



Report - HN2005 - 2020-06-22

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):

Andrea Eriksson

DESCRIPTION OF THE COURSE EVALUATION PROCESS

Describe the course evaluation process. Describe how all students have been given the possibility to give their opinions on the course. Describe how aspects regarding gender, and disabled students are investigated.

Oral feedback on the course after each seminar. Written course evaluation after the course was finished. Gender and disabilities are included in the LEQ-survey that is used for the written evaluation.

DESCRIPTION OF MEETINGS WITH STUDENTS

Describe which meetings that has been arranged with students during the course and after its completion. (The outcomes of these meetings should be reported under 7, below.)

See above.

COURSE DESIGN

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

The following forms of examination are carried out within the course:

- RED2 - Literature Study, 5.0
- RED3 - Methodology Report, 5.0
- RED4 - Planning Report, 3.0
- SEM2 - Seminars, 2.0

No major changes have been done since the last course offering.

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?

According to the course evaluation the workload correspond to the expected level.

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?

All students attending the course have passed the course, which is better than last year when half of the students past the course. Only five students attended the course this year which makes it hard to draw any conclusions on the reasons.



STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

Very productive and important course. Good preparation and practice for next year master thesis work. Positive to start preparing to choose starting a topic for the master thesis – increases the opportunities to finish in time
Frustrating to write and re-write formulate – but you notice that your writing skills improve.
Feedback from peers very important. Increase the feedback/peer discussions
All course modules where positive/good. Some improvements of the specific parts could be made, see below under prioritized course development.

SUMMARY OF STUDENTS' OPINIONS

Summarize the outcome of the questionnaire, as well as opinions emerging at meetings with students.

Overall students were content with the course. Smaller suggestions for improvements were made by the students. Answer on LEQ-questions were in between 5,3-6,7 (scale 1-7).

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.

Overall the course worked well and the students achieved according to expectations. Positive that all students more or less passed in time as it is challenging to develop plans for a future thesis before definitely deciding on a topic.

The seminar on criteria for master thesis worked better time after also including specific criteria given for the master programme (not only KTHs general criteria. The new course book on project management worked better than the old one.

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?
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No, to few participating students for that.

PRIORITIZED COURSE DEVELOPMENT

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

Improvements short term:

Start with a smaller writing assignment of one page.

More even work load during the course: Was a higher work load in the beginning in the course and a lower work load in the end of the course.

A need for clearer instructions: How the different reports are related to each other; Clearer name of the assignments.

Course module on implementing and evaluating sustainable projects:

More focus could have been on project management methodology. Clearer instructions in relation to the project management book,

Improvements long term:

A lecture or seminar from a project manager who could give industry examples of how the theory works to make some of the material less abstract.

The project course got a lost during the method course – a bit hard to separate the courses. Would maybe be better to have the course during the autumn. Or switch the order of the safety course and methods course.
