



Report - AI2155 - 2020-06-21

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.

The course evaluation was conducted online and LEQ template was used. In addition to the general questions such as gender, program, disability, the survey consists specific questions related to the content of the course, assignments, as well as assessments. After each specific questions, students were able to comment and provide more explanation on their responses. Furthermore, respondents got the opportunity to provide their opinion on what has worked and what can be improved. Due to technical reason, the survey was not automatically activated as planned right after the exam but it has remained open for two weeks when it was activated.

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.)

Due to the Covid-19 pandemic, it was not possible to arrange or have a meetings with students. Unfortunately, online meetings were not also arranged.

COURSE DESIGN

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

Due to the corona virus pandemic, the entire course was given online. The content of the course as well as the course activities were not much different than last years except the exam. This year's exam was open-book exam and was conducted via Canvas with Zoom monitoring by the teachers. Exam questions were constructed in a way that makes them difficult to be cheated or answers are copied from the textbook. In other words both conceptual and analytical questions required thoughtful answers with detailed responses.

Another minor changes was the selection of term paper group members. Since students were following the course from all over the world with different time zones, we have allowed students to choose their group members. It was evident that group members were more homogeneous in terms of nationality (international or Swedish) and education or program background (exchange, master program, etc.). Professional and mandatory presentation of term papers were part of course assessment and thus all groups did a terrific job.

THE STUDENTS' WORKLOAD

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

There was noticeable deviation from the expected level of 40 hours/1.5 credits. Most of the students reported a workload of half of the expected level (less than 20 hours per week). We are not sure if the online course has made them to spend less time on the course. Some of the students commented that it was hard to estimate these number of hours while others have pointed out that different activities of the course such as term paper required more time, which is hard to estimate when they are working with it 3-4 weeks.



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?

Students have succeeded very well on the course though most of them were not happy with the exam format because it was little bit different than last year. The only question from the survey that got below average response was the question related to the exam. All of the students completed the course work and only a handful of them did not pass the normal exam.

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

A number of students have mentioned that the course was interesting and allowed them to learn new concepts and relevant topics. Selection of both their own group mate and desired term paper topic were very much appreciated by the students. Some of them also mentioned that online course saved precious travel time that allowed them to study more. Group work received the strongest positive response when asked the best part of the course.

SUMMARY OF STUDENTS' OPINIONS

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

As we mentioned earlier no meetings with students have taken place. However, responses from the open questions and general comments offered by the students were very positive and can be interpreted as successful achievement of the learning outcomes of the course.

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.

In spite of the early technical challenges that we have to deal at the beginning of the course, students were very satisfied with the content of the course and the term paper project. Change of exam format seems to have raised the anxiety level of the students but those who have done assignments have fairly done very well. The reason being that some of the exam questions were very much related to the assignments. When asked students what would you advice to the students who will enroll this course their advice was "Do the course assignments".

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?

It is noticeable from the questionnaire responses related to needed support and feedback that international students were more positive than Swedish students. One possible explanation is that international students often asked more help and got substantial feedback from the non-mandatory assignments. From gender perspective, there was no significant difference between the male and female.

PRIORITIZED COURSE DEVELOPMENT

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

There will not be any major changes of the course but addition of housing economic lectures and increase of guest lectures will be considered. Lessons and technical challenges learned from this online delivery of the course will be re-evaluated and properly addressed.