

General Course Analysis AL2160 2022

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 two 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 the last course offering.

The overall aim of 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. This year, an additional focus on social sustainability, both conceptual and company examples, provided holistic view of sustainability management for companies.

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 reported grade (including an individual seminar grade) and the grade of the individual reflection generate the course grade (provided that the other mandatory course components, i.e. the project plan, the draft project report, the written and oral peer review and the project presentation are all approved). This year, the projects were conducted in groups of 4 students due to an increase in students (+30%) compared to the previous year.

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?

Based on the LEQ answers, the students' workload varies depending on the student. Half of the students answering the survey have worked more than the intended hours, while half have worked far less. The fact that there are few scheduled teaching activities (only course introduction, method seminar, supervision and final presentations) and the students themselves have a great own responsibility to plan their own work probably has an impact on the time spent. The number of

students per group being a bit higher this year may also have contributed to a smaller workload for the individual students in some cases.

5. Students' results on the course

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

The students performed very well this year with a few exceptions. The project part of the course account for a large part of the course and the projects were of good quality this year.

6. Students' answers to open questions

What does 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 with company representatives. The diversity of course activities (e.g. seminars, group assignments, class discussions) enabled them to learn in different ways. However, some students thought there were too many assignments in the course. The students emphasize the importance of planning their own work throughout the course.

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. The course is heavy in the end regarding deadlines and less emphasis, in the end, would be appreciated by the students. Furthermore, some students wish for the individual part of the course to account for more in the final grade, since they experienced collaboration difficulties in their group work. The additional social sustainability focus this year was described by students as an eye-opener.

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 the last course offering.

The students were generally satisfied with the course despite different initial knowledge levels, and their results were of high quality. The added social sustainability focus will remain next year since it was appreciated by the students and provided insight into the complexity of sustainability challenges.

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 a significant difference 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 the short and long term?

Look into reworking parts of the outline for the course to adjust for less deadlines in the end of the course.

Make more adjustments for the different initial levels of knowledge in the area depending on the different Master's programs the students attend.

Look into providing additional support for project management to facilitate the project process.

11. Other information you want to share