

Report - CH2001 - 2024-05-30

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):

Andrea Eriksson, andrea4@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.

A fishbone workshop was performed. The workshop meant that the student in the course listed stressful factors in the course. In the end of the workshop the course leader (Andrea Eriksson) and the students together decided on measurements for reducing stress in the course.

Oral evaluation of the course were performed after seminars which meant that the course leader asked the students on their thoughts of the course and especially what could be improved.

A written LEQ-evaluation was made after the students had received their grades on which only 3 students answered.

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.)

The students were encouraged to give feedback on the content of the course during seminars. A meeting with the students was arranged to discuss a draft of the preliminary course analysis that was sent out to all students before the meeting. The course analysis was finalized after additional comments from the last meeting with the students.

COURSE DESIGN

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

The course is divided into two parts that build upon each other:
RED1 - Assignments, seminars, 3.5 credits, Grading scale: P, F
RED2 - Action plan report, 4.0 credits, Grading scale: P, F

During RED1 the students choose a "problem area/case" for the course and make assignments where they relate relevant theories/scientific knowledge to the problem area. This is examined in written assignments and orally in seminars.

During RED2 the students develop an action plan targeting the problems addressed in RED1. The action plan is examined through a written report and orally at a seminar. No major changes have been made since the last course offering. Some clarifications in the course assignments have been made following last years' feedback.

THE STUDENTS' WORKLOAD

Does the students' workload correspond to the expected level (40 hours/1.5 credits)? If these is a significant deviation from the expected, what can be the reason?

It seems not deviate too much based on the LEQ-answers.

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?

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14/17 active students have passed the course which no significant difference compared to previous course offerings.

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

In oral feedback students expressed that they appreciated and liked the course. The students specifically appreciated the topics of the course, seminars, performing the project work and the seminar with Simon Elvnäs. It was acknowledged how the assignments and learning activities built on each other and contributed to the learning and application of key concepts. The literature search seminars were also appreciated and acknowledged as important skills to develop for other courses. The literature, especially Nielsen and Noblet and the work material by Dellve & Eriksson was appreciated. Students' opinions pointed at that some clarifications of the course assignments as well as pedagogical leadership of the course could be made. The students also appreciated the clear grading criteria. As the course as individual assignments opportunities to collaborate with each other should be given within the course.

SUMMARY OF STUDENTS' OPINIONS

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

Overall ratings of the course were positive but some improvements related to the leadership of the course were suggested.

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 has overall been working well.

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?

No, too few students have answered for making this kind of analysis.

PRIORITIZED COURSE DEVELOPMENT

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

Mainly short-term improvements could be identified. Clarifications could be made in the instructions for the project assignment including what an action plan is and how it can be written. The process of working with the assignment could also be clarified, for example, what could be included in the different sections of the assignments and that it was ok to add your own sub-headings.

A firmer leading of the course activities including motivations of the aim and content of the activities were requested. More practical examples in lectures as well as a specific seminar on analyzing different leadership styles was suggested to be added. It was also suggested to have 1-2 more mandatory seminars at campus.

OTHER INFORMATION

Is there anything else you would like to add?

No
