

Report - AL2190 - 2023-04-13

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):

Miguel Brandao, miguel.brandao@abe.kth.se

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.

This year there was no students' representatives, so the process includes only the questionnaire that was sent out and completed by 7 students (18%).

The questionnaire addresses gender and disability aspects.

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.)

Students had the opportunity to meet with me during the course, and as part of their project work.

COURSE DESIGN

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

The course consists of lectures, seminars, a group project and a home exam.

THE STUDENTS' 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?

As the course is of 7.5 credits, a workload of 200 hours is expected. Students reported less than that.

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?

The students have generally succeeded on the course, most of whom had very high grades.

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

Workload:

- Time spent doing course readings and working on project
- Manageable workload
- Workload is flexible and depends on how much each member of the group has worked on the course project.
- Most of the time was spent on reading
- It was only one lecture per week, but the reading was so extensive so I had to put many hours on just reading different kinds of material. I would say that this approach is not optimal

Student type:

International: Most of the people in the course were either international master students or exchange students.
Swedish: I feel that I have wasted both time and money on having taken this course

Disability:

Not disabled: which was lucky because with all the problems I encountered taking this course, if I had had some form of disability, this course would have been pure hell

Best aspect of course:

- The lectures were rich in relevant and insightful information.
- The applicability of the theory. The project helped us to analyze a system and how technology could potentially support sustainable development from a technical perspective.
- Deals with hugely important subject matter that is essential that more people know about working with students from different countries and backgrounds
- Flexibility and course project
- The topic itself, seminars and reading were all very interesting.
- Nothing, wouldn't recommend anyone to take this course

Suggestions to improve:

- There is room for improvement in criteria communication for the case study.
- The structure of activities. Although I appreciate the independence provided to students, there is a lot of literature to review and it is simply not realistic for each student to read the material thoroughly. I suggest adding at least one activity like a seminar or discussion session to exchange ideas or perspectives among groups on the topics covered by the literature proposed.
- More opportunity for open class discussions. Would have liked to be able to discuss recommended literature in class project instructions could be given more clearly as we found ourselves unsure and lost many times
- More practice activities
- As already mentioned, I think this course could benefit from having like 2-3 different topics where readings are chosen, then questions are discussed in a seminar with small groups (no grading, just reflection and room for questions about the different concept presented in the readings) and after that there is an individual assignment. Maybe it could be instead of the group work or somehow integrated.
- Everything, and also tell the teacher he can not treat his student the way he did. We need support and we need support and more detailed answers when we ask questions. Also the "seminar" was worthless, I considered sending an email to the teacher and rant about how disappointed I was. Firstly, when we are given 5 minutes to present, we are to stick to those five minutes. Many groups exceeded this limit quite a bit. My group did not exceed this limit, but instead of saying "good, you were the only group that held the time limit" he quite not nicely said all the things that we had not included in our presentation. The reason we did not include all the things that the teacher said was that we had to choose carefully which parts to include to not exceed the time limit. This bothers me still. Secondly, the seminar replaced proper feedback. i.e we ONLY got feedback on the 5 minute presentation of the work which showed only a very small part of the work. Really bad teaching, it felt like he wanted to get it over with in as little time as possible with as little work on his part as possible. Also, when students have a home exam, it is to be expected that the teacher will be reasonably available. Instead, he lay asleep and when there was trouble with the exam, we students had to email everything and everyone responsible for the course. It ended with the program manager having to email the exam to us. At 17 the teacher answers, and just says "I do not know what happened there". It also did not feel like the teacher understood that the students were taking other courses in parallel with his course. It actually affected me quite a lot that we lost time on the exam, because I had another exam (on campus) during the same days as his home exam was. It is unreasonable to expect students to spend three full days on a home exam in the middle of an exam period because almost all students have other exams to write. It felt like the teacher had not even reflected on this and expected us to spend all his time on his home exam during the days we had it.

Advice to future participants:

- Keep reading the literature from the compendium to be productive during the course.
- Read the material previous to class. I felt pretty odd when not many people participated in class. It was a lost opportunity to discuss a concept or case, or just know others' opinions.
- Do the recommended readings and more, they are very important for an in depth understanding
- Start working on the course project early
- Try to read as much as possible, especially the book.
- Take another course

Other issues:

- There were moments when the lectures turned a bit monotonous. I suggest considering open questions or activity in the middle of the lecture to change the class dynamic. Is there anything else you would like to add?
 - Thank you for teaching this course. It has been one of the most thought provoking and formative courses I have taken in 4 years of college
 - I feel that the teacher treated me as if I were less worthy. I am anxious that I have compulsory courses with him this autumn and think that there should be better follow-up on when teachers are simply not good (I have classmates who have had him before and they have said that he was exactly the same when they had him and that they wrote negative reviews about him in the course survey but still nothing seems to have happened) The teacher felt uninvolved, like he didn't care about his students AT ALL, it rather felt like he was annoyed that we contacted him etc.
 - I don't mind reading a lot, but I learn better if the readings are connected to a task or is followed by a small group discussion.
 - We didn't get any feedback
 - To learn more, I would have preferred maybe 2-3 assignments with feedback instead of just one group project with little feedback.
 - The only learning came from the articles we were supposed to read
 - Activities could have been more varied to enhance learning and discussion
 - collaboration and discussion with others: Yes, for the group work, but for everything that was not covered in that but in the exam, there weren't any exercises to discuss together.
 - the teacher barely answers emails and when he did it was an incredibly short answer
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SUMMARY OF STUDENTS' OPINIONS

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

Students were generally happy and grateful with/for the course (with the exception of one student who misunderstood and misrepresented a few things):

- Good course
 - Literature was very good.
 - Home exam - clear instructions and well structured
 - Students learned a lot and are happy with the course.
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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 delivery was effective and successful.
grades were in general high.

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?
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No differences here

PRIORITIZED COURSE DEVELOPMENT

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

All areas of the course should be made to allow online delivery/access. More feedback is to be given. Clearer instructions to be made.
