



Report - HN2005 - 2019-08-26

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):

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COURSE DESIGN

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

Project work is becoming more common in all types of organizations. This applies to both projects work where members are employed by a work organization and to projects with inter-organizational collaboration. Projects are often cross-functional and multidisciplinary by nature, and require thus abilities to interact with people from different disciplines and backgrounds. The Project course assumes that system thinking is needed to develop healthy and well-functioning operations of work that contribute to sustainable work systems.

INTENDED LEARNING OUTCOMES

The students shall after their studies be able to:

- show ability to search and obtain sufficient knowledge within a project field
- show ability to communicate professionally in written and oral form, by presenting own results in a report and orally
- show ability to critically examine and assess other project reports
- individually and together with others apply relevant knowledge and plan a relevant project task for the course

COURSE MAIN CONTENT

- Individual planning
- Methods for information and literature search
- Methods compilation
- Design of a study plan
- Analysis methods
- Instructions for writing reports
- Oral presentations
- Instructions for opposition

EXAMINATION

Examination is carried out by four different parts in the course including active participation in a workshops and seminars, handing in three assignments and a written examination. The following forms of examination are carried out within the course:

- RED2 - Literature Study, 5.0, grading scale: P, F
- RED3 - Methodology Report, 5.0, grading scale: P, F
- RED4 - Planning Report, 3.0, grading scale: P, F
- SEM2 - Seminars, 2.0, grading scale: P, F

For passing the course all four above examination parts need to be passed. Active participation and presentation of assignments at mandatory seminars is required for passing the course. The results of the assignments, written reports and oral accomplishments at the seminars are weighted together in the final grade (A-F).

The course has been held in English for the first time. Thus some of the course literature has been changed since the last year the course was held, mainly because of change of teachers being involved in the course module. The seminars and assignments of the literature study module has been revised for giving synergy effects with the parallel method course. This means that seminars that build on and further developed knowledge attained at the method course was developed.

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?

To few students answered the course evaluation so this could not be evaluated.



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?

4/8 has passed the course. The one's who haven't passed are the one who haven't passed the last report - the method report. For passing the method report the students need to have a feasible method plan for a planned master thesis. The students may send in a report with a fictional method report if they haven't decided in detail on how to implement their master thesis. Some of the student's who haven't passed the method report has however chosen to wait to submit a final method report until they decided on how to actual plan their forthcoming master thesis, i.e. to make a "real" method report for the master thesis. The results of all students not yet passing the method is similar to previous years. I as a course leader expect all students to pass the metod course during the coming year.

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.

To few students answered the course evaluation so this could not be evaluated.

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?

To few students answered the course evaluation so this could not be evaluated.

PRIORITIZED COURSE DEVELOPMENT

What aspects of the course should be developed primaily? How can these aspects be developed in short and long term?

Previous years the course has been given as a mandatory course in the one-year master program of Ergonomics. The course has previously received high ratings in the course evaluations and only small refinements of the content has been after sought. This year the course was translated to English and given in a new context, i.e. as an elective course in the 2-year master program of Technology, Work and Health. Oral evaluation has been done by the course responsible (Andrea Eriksson) during the course.

What has been working well:

The students appreciated the seminars and lectures of the course with opportunities for reflections, feedback from teachers and peer reviews. Some of the student's felt more prepared for their work with their master thesis.

What can be improved:

More reflections assignments could be added in some of the "pure" lectures on leading sustainable projects. The instructions for the seminar on criteria for passing master thesis needs to be revised until the next course round for making the reflections on criteria more constructive. It was hard to reflect on KTH's formal criteria without more knowledge on how we at the division of Ergonomics want them to implement the criteria. The students would prefer to have all instructions of all the assignments of the course in the beginning for better coordinating the work load between parallel courses. This will be changed into next year meaning that the instructions for course assignments with deadlines in the end of the course will also be handed out in the beginning of the course.

The students didn't think the following course literature was so valuable:

Chapters 1-6, chapter 8 and chapter 10 in: Management Body of Knowledge (PMBOK® Guide) [Electronic resource], Project Management Institute, Inc. (PMI), 6th edition*

An alternative book on project management will be added on next year's course literature

OTHER INFORMATION

Is there anything else you would like to add?

Measurements for improving the response rate of the written course evluation needs to implemented next year.