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## Report - AH2173 - 2020-10-21

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

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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):**

Erik Jenelius, jenelius@kth.se

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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.**

A course evaluation questionnaire was carried out after the end of the course. The respondents could indicate their gender and disabilities, allowing for studying differences in responses.

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**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.)**

No meetings were arranged during or after the course.

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**COURSE DESIGN**

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

The course consists of two forms of examination, a written exam and a project examined through oral presentation and written report. Learning activities consist of lectures, exercises intended to give hands-on training with the theory, a workshop discussing current topics, and two study visits. This course offering, both learning activities and examinations were significantly affected and adjusted due to Covid-19. The study visits and study journey were cancelled. Lectures and exercises had to be carried out remotely over Zoom. The written exam was carried out remotely with supervision over Zoom.

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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 average reported workload is around 15-17 hours/week, which is slightly below 20 hours/week (40 hours/credit). This is similar to previous offerings. However, there appears to be a larger than usual spread in the reported workload where some students spent 24-26 hours/week while some spent only 6-11 hours. This can be due to less interactions between the students.

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**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?**

The results were overall similar but slightly lower than previous offerings. It is likely that the reason is Covid-19, which put significant restrictions on the learning activities. Covid-19 may also have affected the general situation of the students negatively, which can impact the results.

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## **STUDENTS' ANSWERS TO OPEN QUESTIONS**

### **What does students say in response to the open questions?**

Many students are disappointed that the study visits and physical interactions in the course were cancelled. Some believe the course worked well overall despite the limitations. Some report difficulties in following the exercises and negative experience with the written home exam.

## **SUMMARY OF STUDENTS' OPINIONS**

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

The students are in general satisfied with the course, but have many concerns related to the digital teaching format. The average gradings vary between 4.3 and 6.2 on a scale from 1 to 7. The gradings are in general lower than for previous course offerings. Highest grading is given on the statement "I worked with interesting issues" and the lowest grading is given on the statement "I had opportunities to influence the course activities".

## **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.**

The outbreak of Covid-19 forced us to rapidly transform learning activities and examination to remote formats. Student results and teacher experiences suggest that this has worked reasonably well under the severe restriction, but has somewhat lowered the students' results and more clearly lowered their gradings compared to previous course offerings. Since no major changes in the course were made apart from the remote format, the drop in gradings can be attributed to the changes necessitated by Covid-19.

## **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?

Comparing the evaluation with previous years, it is clear that the online format has negatively influenced the students' ability to learn by collaborating and discussing with others, to feel togetherness with others in the course, to sense an open and inclusive atmosphere on the course, and to get support if they needed it. The questionnaire does not contain information about female respondents but shows no significant differences between male/other respondents. There is a clear difference between international and national students, where international students give higher gradings on almost all questions.

## **PRIORITIZED COURSE DEVELOPMENT**

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

The development of the course will be dependent on whether it will be given in a physical or virtual format - current guidelines suggest a return to physical format. In case of a physical format the comments from last year's course analysis still apply. In case of a remote format, learning activities should be revisited to increase interactivity and collaboration, and examination forms can also be improved.