



Report - HN2020 - 2020-04-10

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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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.

The course evaluation process was continuous throughout the course, using:

- Discussions with the students and the project groups continuously during the course
 - Surveys (anonymously) during the course, e.g. on how the students perceive that this course and their studies in this Master programme this far, has contributed to them acquiring the UNSECO-defined key competences needed to efficiently contribute to the United Nations Sustainable Development Goals (UN's SDGs).
 - One Individual Assignment via CANVAS: at the end of the course, focusing on discussing and reflecting on different themes related to the course.
 - KTH LEQs Course Evaluation Questionnaire on the final seminar day.
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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.)

- Discussions with the students and the project groups continuously during the course.
 - In addition, an optional feedback meeting after the course ended was offered.
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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.

The course design includes lectures, workshops, seminars, webinars, supervision, peer-supervision, reflections and other assignments, an applied project and a final project seminar day with presentation of the project results using a poster, for different stakeholders. Lectures and seminars with theory and practical examples about include topics such as:

- Central terms and concepts related to business economics, work environment economics and personnel economics
- Work environment economics in practice, workforce analytics, key performance indicators
- Work environment as a production factor, and the effects on operational productivity, efficiency and quality
- The consultative professional; reflecting and arguing for effects of ergonomics from a systems perspective.

The course includes a project work in which a workplace, task or work system is analysed to identify a work environment problem and suggest how it can be solved, based on relevant theory and good practice. Estimated effects of the suggested change on the work environment, personnel and operations should be described and motivated from a business and personnel economics approach.

The course activities are examined in a written exam (TEN1, 3.0 credits), project work (PRO1, 3.0 credits), and active participation in seminars and exercises (ÖVN1, 1.5 credits).

This was the second time the course was given and changes in comparison to the previous year, in addition to the mandatory changes in the grading system for all KTH courses, were relatively small, including clarifying the objectives of the webinars and including the UN's SDGs and UNESCO's key competences in a more structured way.

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?

Approximately, yes. The LEQ shows that in average the students worked 24-26 hours/week with the course, varying between 15-17 hours/week to 33-35 hours/week.

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 nine students who followed the course passed the Project (PRO1, 3 credits) with grades between "A" and "C" and also passed the Exercises (ÖVN1, 1.5 credits) with the grade "Pass". Seven out of the nine students passed the Examination (TEN1, 3 credits) with grades varying between "A" and "D". Two students did not participate at the TEN1 in January 2020. Thus, 7 out of 9 students had passed the whole course after the first examinations with final grades varying between A and C. The results do not differ significantly from the previous, first course offering.

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

As course leader I perceive the feedback from the different feedback activities in the course indicating that the students found the course interesting and that they perceived that they learned a lot, e.g. in the different learning activities and by practically working with a real project.

The answers from the open general questions in the LEQ on what the students perceive as the best aspect of the course, they stated e.g. "learning through Workshop and seminar", "role play", "Teamwork", "That there was a balance between project work and assignments", "Also; the teachers!", "To be able to have many guest lecturers who presented new knowledge/practical information within their expertise. Literature discussion seminar was also very good and helpful to analyze the articles and develop the critical thinking." The answers on what they suggest to improve mainly deals with that several students suggest that the course leaders provide examples of companies with possible projects. Advice to future course participants was mainly to start early with finding a project, don't procrastinate that, and attend the lectures and seminars.

SUMMARY OF STUDENTS' OPINIONS

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

The results of the LEQ, the reflective assignment at the end of the course, as well as the discussions with the students point towards that the students find the course interesting, that they are rather satisfied with the course and, that they perceive that they learned a lot by taking it.



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.

Both the other main teacher and I are rather impressed by the high quality in most of the projects that the students carried out, as well as insights and knowledge that the students demonstrated in the different learning activities, e.g. in seminar discussions.

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?

All questions in the LEQ were answered with scores in average 5.7 or higher on a seven-grade scale, thus not displaying any weaker areas, as the diagram "Average response to LEQ statements - all respondents" in the LEQ questionnaire results report shows. Analysing the results I have not identified any significant differences in experience between students identifying as female or male, not between international and national students, nor between students with or without disabilities.

PRIORITIZED COURSE DEVELOPMENT

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

Generally seen, the students seem to be rather content with the course as it is. However, it would facilitate for some of the students if the course management could provide suitable projects or companies, which would be interested in having a project carried out by the students. This could be established to some extent already in a short term perspective. In a long term perspective, it would be of interest for this course, and as I see it, also for the whole programme, to establish a "bank" with companies which are interested in collaboration through projects with students in our Masters Programme.

OTHER INFORMATION

Is there anything else you would like to add?

Both the other main teacher and I enjoy working with this course. To be able to follow the students' rather rapid development with acquiring skills in this area and the many interesting discussions with the students is both stimulating and fun!
