

# Course Analysis HN2024 Autumn 2022

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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.

We administered an electronic course survey using the KTH system, which distinguishes aggregated feedback by gender and disability status. However, only 3 of the 4 students who completed the course participated.

Following the seminars (which were newly designed this year), students were invited to submit specific feedback on a google form.

Lead teachers met to discuss the course, share their own experiences and reflections on the course feedback. In addition, a few informal chats were held at physical course meetings, and the students were encouraged to give their opinion on the course.

## 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.)

We sent out a draft course analysis to all students in the course and invited all students to a meeting to share their opinions and reflections on the course. Participation was possible by zoom.

## Course design

Describe briefly the course design, the constructive alignment (intended learning objectives, learning activities, assessment, and how they interact), and the development that has been implemented since last course offering.

Intended learning outcomes:

- Describe and discuss design projects, their management, and in which stages and contexts different sub-processes and methods are suitable.
- Describe and discuss the involvement of different stakeholders, their roles and political navigation in the planning process.
- Describe different methods, models and tools for planning.
- Choose and use relevant planning methods and models that are central for the course and reflect on their usefulness and relevance.
- Describe and discuss planning in practice.
- Give proposals of how to design workplaces and equipment in a practical case.

These ILOs are met through lectures interspersed with in-class activities, seminars, assigned readings, and work on the assignments. Evaluation of student learning took the form of 3 seminars, a course-long project, and a final exam. The seminars this year were more applied and practical, including a student-facilitated participatory workshops and role-playing scenario on design responsibilities (topics which students had previously

struggled with). The addition of these seminars was in response to student requests to develop skills with methods.

We also had workshops led by guest teachers, one was longstanding (Broberg) and the other was fairly new (Svensson)

### Students' workload

Are the students working to the expected extent in relation to the course credits? If there is a significant difference from the expected, what can be the reason?

Two students indicated 3-8 hours per week, one indicated 33-35. Based on student performance, we feel that the workload is reasonable.

### Students' results on the course

How have the students succeeded in the course? If there is a significant difference compared to previous course offerings, what can be the reason?

Students demonstrated good grasp of course concepts in discussion and presentations, the group project also demonstrated integration of course concepts.

9 out of 10 active Masters students and 4 out of 6 active doctoral students passed the course following the re-exam; this is on par with previous years. Those that have not passed are mainly due to assignments that have not yet been submitted.

### Students' answers to open questions

What does students say in response to the open questions?

Course evaluation responses:

#### **Best aspects of the course:**

- The multidisciplinary character of the teams assigned for the project work was the highlight of the course, as the knowledge exchange and
- collaborations across different sectors of expertise was really helpful and gave a real-life experience to the course.
- The long days where different aspects were in focus and helped to gain a good overview.
- The teachers. Thanks Catherine and Jörgen
- Seminars with professionals and the participatory workshops
- seminars and lectures were very good.
- I think the course structure was planned very well and the teachers really considered many different aspects/topics that were covered in the
- course.
- I also think the best part were the guests lectures because they provided many practical examples that kind of help me to better understand
- content of the course. Retrospectively, I think that each guest lecturer gave us really great inputs.
- The recorded lectures was the best. A very good way to learn and repeat!!

#### **What would you suggest to improve?**

- The long days that the course took place on can be quite tiring especially on-campus. A more split schedule to two days with shorter hours could be helpful to the learning experience. The seminar placement could also be better, since often they took place later in the afternoon when participants were lower in energy. An earlier/morning placement could benefit their outcome.
- Jörgens knowledge could be more useful if he would have been coaching more instead of teaching.
- Better preparatory material for the participatory workshop )the one led by the teachers which included the meetings of the design teams. More spread out schedule, even if this means more online lectures. Different approach to group formation? More concrete deliverables and objectives regarding the worksite project. More frequent (every 2 weeks) meetings regarding the design project, where students are expected to work on their projects and the teachers walk around the teams and provide feedback.
- some things were totally new for me, like how to act as BAS-P for exampel in a planning meeting. It would be nice to have more information about how is this done in real life?
- The project work, the aim of the project work was not defined very straightforward which I think caused that our group was overdoing the project. We were working on the project around 5-10 hours every week and at some point it felt really overwhelming. I believe that if there would be offered workplaces to execute the project, it would be much more easier for students. Because actually just finding a company/workplace that could fit the project's requirements, was hard and we wouldn't succeeded without a personal connection of one of us. Also, I would suggest to revise the literature reading list connected to the lectures, for some lectures there were almost 10 articles to read while for another there was nothing to read.
- Too long days, from 8-17. Sooo tired at the end.

