the outcome of the questionnaire, as well as opinions emerging at meetings with students.

See above



OVERALL IMPRESSION

Summarize the teachers' overall impressions of the course offering in relation to students' results and their evaluation of the course, as well as in relation to the changes implemented since last course offering.

Overall most students appreciate the course. Critique is mainly about wanting more close supervision and feedback, which would of course be good but not possible with the resources to provide the course. Some critique is also about better coordination of content in lectures, which can be improved through more "strict" instructions to invited lecturers.

ANALYSIS

Is it possible to identify stronger and weaker areas in the learning environment based on the information you have gathered during the evaluation and analysis process? What can the reason for these be? Are there significant difference in experience between:

- students identifying as female and male?
- international and national students?
- students with or without disabilities?

Female students appreciate the course more than male students. There are no explanations to this to be found in answers to open questions. My only guess is that female students may be more interested in sustainability as a topic.

It was not possible to see any differences between disabled/non-disabled students, or between Swedish/international students.

PRIORITIZED COURSE DEVELOPMENT

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

Better coordination between lectures, through more "strict" instructions to invited speakers.

More clear information to students about the way in which we supervise and give feedback, so that students' expectations are better aligned with what we can offer with the resources available in the course.