

Report - CH2011 - 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):

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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.

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.

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. The preliminary course analysis was posted on the program's canvas page with the encouragement to all students to give feedback on the content before the analysis was finalized.

COURSE DESIGN

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

Course content

- Methods for literature searches
- Performance of a literature study
- Knowledge on how to organize project work
- Independent planning of a project

Examination

- RED1 - Literature report, 4.0 credits, grading scale: P, F
- RED2 - Planning report, 3.5 credits, grading scale: P, F.

This was the first time the course was given in it's current form.

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?

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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Almost all active students passed the course. Some students needed some more time to finalize their planning report and this was related to their parallel planning of their master thesis on which the planning report was building on.

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

Students appreciated the seminars and the opportunity to plan, develop skills for and reflect on their forthcoming thesis work. More concrete examples and skills related to doing literature searches and literature reviews were requested. The following tips were for example suggested to be integrated:
Developing a Search Strategy - Systematic Review - Research Guides at University of Maryland Libraries (umd.edu)

One suggested on the open questions in the LEQ-survey was also to "incorporate a greater number of practical exercises to quantitatively analyze work environment issues, fostering a deeper comprehension of theoretical concepts through real-life application. This approach not only solidifies learning but also equips you with hands-on experience in identifying, evaluating, and solving health and safety challenges in the workplace."

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 and the answers on the LEQ-evaluation ranged between 6.6-7. Students expressed overall being content with the course and that the course in good ways supported them in their forthcoming work with their master thesis.

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 seems work as intended.

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?

Potentials of smaller improvements of the course could be identified including the timeline of the seminars and more practical examples at seminars.

OTHER INFORMATION

Is there anything else you would like to add?

No
