

General Course Analysis AL2160 2023

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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.

KTH's standardized questionnaire was automatically sent out to all participants to gather information for the course analysis. Only 21 % (19 of 88) answered the questionnaire, thus making the feedback from the course committee of utmost importance. 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's other activities, such as the supervision meetings.

2. Description of meetings with students

Describe which meetings have been arranged with students during the course and after its completion. (The outcomes of these meetings should be reported under 7, below.)

Two meetings with the course committee and the course coordinator were arranged. The course committee presented the feedback from the student group and the different topics of feedback were discussed constructively.

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 critical thinking on how companies work with, report and communicate on sustainability. The course includes all three pillars of sustainability from a company perspective and also connects this to policy and environmental law for a holistic view of this complex topic. An overview of tools and standards, as well as key concepts, provides an initial understanding needed to analyze, compare and reflect on companies from a sustainability perspective. The course provides concepts and theory on the key aspects as well as applied examples through sustainability reports and guest lectures.

The course is based on group projects and individual work. The projects are desktop studies on companies' sustainability reporting. The groups have an academic supervisor from KTH. The projects are presented in a written report and followed by a discussion in mixed groups in a seminar form.

The individual part includes preparing for and participating in literature seminars to learn concepts and theory. This is a foundation for the project and the final individual reflection on a chosen course topic. An essential part of the course is the guest lectures from companies and organizations, providing opportunities to discuss with practitioners.

The reported grade includes the project report, project seminar and individual reflection (provided that the other mandatory course components (e.g. participation in literature seminars, guest lecture participation) are completed.

This year, the projects were conducted in groups of 4 students. A total of 88 students participated in the course.

This year the literature seminar module was a new addition to the course.

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 varied a bit depending on the student, but overall, it was as expected and continuous throughout the course.

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?

Overall, the students performed well this year, with more than half receiving higher grades (A-B). The project part of the course accounts for about half of the grade, while the individual parts represent the other half.

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 guest lectures 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. The students emphasize the importance of planning their own work throughout the course and not procrastinating.

The struggles in some groups on different knowledge and ambition levels were a reoccurring concern.

7. Summary of students' opinions

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

The students generally appreciate the course and its content, especially the link between theory and practice. The different learning activities provided a good balance in the course. The literature seminars instead of a home exam were appreciated, but feedback stated that the seminars needed to be longer as they felt a bit rushed. The project seminar was described as very rewarding by the students.

The guest lectures and the possibility of speaking directly to the company representatives were appreciated.

The main concern is the different initial knowledge levels in terms of course content and scientific writing. Teaching other students the basics of scientific writing took time away from focusing on the project content.

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 with regard to the changes implemented since the last course offering.

The students were generally satisfied with the course. The main concern is the different initial knowledge levels in terms of course content and scientific writing, despite adding a self-study module for this.

The new literature seminar model worked well and will be further developed.

The course provides theory and concepts, as well as an applied perspective through analysis of sustainability reports and guest lectures. The students appreciated the link between concepts and practice and the possibility of discussing directly with the companies.

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's programs, and this creates challenges in adjusting the course to fit everyone. Initial self-study modules are available for students who feel they need additional support. In contrast, other students from programs with a sustainability focus have complained that there are overlaps with different courses in the previous year. This year, the basics of a topic are self-studied before the lecture, while the lectures focus more deeply on the subject. However, some students did not understand that there were readings to be done before the lectures, which will be made more apparent next year. Furthermore, some of the international students lack basic training in scientific writing, causing issues in group work.

Some students in the course increasingly used AI. Although the course had an AI policy, some students still used AI to generate the work entirely. Next year, an additional oral presentation on some of the activities will be added to ensure students have acquired the knowledge.

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?

- Further development of the literature seminars to make them longer and include a wrap-up with the teachers to increase learning.
- Clarify the self-studies before each lecture.
- In response to work entirely AI-generated, additional oral presentations/discussions are needed to ensure that students have acquired the knowledge.

11. Other information you want to share