

Report - FAH3460 - 2023-04-10

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):

Erik Jenelius, jenelius@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.

A course survey (small LEQ format) was sent out after the completion of the course. 3 out of 6 students responded (50%).

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 course evaluation meetings were arranged with students.

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 student 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?

Students report up to 8 hours of work per week. This is fairly expected.

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 6 registered students, 3 have completed the course so far. 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 do students say in response to the open questions?

One comment was that it is not so clear how much time is expected to spend on the written assignments.

SUMMARY OF STUDENTS' OPINIONS

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

Students are overall satisfied with the course. Average scores for different questions range from 4.0 to 6.0. Highest scores are given to statements "I worked with interesting issues", "The course was challenging in a stimulating way", lowest grade was given to statement "I was able to learn by collaborating and discussing with others".

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 course offering was overall successful and appreciated. The student results are in general satisfying, although several still need to hand in all assignments.

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?

The course will be discontinued as part of a revision of the doctoral programme. When applicable, experiences, approaches and learnings from the course will be transferred to new courses in the revised programme.
