



Report - HE1031 - 2019-04-25

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, petersil@kth.se

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

Changes

- * weekly seminars not obligatory
 - * focus on how students should learn for the course's learning goals and how to tackle learning goals in the written exam
 - * weekly seminar time allocated to discuss and exemplify a 'brief reply' is to a written exam
 - * additional weekly seminar time allocated to 'how to solve' written exam standard calculations
 - * a repeated mention during course, in course PM and on written exam, written exam requires passing of all course's learning goals
 - * avoid unclarity on grades E/FX and improve understanding that 50p/100p isn't sufficient to pass if not also all course's learning goals are met
 - * open for student's own suggestions to select / chose what may be handed in weekly as voluntary assignment for bonus credit for written exam - to meet varying study and learning style
 - * less large company examples, more startup-entrepreneurial examples-cases
 - * changes to the weekly obl. group assignments for project (2hp) to lower time required
 - * clarification that weekly voluntary assignments for bonus are for the written exam (5hp)
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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?

- * combination of obligatory and voluntary (for bonus credit) hand-ins demand much time and the purpose / teacher's ambition is to give incentive for continuous learning
 - * students take parallell with the course a demanding other course
 - * course evaluation LEQ 'time spent on course per week' - statistic looks fair
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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?

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- * students' performances are overall on level with previous years
 - * all learning goals must be completed, this has resulted in more grade FX, but overall passing is similar
 - * students somewhat better focused on learning goals, than previous year(s)
 - * lower lecture and class attendance than could be valuable for learning. This is discussed regularly to evaluate lecture content. The two frequently mentioned factors that keep attendance down are priorities for other parallel demanding course(s) and sometimes unwillingness to start lectures in early morning
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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?

-
- * polar diagrams support changes made from previous year's course and that they may have intended effect.
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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 weaker section(s) are ability to influence course design and content, and feedback during course. The latter is due to limited teacher time
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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?

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- * learn from working in and with the group assignments, do much in group, discuss in group
 - * start course work early
 - * read 'kurs PM' early
 - * go to lectures
 - * relate key concepts to practice continuously
 - * the lectures relate course content to practice
 - * read the chapter before the weeks' lectures and then repeat with/after lectures
 - * do many calculating exercises
 - * write summaries of chapters
 - * prepare flash cards for key concepts
 - * do older exams
 - * voluntary individual 'bonus-assignments' are positive for learning
 - * course has relevant learning for future work
 - * start work early on weekly assignments, compulsory and 'for bonus credits'
 - * EXAM is time and content challenging due to wide course content and limited exam time
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PRIORITY COURSE DEVELOPMENT

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



This first part is from KTH LEQ-GUIDING DOCUMENT ON LEARNING

We tend to learn most effectively (in ways that make a sustained, substantial, and positive) when:

- * We are trying to answer questions, solve problems or acquire skills that we find interesting, exciting or important
- * We are able to speculate, test ideas (intellectually or practically) and learn from experience
- * We are able to do so in a challenging and at the same time supportive environment
- * We feel part of a community and believe that other people have confidence in our ability to learn * We understand the meaning of the intended learning outcomes, how the environment is organized, and what is expected of us
- * We have adequate prior knowledge to deal with the current learning situation
- * We are able to learn inductively by moving from concrete examples and experiences to general principles, rather than the reverse
- * We are challenged to develop a true understanding of key concepts and gradually create a coherent whole from the content
- * We believe that the work we are expected to do will help us to achieve the intended learning outcomes
- * We are able to try, fail, and receive feedback before, and separate from, each summative assessment of our efforts
- * We believe that our work will be considered in an honest and fair way
- * We have sufficient time for learning and devote the time needed to do so
- * We believe that we have control over our own learning, and not that we are being manipulated
- * We are able to collaborate with other learners struggling with the same problems

Below includes comments from course meeting with student representatives

The two different courses HE1031 and HE1201 have similar content and time overlap, so in this section on course development (only), students' comments from both courses are relevant to share. Below also include comments from LEQ report from course HE1031

TIDAA2 Christopher Öqvist

TIELA2 Richard Karlsson Ruschkowski, Rasmus Pettersson

from course HE1201

TIMEL2 Sanna Enmark, Huy Nguyen

CMEDT2 Elias Gonzales, Matilda Landström

KTH Learning Experience Questionnaire v3.1.4

Meaningfulness - emotional level

Stimulating tasks

1. I worked with interesting issues

- * shorter or more efficient lectures
- * more on world economy
- * more on Swe and regional economy
- * discuss Sweden and compare with other countries
- * discuss what is relevant for competitiveness
- * make 'organisational' theory part more interesting
- * more discussion of employment legislation (arbetsrätt)
- * clarify that bonus assignments have a flexible hand-in time
- * motivate - understand - explain a few number selected key ratios in annual report
- * follow a company case development from idea to market

Exploration and own ideas experience

2. I explored parts of the subject on my own

3. I was able to learn by trying out my own ideas

- * (relate to research - let students find relevant research or articles on subject)
- * more options to look at technical field markets and companies' cases contacts, interviews
- * explore legal requirements to set up own company in chosen technical field
- * add a general assignment to explore for the 'own' startup' situation
- * describe development progression from idea to real offering for a product / service
- * an assignment to compare different companies
- * an assignment that builds knowledge from interviews rather than from literature
- * allow own / group selection of company case in relevant technical field of interest
- * allow space for own/group initiatives in each weekly assignment
- * discuss upside / downside of different types of financing
- * allow more independent creativity with Business Model Canvas

Challenge

4. The course was challenging in a stimulating way

- * push to contact companies earlier in course
- * more time for calculations
- * only ask class question in lecture's beginning / middle / end for discussion i.e not intermittent during lecture
- * more presentations of group assignments in class
- * require higher share calculation and problem solving in 'bonus assignments'
- * replace simpler questions with calculations on case companies
- * more challenging, more case-related assignments, for deeper, steeper learning
- * more comparisons between companies and countries
- * a more difficult investment calculation
- * EXAM is time and content challenging due to wide course content and limited exam time

Belonging, atmosphere open and inclusive

5. I felt togetherness with others on the course

6. The atmosphere on the course was open and inclusive

- * more group discussions in lectures

Comprehensibility cognitive level

Clear goals and organization

7. The intended learning outcomes helped me to understand what I was expected to achieve

8. The course was organized in a way that supported my learning

- * clarify what is 'briefly' / kortfattat in written exam
- * mer 'röd tråd'
- * hand out weekly group assignments latest Monday for hand-in Friday
- * clearer (not open) questions in weekly assignments
- * proof-read assignment for what may be unclear
- * have one lecture each week for hand in of voluntary assignment alt. verbal presentation
- * total 7-8 optional assignment lectures
- * put all relevant from lectures on canvas
- * clarify what assignment aim to look for answers in theory or practice and for which assignments should student&group develop an own reply
- * fewer and larger and more related (röd tråd) assignments demanding student.....grou collaboration

Understanding of subject matter

9. I understood what the teachers were talking about

10. I was able to learn from concrete examples that I could relate to

