

Report - DM2720 - 2023-05-09

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), Aksel Bjørn-Hansen, Pedro Sanchez Lira (student representative)

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 at seminars. Course responsible have also taken notes during the course of the things that worked well and did not work well during the course. After the course, course leader and teaching assistant discussed the course as well together with a student representative.

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.)

Questions regarding the course were raised during the seminars, and one student volunteered for doing a course evaluation 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 there is a significant deviation from the expected, what can be the reason?

In the course evaluation the all respondents stated that they had put 20 hours or less on course work. Some had commented that they thought the work load was well-balanced.

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. The grades are similar to previous course offerings.

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

They enjoy the course, especially to work with real organizations. There are scheduling clashes that they feel is problematic, since they would have wanted to go the lectures. The suggestion is that students taking the course should start reading early on.

SUMMARY OF STUDENTS' OPINIONS

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

Overall the students like the course. A suggestion from the student representative is to remind the coming students to really read up on the company before doing the interviews

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.

As a course responsible, I am happy with the course.

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?

Too little material to answer this question. (5 of 17)

PRIORITIZED COURSE DEVELOPMENT

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

Do some refinements on the instructions for the report.