

# Report - HN2021 - 2024-05-13

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.

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**Course analysis carried out by (name, e-mail):**

Andrea Eriksson, andrea4@kth.se and Catherine Trask,

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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.**

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Mid-course evaluation was done in the middle of the course in the 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.

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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.)**

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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. The preliminary version of the course analysis was posted on the program's Canvas page with encouragement to students to give feedback on the content. A meeting with the student representatives to discuss the course analysis was also arranged and the course analysis was finalized after the meeting.

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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.**

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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

Some improvements regarding the quantitative module have been made following the feedback from last year's students. The order of lectures and seminars has also been changed following last year's feedback. The changes seem to be well received.

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**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?**

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

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**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?**

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13/17 active students have passed the course which is comparable to last years course rounds.

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**STUDENTS' ANSWERS TO OPEN QUESTIONS**

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

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The overall impression was that students were content with the course. LEQ-answers ranged between 5,5-6,8 in mean (7 = strongly agree = positive evaluation of the course). The lowest ratings were on the item "I was able to learn by collaborating and discussing with others". The high degree of web-based teaching with a low degree of students being on campus could be an explanation for the lower rating.

Smaller negative/improvement suggestions were given including not having the SPSS-workshop on a Friday, not to have pictures from the meat industry in lectures and that the part on interactive research was to extensive on the exam compared to the content of lectures/preparatory assignments.

Students expressed satisfaction with the course flow including the assignments building to the final, the connection between the qualitative and quantitative parts of the course and the mixture of different kinds of learning activities & examples. The students expressed learning from different/new perspectives within the fields of the master program and that good examples from research and practice were given including opportunities to apply the knowledge. Appreciation was especially expressed for the pedagogical structure of the quantitative module. The recording of lectures was also perceived as helpful. Fast and good support was also expressed to be given when needed in the course.

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**SUMMARY OF STUDENTS' OPINIONS**

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

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Overall students seemed to be content with the course and just smaller suggestions for improvements were given.

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**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.**

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Students seemed to be more content with the course compared to previous years. It may however be that students who were more critical did not answer the course evaluation.

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**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, too few students have answered for making this kind of analysis.

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**PRIORITIZED COURSE DEVELOPMENT**

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

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The result point at that no bigger changes are to be made to the next course round. More mandatory sessions at campus should however be considered for improving the learning environment and collaboration between students

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**OTHER INFORMATION**

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

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No

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