



Report - AK2017 - 2019-12-09

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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COURSE DESIGN

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

After completing the course, students should be able to

- Identify and describe common research ethical problems,
- analyze them taking relevant empirical factors into account,
- suggest possible solutions to the problems, and
- justify the chosen solution by means of basic ethical methods.

Active participation (1.5 ECTS) and written examination (1.5 ECTS). To fulfil the participation requirement, students must complete all home assignments (see below) and participate in the seminar discussions. Students who are unable to attend the seminar may instead write a supplementary assignment.

Master students are graded from A to F according to how well they succeed in reaching the course objectives. PhD students are graded on a P /F scale.

As a final examination, each student treats an independently chosen research ethical problem in an essay. The problem should be accurately and elaborately accounted for with relevant empirical factors taken into consideration. A solution should be suggested and justified by means of basic ethical methods.

Master students write 1 500 words, PhD students write 2 500 words. However, analytical quality is more important than length.

THE STUDENT'S 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?

No. The students report that they work significantly less than that. Perhaps the preparatory readings and assignments are too small.

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?

Good!



OVERALL IMPRESSION OF THE LEARNING ENVIRONMENT

What is your overall impression of the learning environment in the polar diagrams, for example in terms of the students' experience of meaningfulness, comprehensibility and manageability? If there are significant differences between different groups of students, what can be the reason?

Good!

ANALYSIS OF THE LEARNING ENVIRONMENT

Can you identify some stronger or weaker areas of the learning environment in the polar diagram - or in the response to each statement - respectively? Do they have an explanation?

The students want more feedback. More feedback would probably also contribute to the learning goals.

ANSWERS TO OPEN QUESTIONS

What emerges in the students' answers to the open questions? Is there any good advice to future course participants that you want to pass on?

"what I liked and I have never experienced in other courses is when taking in general, the professor would use the pronouns she, her, hers instead of the male pronouns that professors and other people usually employ. I didn't think of it much in the beginning however it made me feel like I can do it, I can be there, its a job for me as well, not only for "him". I had the feeling of belonging in the engineering world sharing both benefits and responsibilities from it."

"Det var svårt att inte ha möjlighet att diskutera sin frågeställning i slutuppsatsen med läraren. Jag förstår att ett lärandemål är att man ska kunna formulera din egen frågeställning, men jag känner ändå att om man ska kunna utvecklas och skriva en bra uppsats måste man kunna bolla sin frågeställning lite med läraren."

PRIORITY COURSE DEVELOPMENT

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

The humanities track need to be further developed to better correspond to the challenges that students and researchers meet in this field.