### ***What advice would you give to future students?***

- I would like to tell them to make sure to facilitate good project scheduling and task division within their project groups from beginning to end, as that could hinder the outcome.
- Be open minded and include knowledge from previous courses.
- Don't be afraid of using many participatory methods in the projects.
- Faster route to finding companies. Start earlier
- Start with the project work as soon as you can.

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

- Overall, this course was really informative and I really appreciated all the lectures and the seminars that were more activity-based.
- Some of us tried that there is a valuable connection between project works of HN2024 and HN2020 (work environment economics).
- Have a lecture with sketch up and make it realistic how it could be for our future work. The course is very long. Maybe just have it during one period. It felt like it never ended.

### ***Summary of Comments from the Course Reflections Workshop***

- Overall feedback about the project was positive and students felt it should be included in the course
- Regarding group projects, there was mixed feedback regarding the teachers forming the groups or the students forming their own groups, with some saying they learned from the opportunity to work with new people from a range of educational/professional backgrounds, and some saying the mix of ambition level and working with strangers was more difficult. Given the TARGIT recommendations for teacher-formed groups, I think I will continue with the practice.
- There was a desire to have more feedback and coaching from Jörgen Eklund, rather than having his time in the course spent all on lectures.
- There was a stated need for more time for the peer review – at least a week
- Guest lectures were appreciated, and there was a desire to schedule time for questions and discussion with the experts and to keep the
- There was a desire for more case studies and examples, including past course projects.
- Role-playing and facilitation seminars were well-received, though Students requested more preparatory material for seminars, including videos and guides on how to facilitate, how multi-stakeholders meetings go, etc.
- In addition to reducing the longest days, there was a request to move seminars to earlier in the day to avoid having to 'perform under fatigue'.

### **Summary of students' opinions**

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

Overall responses were between 5 and 7, and this was also the case for most subgroups. The lowest overall rankings (5 to 5.2) were seen in items 7, 12, 17, and 21.

### **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.

The course was fairly successful, in terms of the very high student participation and good performance in seminars, workshops, and the performance on assignments. Skills-based seminars are good, and there are opportunities to prepare students more with study materials. There is an opportunity to increase the interaction and coaching with Professor Eklund, which we plan to do in the future by recording more lectures and spending more class time with supervision for the group project.

We also plan to continue with increased communication with guest teachers to make sure that their content is well-linked with course content and to help guest teachers deliver more participatory learning activities.

### **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?

There are not enough survey responses to do stratified analysis on any category except gender. There was a greater than 1-point discrepancy between men and women (with women reporting lower scores) on items: 12, 15, 17, and 22.

The remaining comments are based on teacher perceptions since disaggregated data was not available.

The project work in an organization is more difficult for foreign students due to language barriers, thus we have assembled purposeful groups where there is always at least one Swedish speaker. Swedish students are often working part time and many live a long distance from campus. We have adopted the ongoing possibility for hybrid participation, where some students participate at a distance and some are in the room; some guest teachers are on zoom and some are in person. To maximize the experience for distance learners and allow greater participation, students in class bring their laptops and participate in short group activities where they collaborate on google documents and answer zoom polls or comment in the chat (analogous to whispering in class).

### **Prioritized course development**

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

We have successfully added more practical application through seminars and 'flipped classroom' style recorded lectures.

We have increased communication with guest teachers to improve the course-specificity and pedagogy of their sessions, and we need to continue with this. We have developed some 'Guest teacher guides' which we will share with guest teachers next year.

We will enact 'studio days' during class time to benefit more from teacher expertise and provide coaching during supervision sessions.

### **Other information you want to share**

There are a few content things to update: with the new AFS 2020:1, and the increased demands on accessibility and evacuation for people with disabilities there is a need to increase the diversity, inclusion, and accessibility perspective.

We would also like to increase the sustainability aspects of the course, and include a larger section on circularity in design.