

## **General Course Analysis AL2161 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 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 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 is mainly project based and the projects are defined and performed in collaboration with companies and other organizations. Each project group also has an academic advisor/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). In addition to the project report, each group member also conducts an individual written reflection. The report grade and the grade of the individual reflection generate the course grade (provided that the other mandatory course components are all approved). This year, the projects were conducted in groups 2 students, which was possible due to less enrolled students than last year.

The data seminar was reintroduced.

### **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. Based on the LEQ answers, the students' workload varies. Half of the students dedicated the intended amount of work to the course while the other half of the students have put in less work than intended. The fact that there are few scheduled teaching activities (only course introduction, data 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.

### **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 overall. The project part of the course account for a large part of the course and the majority of 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 highlight the opportunity to work with companies and to get real-life experience. They describe the experience as exciting but challenging.

Some student thought the workload was high but manageable with good planning and cooperation within the group.

The student appreciated the feedback during supervision and felt that the teachers cared about the work. However, some student wished for more supervision while other were satisfied with the amount of support.

The student emphasized the importance of good planning, a thought through methodology and a good communication within the group and with the company.

The ability to rank the project initially according to their interest was appreciated.

#### **7. Summary of students' opinions**

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

The students appreciate getting real life experience and to collaborate with companies - even though it can be complex and challenging. They have gain knowledge not only in content-related subjects but also important lessons in project management, communication, and collaboration.

#### **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 students were generally satisfied with the course despite different initial knowledge levels, and their results were in general of high quality.

Project management, where scope and time are managed by the students, is vital and some groups struggled with this.

The data seminar did not result in the intended discussions among the students on how data should be represented in the reports. This was according to the students due to zoom.

#### **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 difference in experience between:

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

In general, among the students from the Master's programs no major differences were identified. However, it was evident that international students outside of the Master's program struggled a bit with the format of the course maybe due to unfamiliarity with this type of leaning activity.

#### **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 providing additional support for project management to facilitate the project process. Introduce a method seminar focusing on how to perform project with a scientific approach.

#### **11. Other information you want to share**