Report - HN2021 - 2022-08-17

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.

Mid-course evaluation was done in the middle of the course in form of a survey with open ended questions on what has been working well /have
not been working well within the course. Invitations to give feedback on course content was made in the end of seminars. A LEQ-evaluation was performed in the end of the course including categories on gender and disabilities. However did only 3 students answer the LEQ-questionnaire. 20 students participated in the mid-course 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.)

The results from the mid-course evaluation were presented with the opportunity for the students to comment on the results. Invitations to give feedback in the end of mandatory seminars were given. A meeting with the students to discuss course analysis of all courses given during the students' last semester was also set up.

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

OVERALL CONTENT OF THE COURSE
Concepts of theory of science and research ethics
Overview of common methods applied within the field of ergonomics and work environment engineering
Epidemiology and statistical methods
Qualitative methods
Interactive research approaches
Scientific writing and reporting
Workshops, laboratories and seminars for training and reflections on applications different methods
FORMS OF EXAMINATION
Individual assignments and seminars/workshops
Written examination

EXAMPLES CHANGES MADE:
Shorter days with online lectures was set up
We started out to try to get the students a better overview of key concepts in the course
Improvements were also made to support students in make preparations before SPSS-sessions

THE STUDENTS' WORKLOAD
Does the students' workload correspond to the expected level (40 hours/1.5 credits)? If these is a significant deviation from the expected, what can be the reason?

The students' workload corresponded more or less the expected level according to the results from the mid-course evaluation and the LEQ-survey

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?

9/15 active students have passed the course. The actual number of students passing the course is comparable to previous course offerings. The percentage of students passing is however a bit lower in total. Seems to be due to students working full time besides taking the course.

STUDENTS´ANSWERS TO OPEN QUESTIONS
What does students say in response to the open questions?

WHAT HAS BEEN WORKING WELL
Lectures and seminars
Good communication including clear instructions
Feedback and follow up from teachers
Assignments that are "broken" into smaller pieces with immediate feedback on what to correct
Good digital tools
Good to practice on real examples.
Good material on Canvas

WHAT COULD BE IMPROVED
Reduce scope of course, for example less assignments
More practice examples on research methodology/cases on how apply theory
Move lectures on triangulation and methods on applied ergonomics to after course content on qualitative and quantitative methods
Add small tasks, for example kahoot-surveys, to make lectures more interactive
"Start having this course in the first semester. it contains information that could have helped me performed better in my previous projects"
Take more breaks during the class
Some smaller clarifications regarding the assignment on usability was also asked for (not specified what should be clarified).
More smaller assignments every week (like reflections) strengthening learning by writing.
Material at Canvas (not specified in what ways this could be improved)

SUMMARY OF STUDENTS' OPINIONS
Summarize the outcome of the questionnaire, as well as opinions emerging at meetings with students.

Students thought it was a well-organized course with great teachers and many opportunities to practice in groups and to ask for clarifications. One student for examples formulated that we have a very clear structure regarding schedule, amount of assignments and overall pace. One student however expressed that there were too many lectures in some weeks and fewer in others. It was overall expressed that the scope of the course could be reduced. It was for example expressed that it was too many assignments considering the overall course credits given.

It was specifically expressed that lectures are easy to understand, the assignments have very clear instructions, and the schedule is easy to follow. The students specifically expressed appreciating the course parts including doing the interview study and practicing SPSS.

Several students expressed appreciation towards the lectures stating they were very good and informative but two students thought there were too many/too long days of lectures and one student thought it was too much theory.

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 received positive feedback. Answers to closed LEQ-questions ranged between 0 to +3 (Scale -3 to +3) +2 or +3 where most common answers given.
There were varying opinions on some issues (for example work load, structuring and content of lectures) which makes us believe that we reached a middle way. Students overall being content with the course also points at this.

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?

No, too few students have answered for making this kind of analysis.

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

The scope of the course has throughout the years expressed being too big. Revisions of the intended learning outcomes will does be included in future developments. In the next course offering the exercises including doing literature searches will be moved to the course CH2001, which will reduce the scope of the course.

Short term development: The teachers will continue to work on including more practical examples/adding smaller interactive assignments within lectures. The order and amount of lectures every week will also carefully be re-thought. A challenge is that we have campus weeks every third week and more lectures and seminars are given the weeks students visit campus compared to off campus weeks. This year it was still possible to join online for many of the campus weeks which makes long lecture days more challenging. Next year campus week lectures /seminar will not be given online in order to create a better learning environment.
Improvement suggestion from the mid-course evaluation that was immediately implemented: Update or put current information on the first page in Canvas.
Long term development: A new introduction course has also been added to the study programme. We should in long term over view if and how some more basic parts of the HN2021 course could be moved to that new introduction course so that progression between courses are promoted. For example are we already planning to add basic knowledge on how to do literature searches to the introduction course.