



Report - HE1031 - 2017-12-29

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):

Peter Sillén, kursansvarig och examinator

COURSE DESIGN

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

Lectures in preparation for course module, written exam, TEN 5 credits
Voluntary weekly hand-in of assignments to 'earn' bonus credits for written exam grade, with possibility to improve grade.
Bonus credits included provided exam is above 'pass' level.
Weekly obligatory assignment for course module, project business plan, ÖVN, 2 credits

THE STUDENT'S 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?

yes it does, maybe exceeding on weekly assignments, as the combination of obligatory and voluntary (for bonus) hand-ins demand much time, but course evaluation LEQ 'time spent on course per week' - statistic looks fair

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 students' overall course performance is on level with previous years
students somewhat better focused on learning goals, than previous year
lower lecture and class attendance than would be valuable for learning. This is brought up regularly in on-going open discussion to evaluate lecture content, and the two factors that keep attendance down are priorities for other courses and unwillingness to start lectures at 8 in morning



OVERALL IMPRESSION OF THE LEARNING ENVIRONMENT

What is your overall impression of the learning environment in the polar diagrams, for example in terms of the students' experience of meaningfulness, comprehensibility and manageability? If there are significant differences between different groups of students, what can be the reason?

The polar diagram give reason to reflect and look at changes from response to #1, 2, 3 and 4 /

Q1 how to increase interest in subject and course ?

A1 relate to real examples

Q2 how to open for trying more own ideas ?

A2 the course module ÖVN is intended for that and for next years course intention is to re-design ÖVN's assignment content some to open for even flexibility, own initiatives

Q3 how to stimulate and challenge more ?

A3 open for more own initiative in bonus assignments and in obligatory assignments is preliminary idea

A3 the weekly seminars will not be obligatory, instead more focusing on the course's learning goals and how, as student, to tackle them in the written exam

A3 a clear and a few times repeated mentioning during course lectures, as well as clear writing in course PM and on written exam, that passing written exam requires passing all learning goals.

Important to avoid that students taking the course have a wrong impression that 50p/100p is sufficient to pass written exam, as it is also a requirement to pass all learning goals. Avoid unclarity on grade E/FX/F

A3 open for student's own suggestions for what can be handed in weekly as voluntary assignment for bonus for written exam - an increased possibility to chose content in voluntary assignment may suite some students better for own study and learning style

A3 give the project groups as starting task to write down some co-operation 'rules' for their project as a group.

Q4 alignment activities - learning goals ?

A4 the learning outcomes, lärandemål, will be put even more in focus during next years course, with a clear reminder that a pass on the course demands a pass on all learning goals

* additional lecture time will be used to discuss and exemplify what a 'brief' enough reply is to a written question in the course's written examination

Making a few changes to the weekly assignments for the project, may lower a bit time required for the project, which could balance the experience of how much time is required for the project (2 credits) vs how much time is required for the written exam (5hp) preparation. The purpose is already that the content of the projects weekly assignments should be useful also in preparation for the the written exam.

ANALYSIS OF THE LEARNING ENVIRONMENT

Can you identify some stronger or weaker areas of the learning environment in the polar diagram - or in the response to each statement - respectively? Do they have an explanation?

The weakest section is the ability to influence content, which can affect interest in the course negatively and be de-stimulating to feel challenged to learn.

Changes to * course obligatory project * voluntary assignment structure - content and to * weekly seminars is preliminary planned - see above text previous question

ANSWERS TO OPEN QUESTIONS

What emerges in the students' answers to the open questions? Is there any good advice to future course participants that you want to pass on?

To learn the given basic concepts and models, the terminology and 'how-to' calculations - to learn them well.

It is a basic course in the subject, learn the basics well, the basics appear in all companies and organisations.



PRIORITY COURSE DEVELOPMENT

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

- * to increase interest in the subject, by increased focus on real-life examples
- * re-design weekly obligatory assignment to give more room for selecting companies to analyse alongside developing a start-up idea
- * the weekly seminars change to 'not obligatory', instead focused on how students should learn for the course's learning goals and how to tackle learning goals in the written exam
- * some weekly seminar time allocated to discuss and exemplify what a 'brief' reply is to a written exam question asking for a brief reply
- * additional weekly seminar time allocated to 'how to solve' written exam standard types of calculation questions
- * a repeated mention during course, in course PM and on written exam, written exam requires passing all learning goals
- * avoid unclarity on grades E/FX and improve understanding that 50p/100p isn't sufficient to pass if not all learning goals are met
- * open for student's own suggestions to select/choose what can be handed in weekly as voluntary assignment for bonus for written exam - to meet study and learning style
- * give project groups a starting task to write simple group project co-operation 'basic rules' for work with their project

A few changes to the weekly obl. assignments for project may lower a bit the impression how much time is required for the project vs how much time (2hp) is required. vs for the written exam (5hp) preparation (though the project integrates written exam theory, so it is not different parts)

Also make very clear that the weekly voluntary assignments for bonus are for the written exam (5hp) (which may be missed by some as weeks pass with much to do and hand in every week)

Kursdata 2018-02-19

HE1031 - Ekonomi och organisationsteori, HT 2017

Kursfakta

Kursen startar:	2017 v.35
Kursen slutar:	2017 v.43
Antal högskolepoäng:	7,0
Examination:	TEN1 - Tentamen, 5,0, betygsskala: A, B, C, D, E, FX, F ÖVN1 - Övningar, 2,0, betygsskala: P, F
Betygsskala:	A, B, C, D, E, FX, F

Bemanning

Examinator:	Peter Sillén <petersil@kth.se>
Kursomgångsansvarig lärare:	Peter Sillén <petersil@kth.se>
Lärare:	Peter Sillén <petersil@kth.se>
Assistenten:	

Antal studenter på kursomgången

Förstagångsregistrerade:	72
Totalt registrerade:	89

Prestationer (endast förstagångsregistrerade studenter)

Examinationsgrad ¹ [%]	73.60%
Prestationsgrad ² [%]	80.40%
Betygsfördelning ³ [%, antal]	A 6% (3) B 8% (4) C 19% (10) D 17% (9) E 51% (27)

1 Andel godkända studenter

2 Andel avklarade poäng

3 Betygsfördelning för godkända studenter