

Course analysis EI2600 HT2022

Patrik Hilber 2023-01-22

Summary

Examiner: Patrik Hilber

1. Description of the course evaluation process

Since this is the first time with a new examiner much of the evaluation is simply by offering the course and listening in on student input during the course as well as evaluating student examination events.

Lectures have been used to ask for input on the course.
A questionnaire was sent out to all.

2. Description of meetings with students

Spontaneous feedback sessions and directed questions to students in different situations.
Four times during the course students were asked to provide input on the course. Both specific feedback on specific events and general comments.

3. Course design

See course PM for general description of alignment.

To this year

Change in learning objectives, sustainability objective added. Good response from student group on this.

Added option to pick your own project topic for the two first projects. Resulted in a few projects with individual character. Important to check that the project will meet learning outcomes in start (worked fine). In general a very good outcome, both teachers and students learn more. Also more motivated students.

4. Students' workload

Very reasonable study times reported for all but on student (might be misunderstanding).

5. Students' results on the course

92% Expecting to reach 96-100% in 2 weeks.

6. Students' answers to open questions

In general very positive comments about an open and welcoming course that stimulates active participation. One topic is brought up that we have had discussions on during lecture: How to teach innovation? This was partially addressed during the course with a workshop on trying to identify improvements on an ebike. This was much appreciated and could be used more, possibly as part of INL1.

7. Summary of students' opinions

Only 7 of 37 answers on questionnaire. 6 of the 7 content/happy with the course, the last one somewhat below neutral (but seems ok).

8. Overall impression

The course was pushed a bit more toward creativity this year, but more effort towards this can be done.

9. Analysis

Partially low attendance on lectures, partially due to collisions with other courses. Some clear cases of other courses basically forcing attendance leaves the students in a bad spot. It is obvious that not attending lectures has an impact on the understanding of the topic.

The student group is quite mixed both with regard to background but also towards maturity on the topic of innovation and entrepreneurship. To some extent this can be very useful in teamwork, but might also cause friction.

10. Prioritized course development

Reduce reports from 3 to 2.

Increase attention on use of basic definitions.

3 reports for a 6 credit course is a bit much, asked students for input on how to change this but didn't get a concrete response. Line of thought:

1. INL1 might turn into a qualifier hand in: Define important concepts and present them and demonstrate an understanding of these. Could be combined with reading a few business plans and evaluating them, like Steve Jobs Apple business plan. Maybe include 1-2 workshops here as well.
2. Merge projects from INL1 and INL2 into INL2, hence getting a nice portfolio of projects.
3. Project 3 focus on business plan and making a poster of it.
4. Attendance requirements: Beside seminars might add 2 workshops.

11. Other information you want to share

Good to construct a clear mechanisms for events of missed deadlines/attendance etc. Maybe: Extra task for missed attendance/deadline (only one extra task, basically you can't miss more than one).