

# Course analysis report – FAF3008 - 2023-03-09

## Research within civil and architectural engineering, 7.5 credits

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):**  
Johan Spross, course responsible, spross@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.

16 doctoral students have passed the course during 2021-2022. They were invited to fill out a survey regarding 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.)

No meeting has been arranged as this mainly is a self study course, where the students work in their own pace and there is only a handful active students at a given time. The survey was judged to provide sufficient information to perform the course analysis.

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

The course is mandatory for everyone in the doctoral program and is intended to provide a general overview of the research field as well as teach some general skills and concepts that are important for researchers in civil and architectural engineering. This includes ethics, sustainability, gender aspects and the publication process. The course activities are mainly assignments performed individually or pair-wise. There are also a number of mandatory oral presentations, a research ethics seminar and a quiz on copyright and open access rules. The students can partly choose themselves exactly what assignments to perform, though some important ones are mandatory. Every activity gives a number of points (5-20p) and the course is completed when 100 "points" have been reached.

**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 vast majority of students reported that 7.5 credit was reasonable for the workload.

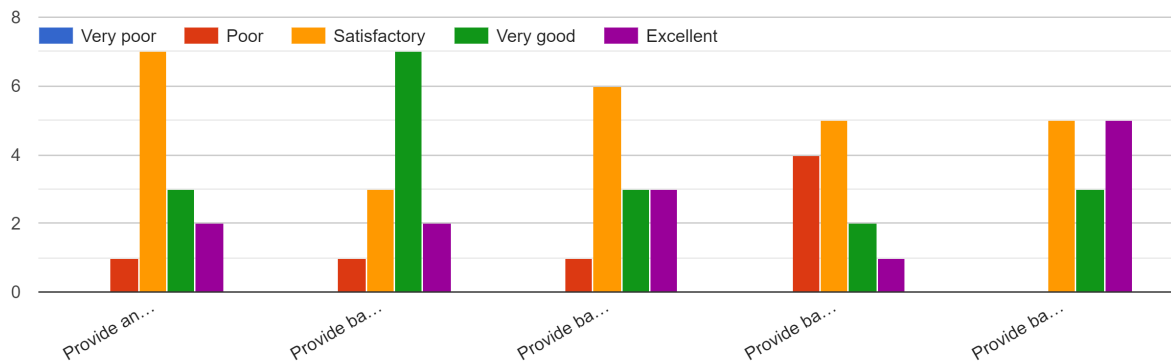
**THE STUDENTS' RESULTS** How well have the students succeeded on the course? If there are significant differences compared to previous course offerings, what can be the reason?

Most students pass within a year, which is reasonable for this course design where the students choose their own pace. The success rate is similar compared to a few years ago. As it is a pass / fail course, no F are given.

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

Students are generally positive to the course and its ability to provide insights on our research field in general, as well as four specific aspects (ethics, sustainability, gender and publication process), see figure below. In open questions, the students report different things in what was the most valuable and useful parts (see appended survey results).

How well did the course succeed in the following aspects?



The five questions in the figure:

1. Provide an overview to research in civil and architectural engineering
2. Provide basic insights in ethical aspects in conducting research
3. Provide basic insights in sustainability aspects in this research field
4. Provide basic insights in the role of gender aspects in this research field
5. Provide basic insights in the publication process and PhD/licentiate defence procedures

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

Summary made in previous question.

**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 teachers are happy with the course and the implementation of the new module for gender mainstreaming. The teachers judge that the course is run with good quality and well facilitates the students' work toward general goals of the doctoral program, in particular concerning ethics, sustainability, gender aspects of research and understanding of general research processes and concepts.

**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 few students and too small course to make this detailed analysis.

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

As most students, as well as the involved teachers, were satisfied or gave better ranking, no further development is planned short-term. The required gender mainstreaming of the course content has been implemented successfully and we now need to run that module for some time before we make modifications.

**OTHER INFORMATION** Is there anything else you would like to add?

The survey results are attached.

