

## **Course analysis FAH3460 Topics in Transport Science Pt 1 HT20 (3.5 ECTS)**

Analysis completed: February 22, 2022

Number of registered students: 7

Number of examined students: 6

Course completion rate:  $6/7 = 86\%$

### **Course analysis carried out by (name, e-mail)**

Erik Jenelius, [jenelius@kth.se](mailto:jenelius@kth.se) (course responsible)

### **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 evaluation represents the conclusions of the course responsible based on informal feedback from the students and his own experiences during the course. No formal method for providing the students possibility to give their opinions on the course was implemented. Aspects regarding gender and disabled students were not specifically investigated.

### **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 meetings were arranged during or 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 consists of two forms of examination: participation in eight overview lectures (1 ECTS) and seminar participation (2.5 ECTS).

The eight overview lectures are given by faculty and researchers within the Transport Science doctoral programme. For the seminar participation, activities are credited as follows:

Division of Transport Planning seminars , Division of Systems Analysis and Economics seminars  
approved external seminars

- 0.75 ECTS as presenter
- 0.75 ECTS as opponent
- 0.35 ECTS as attendant

National conferences

- 1.00 ECTS as presenter
- 0.35 ECTS as attendant only if no presentation)

International conferences

- 1.25 ECTS as presenter
- 0.75 ECTS as attendant only if no presentation)

The student should be presenter at least once and attendant at least once.

Due to the pandemic, this year's course offering was held fully online. An innovation this offering was that each teacher posed a question for the students to analyze or reflect on based on the content of the lecture. Each students was required to hand in a short written text (< 1 page) on Canvas as proof of active participation in the lecture.

## **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?**

I estimate the lecture participation to require ca 20-25 hours for attendance and assignments, which is slightly below the expected workload. The seminar participation may require significant time if the time to prepare conference papers is included.

## **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?**

The course only awards P/F grades. Of the 7 registered students, 6 have completed the course. The written assignments varied in quality and length but were all sufficient. Overall, the results are at an expected level.

## **STUDENTS' ANSWERS TO OPEN QUESTIONS**

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

No survey was conducted.

## **SUMMARY OF STUDENTS' OPINIONS**

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

No survey or student meetings were conducted.

## **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.**

Based on informal feedback, the students are in general satisfied with the course. The additional written assignment this offering, introduced in part to guarantee active student participation with the online format, has increased the work load in a positive way. The student results are in general satisfying.

## **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?**

In terms of interactions among the students and with the teachers, the main activity is the lectures. The seminar participation is planned and carried out by each student individually. The main role of the seminar participation component is to stimulate the student to engage in the transport research community. While the two components are very different, no particular strong or weak areas have been identified.

## **PRIORITIZED COURSE DEVELOPMENT**

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

Next course offering should return to campus for the lectures, if current regulations allow. This allows better interactions among the students and with the teachers. The written assignments should be maintained as part of the examination. Aspects of gender equality and diversity in transport science, which are required at the programme level, should be incorporated if possible.