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## Report - DM2573 - 2021-02-18

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Respondents: 1  
Answer Count: 1  
Answer Frequency: 100.00%

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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.**

Course evaluation (LEQ, 23/91) and reading through Programme Integrating (ProInt) reflections. During seminars (once a week) students are also asked what they thought of the course content that particular week.

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**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.)**

It has been a challenging to meet students during the pandemic. During seminars (once a week) students were asked what they thought of the course content that particular week.

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**COURSE DESIGN**

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

2 weeks of introduction to Sustainability - 5 weeks of more IT-related sustainability content.

General structure: 2 lectures, 1 discussion seminar and 1 hand-in every week.

This year presented distance learning-related challenges, we for example had twice as many and half as big seminar groups to encourage better discussions. All course activities were switched to online-only during the second week of the course according to KTH recommendations.

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**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?**

The students state that they work a lot, but in the LEQ the majority state that they work less than what the expected level (40 hours/1.5 credits). One student who did work a lot stated that "The course took a lot of hours but this depends if you can write a seminar paper very easily and fast or if you are slow like me. And also how fast you can read."

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**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?**

No big changes compared to previous course offerings. The majority of the students got grade B and of the remaining students an equal number got grade A and grade C with some additional students who got D, E or F (Fx).

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## STUDENTS' ANSWERS TO OPEN QUESTIONS

### What does students say in response to the open questions?

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The students state that it was an eye opening course, that the workload is relatively heavy (with much reading and writing). Despite Covid restrictions where we gave all seminars online, several students stated that the seminars were the best part of the course. The students think this is an important and interesting subject, and they want more of this in their education.

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## SUMMARY OF STUDENTS' OPINIONS

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

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The students state that it was an eye opening course, that the workload is relatively heavy (with much reading and writing). Despite Covid restrictions where we gave all seminars online, several students stated that the seminars were the best part of the course. The students think this is an important and interesting subject, and they want more of this in their education.

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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.

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We give a successful course and it was once again confirmed (despite large Covid adaptations). The course attracts many students for whom it is not a compulsory course (about 1/3 of the total number of students).

As teachers we felt considerably less connected to the students and we all missed out on the informal communication that happens with students before, during and after lectures and seminars. Due to the online-only format, some things fit (delivering information) but other aspects of the course ("the human touch") became weakened. Minor misunderstandings can much more easily be discussed and straightened out in a classroom than in a Zoom meeting where minor issues might not register in the first place.

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## 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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Few clear stronger or weaker areas. Question 22, "I was able to get support if I needed it" got significantly lower grades this year than what is usually the case.

Since only 25% of the students filled out the course evaluation, it becomes ever harder to make comparisons between subgroups (male /female, international/national students, students with/without disabilities).

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## PRIORITIZED COURSE DEVELOPMENT

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

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- There is not much we feel we have learned that will make an impact on the course since we assume it will not be held online due to Covid the next time the course is given.

- We revise and update the course literature every year. We will continue to enlarge the part of the course that treats systems (systems analysis) next year. We also consider exchanging one or possibly two lectures in the course.

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## OTHER INFORMATION

### Is there anything else you would like to add?

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Covid change everything. Online only poses higher demands on structure and communication and offers fewer possibilities to informally catch and amend smaller or larger problems in the course format etc. Due to the online format, students could not easily discuss and straighten out minor administrative questions among themselves which put higher demands on the teachers.

Here's a comment on both the pros and the cons of this course from a student:

"This was one of the best zoom courses I had. You did a great job with using different tools like menti, break-out rooms, and playing music to make it engaging. That being said, I found it annoying to hear from the teachers every week how sad it is that we can't meet in person. The situation is how it is, complaining doesn't make it better."

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