



Report - HF1201 - 2019-08-19

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):

Ellen Jaldestad, ellkar@kth.se

COURSE DESIGN

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

The course is divided between the subjects sustainable development and ergonomics. It has five modules; one introduction module to both parts of the course and further two modules per part of the course. In Period 4 2019 the modules were arranged as follows: 1. introduction module, 2. and 4. sustainable development modules, 3. and 5. ergonomic modules.

Each module begins with non-compulsory lectures followed by a preparation assignment and quiz that needs to be passed before the module seminar. If passing the preparations and the seminar, the module is passed. Two passed ergonomics modules equals 1,5 credits (Övn 1) and two passed sustainable development modules equals 1,5 credits (Övn 2).

The course ends with written examination written on computer in school, grades F-A.

The written exam has earlier years been written either as home exam or exam in school and the student could use the course literature if wanted. After discussions with the teachers this year we chose to go back to only having a written exam in school and took away the possibility to use course literature during the exam. More time has been set aside to give feedback on students' group-wise understanding of key concepts.

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?

According to the course evaluation most students spend less time, and some more time, than expected. The course is given parallel to a popular project-course that many students say they spend more time on.

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 success rate is about the same as previous years, and also equally high between the two parts of the course (ergonomics and sustainable development).



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?

There are students who don't seem to know how to make use of the course and implement the content in their program. However, when discussed during seminars and lectures most of the present students express themselves well when discussing the course content.

The course is given in Swedish and all course literature are in Swedish. We have several students with foreign background and it may be difficult for them to fully understand the course material because of the advanced language.

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 seminars are appreciated by many students and mentioned as an important part of the course. In the seminars they seem to be able to apply the course content to their own program more than during the lectures.

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?

The students are critical to the width of the course and the amount of literature. This year we changed the exam to a written exam without the possibility to use the literature. The comments on this were that it is difficult to learn everything they need to know for the exam by heart. They requested more specific information about the exam. They also requested a smoother reading pace, indicating that there were modules that were much heavier than others.

Advice to future participants included to study from the start and to study in groups to help each other.

PRIORITY COURSE DEVELOPMENT

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

There is still a request to plan the course closer to their program content. This will be discussed with the program leaders.

There will also be general discussions within the teacher group on improvements and updates in the course content.

There is still a problem with students not having access to their written exam answers. They turn to the examiner or course manager instead to have them mailed. Students want to learn from their examination and thus needs to have access to their answers. This needs to be discussed with IT and the student administration.
