Report - DM2720 - 2020-04-17

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):

Elina Eriksson, elina@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.

The course have been evaluated through the LEQ survey, and through discussions with the students. Course responsible have also taken notes during the course of the things that worked well and did not work well during the course.

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.)

Every week the seminars were divided in two parts, in the first part that weeks lectures were discussed, and how the course work are going so far. There were not meeting after the course.

COURSE DESIGN

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

The course consisted of a project, lectures and seminars. The seminars were based on reading related to the lectures. Some of the reading material was mandatory and the students had to hand in a short summary before the seminars.

The main aim of the project work was to investigate how an (ICT/Media) organisation today works with sustainability in their core business. Furthermore, the project work resulted in suggestions/recommendations on how the organisation could improve the sustainability focus of their core business.

The learning outcomes were examined through seminars, a project report (one per group) and an individual reflection assignment. To get a higher grade, an individual reflection assignment could be handed in at the end of the course. The final individual grade was a combination of the project report grade and the individual reflection grade.

The main change was a few new guest lectures.

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?

In the course evaluation the all respondents stated that they had put less hours 15-17 (2 students) 12-14 (2 students) than the expected 20 hours. This is not a large deviation and some of the respondents said that they could have read more. My conclusion is that they are at least not burdened too much by this course work.

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?

All students passed the course, and there is not a big difference regarding the grades compared to earlier years.

STUDENTS´ANSWERS TO OPEN QUESTIONS
What does students say in response to the open questions?

The students liked the course, but wish that the reading would be more mandatory - they hadn't read enough. Some wanted more unsustainable companies (I recruit interested companies before the course to make the course work go more quickly, hence this year quite sustainability aware companies).

Some quotes:
"Great guest lecturers giving insights on recent research!"
"Elina and all of the guest lectures put sustainability into their heart and that could be sensed during the session. It is important to meet people who do really implement sustainability in such a good way"
"I enjoyed very much taking this course and I am aware that there are so much to learn that could not be all covered. I am looking forward to join activities with the sustainable group in my spare time and continue this journey in my own way."

SUMMARY OF STUDENTS' OPINIONS
Summarize the outcome of the questionnaire, as well as opinions emerging at meetings with students.

In general, there has been a really nice rapport in the group. It is a small group of students and they become highly engaged during the course. In general they seem to think that some of the activities in the course where I as a teacher give them freedom to take responsibility (reading the course literature, reflection hand-in for higher grade) should be made mandatory.

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.

My overall impression is that the course content worked better this year, that the students projects were better, at least in content. This could be due to there being new literature (mainly the 1.5 degree Business Playbook published January 20th 2020) that the students could use as a guide in their project. There is still a problem that too few students take the course. This year there were three students who were signed up for the course but that dropped out because the course work in their other courses were too heavy. This course is elective, and unfortunately lies besides mandatory courses.

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?

Not possible to discern due to small group of students and respondents to the survey.

PRIORITIZED COURSE DEVELOPMENT
What aspects of the course should be developed primaily? How can these aspects be developed in short and long term?

I will most likely introduce a lecture on methodology (interviews, writing report etc) because this seems to be something they don't bring with them into the course. I will also look into the possibility to make all the course reading mandatory.