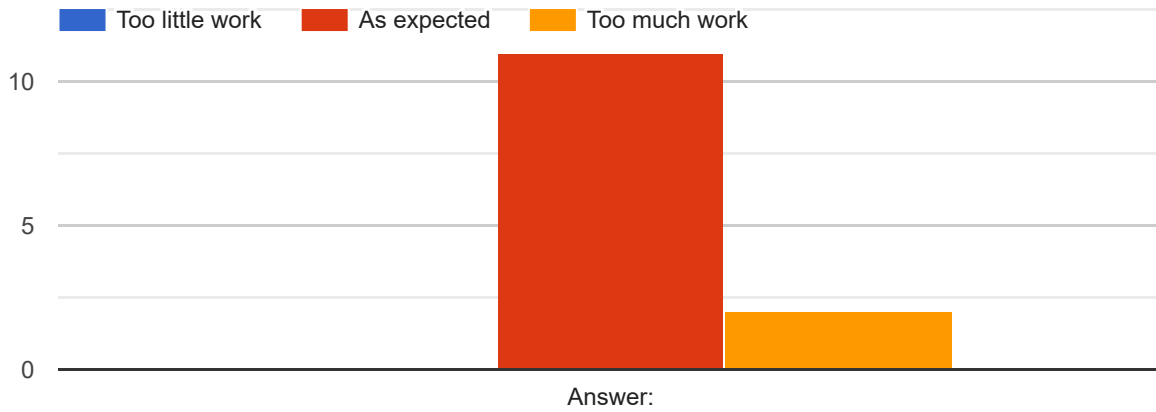
# Course evaluation

13 responses

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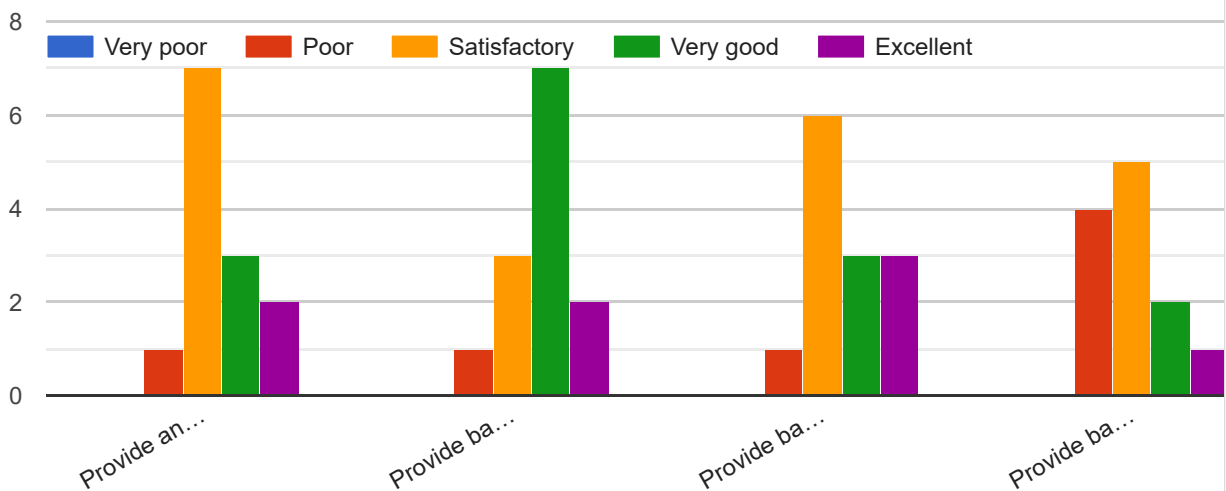
How well did the workload in the course correspond to its 7.5 credits?

