

General Course Analysis AL2160 2021

0. **Author** Sofia Lingegård, sofia.lingegard@abe.kth.se

1. 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.

To gather information for the course analysis, KTH's standardized questionnaire was automatically sent out to all participants. In addition, two meetings with the three student representatives were held. The students were also invited to share their thoughts and experiences regarding the course during the supervision meetings and the project presentations.

2. 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.)

Two online meetings with the two student representatives were arranged.

3. Course design

Describe briefly the course design, the constructive alignment (intended learning objectives, learning activities, assessment, and how they interact), and the development that has been implemented since last course offering.

The course was held on zoom.

The overall aim with the course is to generate knowledge and skills regarding approaches for management for sustainable development, and change in companies and other organizations due to an increased focus on sustainability. The course also provides training in application of some of the tools used to plan, monitor and evaluate environmental and sustainability management in organizations.

The course is based on group projects and individual work. The projects are desktop studies on sustainability reporting of companies as well as a smaller project focusing on environmental law. For the main project the groups have an academic supervisor from KTH. The projects are presented in a written report and an oral presentation. The project groups also read and comment on each others' work (in writing and orally) (peer review). The individual part includes a home exam examining the key concepts as well as an individual reflection on a course topic. The report grade (including an individual seminar grade) and the grade of the individual reflection generate the course grade (provided that the other mandatory course components are all approved).

4. Students' workload

Are the students working to the expected extent in relation to the course credits? If there is a significant difference from the expected, what can be the reason?

The meetings with the students did not indicate any issues regarding the workload.

5. Students' results on the course

How have the students succeeded in the course? If there is a significant difference compared to previous course offerenings, what can be the reason?

The students performed well this year with a few exceptions. The majority of the project report were of good quality.

6. Students' answers to open questions

What do students say in response to the open questions?

The students are generally appreciative of the course and its content. They appreciate the company presentations and the opportunity to ask questions and discuss directly to company representatives. All the course activities were held on zoom and the students critique that quite a few of the guest lectures did not manage the time well, resulting in shorter breaks and the lectures went over time. Furthermore, the students believe the discussions in seminars would have benefited from being on campus.

7. Summary of students' opinions

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

The students are generally appreciative of the course and its content, although some of the students from Master Programs with a sustainability focus identified some overlaps with previous courses regarding the concept lectures. Some of the opinions are in regard to zoom and this will hopefully be remedied when the course is back on campus.

8. 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 course was taught on zoom for the second year in a row, however by different teachers. Zoom causes time management challenges for guest lectures as well as challenges in discussions seminars. The students were generally satisfied with the course, and their results were of high quality.

9. 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 differences in experience between:

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

The students come from different backgrounds and Master programs and this creates challenges to adjust the course to fit everyone. Initial self-study modules are available for students who feel they need additional support, while other students from programs with a sustainability focus sometimes experience overlap from other courses on parts of the conceptual lectures.

10. Prioritized course development

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

Look into reworking parts of the outline for the course to adjust for less deadlines in the end of the semester, presuming adaptation for teaching the course on campus again.

11. Other information you want to share