

# Report - HN2021 - 2023-05-16

Respondents: 1  
Answer Count: 1  
Answer Frequency: 100.00%

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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, andrea4@kth.se and Catherine Trask, ctrask@kth.se

**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.**

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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.

**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 the course analysis was also arranged and the course analysis was finalized after the meeting.

**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

**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?**

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?**

17/20 active students have passed the course which is an improvement compared to previous course rounds. An impression is that more students were studying full-time/being dedicated to attending the master program during this course round.

**STUDENTS' ANSWERS TO OPEN QUESTIONS**

**What does students say in response to the open questions?**

The overall impression was that students were content with the course. LEQ-answers ranged between 6-7 in mean (7 = strongly agree = positive evaluation of the course).

Expressed negative opinions/improvement suggestions included:

- that there were too many lectures,
- that lectures were interrupted by too many discussions with a more limited number of students
- that there could be instructions on literature to read before the first course week to better grasp the course content
- that there was too much confusing reading material.
- too many exam questions considering the time for the exam
- too much material to read and digest during the course
- it was a bit too intense to have all the quantitative lectures in the end of the course

Positive opinions included positive evaluations/appreciation of

- Devoted teachers, cooperative and supportive teachers
- Catherine Trask's lectures
- Interactive lectures with polls
- Recording of lectures
- A good mix and balance between lectures, seminars, supervision, and individual assignments
- Opportunities for group discussions

### **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 supportive teachers. There were however varying opinions on the literature, the scope of the course (some thought it was too big) and some improvement of course flow, lectures and seminars were suggested.

### **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.**

There were varying opinions on some issues (for example work load, course structure 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 differences 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 primarily? How can these aspects be developed in short and long term?**

There were several technical issues with SPSS and we will consider to use another statistical program, like R, in the next course round. Next year the exam will be a written exam at Campus and will not be an open-book exam. The order of and the reading instructions for the first course weeks will be revised. The quantitative lectures will also be spread out more in the next course round so that students have longer time to digest the quantitative course content. In long term the course may be given to all master students within the department of Biomedical Engineering and Health Systems which will mean more that the content needs to be adapted to suit the variety of the different master programs

### **OTHER INFORMATION**

#### **Is there anything else you would like to add?**

No