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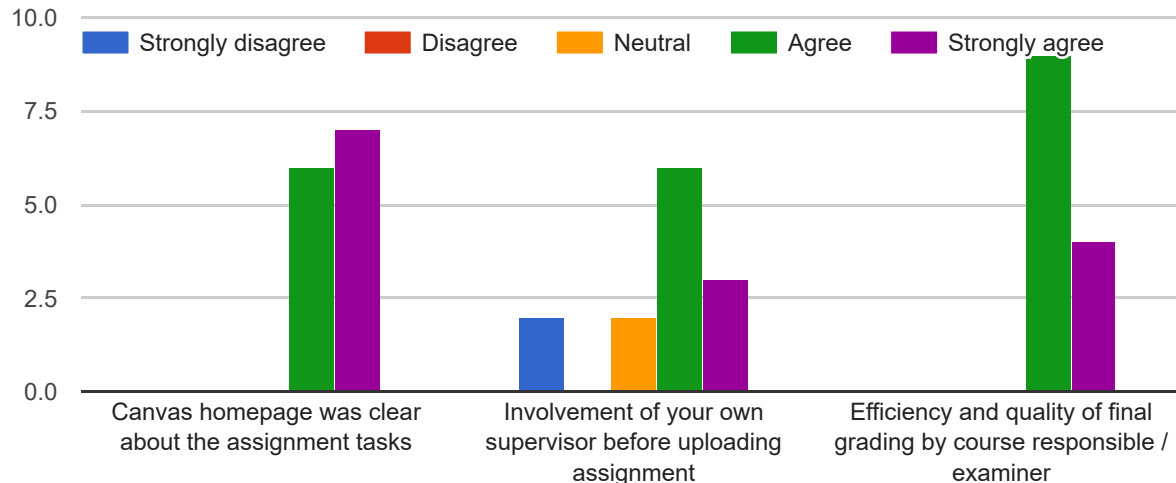


How well did the course succeed in the following aspects?

 Copy



## How well did the administration of the course work for you?



## What aspects of this course were most useful or valuable?

11 responses

The part about copyright

I learned some technical advantage of writing licentitate and doctoral thesis, which will be useful for me in the future. Aside from that, the tasks supports that there are political involvement in research, and this information allowed me to look into my own research and from different perspective and made me realize there are more factors why my project may have an impact.

I really like the ethics seminar. We really had a good and useful discussion, which felt important, not forced and necessary between colleagues.

starting to write and summarize and giving feedback to others work

The reviewing part of thesis and other publications.

Exposure to the different aspects of research

Reviewing a Licentiate and PhD thesis. The seminars A.4 were interesting. Learning how to present your research. Having sustainability more in mind after the course.

To learn about the intellectual property rights in conjunction to publishing, to read and comment on work related to my own research and to get an insight in the broad field of civil and architectural engineering.

Uppgiften ledande tidskrifter

The ethical aspects and those related to plagiarism



How would you improve this course? (For example in terms of course content, layout, or course administration)

10 responses

Maybe prepare the students about gender discussion for the assignment. Was difficult to do

More information regarding to other universities within Sweden can be submitted on Canvas.

I feel like there are too many assignments and it takes too much work. I understand that the course needs to touch a lot of different points though. In any case some assignments felt more interesting and useful to me, for example the ethics seminar where we had a good discussion between PhD student and Johan. I would maybe structure more assignments in the same way, with less work to do alone in the office, but more discussion and confrontation between colleagues.

Layout could be changed; maybe some guidance to choose right assignments from course administrator or supervisor according to students' need and will.

The content is very interesting and also very relevant. The workload is a lot though.

Just thinking out loudly, maybe add some contents regarding the writing of general review papers?

Perhaps an assignment "Scientific literature review of your research field" under Part B.

I think the course is good as it is. When applicable, assignments should be online.

Några föreläsningar (kan vara videoföreläsningar) där det kort gås igenom den allmänna studieplanen, förväntningar på doktoranden gällande vilket eget ansvar som gäller och vad som är handledarens ansvar, vilka administrativa personer som finns till ens hjälp, var man hittar doktorandkurser, kort om hur KTH är uppbyggt med olika institutioner osv. Känns som att man får förlita sig på att någon råkar nämna något som man borde veta. Då slipper varje handledare berätta om det och glömma säga hälften.



Is there anything else that you would like to add?

6 responses

No

thank you :)

No. Thanks for the help!

Hard to get the time needed to do the assignments but the administration is very helpfull

Det är lite lösryckta uppgifter. Det är alltid bra att väva ihop allt så att man förstår helheten. Inledande föreläsningar som tidigare önskats kan hjälpa till med det.

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