



Report - HE1031 - 2020-02-12

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.

weekly lectures
weekly assignments
examination of ÖVN 2,0 credits through weekly individual hand-in of assignments
examination of TEN 5,0 credits
Part A through four short exams during course
Part B through 4-6 'laboratory assignment' to relate theory to practical examples and analyse in working group and hand in group report passed
Part A+B can give grade pass E
Part C is open to students who have completed Part A+B
Part C is final written exam for higher grade D-A

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?

no LEQ report
impression as teacher is that workload is in line with, neither significantly above / below student expectations
for some likely challenging with a text based social science subject
To others with an interest in business and economics, likely not a large course challenge, with priority for parallell engineering course

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?

overall in line with previous years



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?

overall a positive impression
most important improvement is to raise the challenge for short exams
Since there was no LEQ report, instead from discussions with students' representatives
positive comments on course clarity, course information, response to students questions and student feedback
3h lectures 8-11 are not popular even though they allow an hours work 11-12 before lunch. This affects attendance to be potentially lower.
Irregular attendance can sometimes cause unnecessary repetition from previous lectures irregular

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 challenge of the course is the weaker part, which may impact interest to influence course design and content
the parallell science/engineering subject has a natural priority for engineering students
still many student have or discover an interest to learn, and to continue to learn more after the course

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?

no LEQ report, but a comment from parallell course HE1201

GRADING OF FINAL WRITTEN EXAM

Some students have probably missed the information in course description on course web Canvas about grading of final written exam for higher degrees D-A. This was clarified during first week of course and mentioned in class during course before written exam, but for those not going to class, it may have been unclear, if they had also not read on course web closer in date to written exam.
CHANGE repeat it even more clear in final week and send out a push-mail about how grading of written exam is done.

PRIORITY COURSE DEVELOPMENT

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

COURSE INFORMATION, LECTURES and SCHEDULE

Maybe there is a group of students that 'miss' lectures that start 8 if it is a 3h lecture with a blank in schedule before lunch. Pedagogically it is not evident that lecture should be moved to 9-12, but it is worth trying for better attendance
CHANGE move schedule to 9-12 and use 9-10 for questions, hand-ins, reviews, feedback and repetition.

EXAMINATION

KS part examination 'kontrollskrivning' in digital course environment on own computer has (too) low threshold to tempt (some) to look at non-allowed prepared own documents (on own computer) for support in writing replies or solving assignments.
CHANGE revert to only examination on paper

KS part examination was possible to make up part-missed examination This was initiated after KS1, and then carried on throughout course on KS2-KS4 for equal fair examination, but was too generous, even though it may support learning by developing new solutions to assignments, some students are tempted to not prepare well enough
CHANGE instead add a KSextra, where a missed KS1-KS3 may be made up in a KSextra, and a missed KS4 made up for in written final exam.

OTHER INFORMATION

Is there anything else you would like to add?

WORKING GROUPS

Students could form groups themselves. Comments on forming groups vary between years. If students form groups themselves, motivation may be higher. If teacher forms groups group dynamics may evolve better within group.
(maybe) CHANGE to teacher formed groups
