

Course analysis of the master thesis courses HN204X, HN205X and HN206X,

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.

A course evaluation was performed through an anonymous quiz Canvas at the end of the course. To few students were attending the course for 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 students were encouraged to give feedback on the content of the course during seminars. The preliminary course analysis was sent out to all students including an encouragement to give feedback on the content. A meeting with the students to discuss the preliminary course analysis was also arranged.

COURSE DESIGN

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

- Individual supervision of the work with master thesis.
- Seminars concerning:
 - Follow up on thesis starts/instructions for master thesis work (2 seminars)
 - Student colleague feedback (2 seminars)
 - Presentation and defense of master thesis
- A document with detailed instructions on the master thesis work

FORMS OF EXAMINATION

- Oral presentation of master thesis
- Written report (master thesis)
- Being opponent

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 supervisor is responsible for supporting the students to plan a thesis corresponding to the expected level. It may be hard to maintain an even level of workload throughout the whole course as for example the performance of data collection may be depended of contacts with collaborating companies.

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?

14 of 18 master thesis students defended their thesis work during the spring's final master thesis seminars. These are better results compared to previous course offerings. One reason could be that the students were encouraged to start early planning of their master thesis work.

SUMMARY OF STUDENTS' OPINIONS

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

- 3 students strongly agreed, 1 agreed and 1 was neutral with the statement: *The supervision I received was helpful, professional, and helped me to do my best work.*
- 1 student strongly agreed and 4 agreed with the statement: *The instructions for the master thesis were clear and functional.*
- 3 students strongly agreed, 1 agreed and 1 was neutral with the statement: *The seminars in the master thesis course were helpful and useful to me as I worked on my thesis.*

Answers on open questions stated that:

- The seminars were students commented on each other's draft were perceived as very useful.
- The supervision was very flexible and supportive/The feedback and support have been great.
- Easy to communicate and get in touch with supervisor
- Great feedback and suggestions from supervisor
- Clear instructions for the master thesis
- Seminars were helpful and clear

Improvement suggestions that students made:

- Clarifications on how much time the supervisor can spend on supervision
- The opposition instructions would be easier to follow if they would follow the structure of a thesis,
- The opposition and the defending of thesis should be on separate days.
- Could be clarified if the student colleague feedback seminars were mandatory or not

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.

We had a high proportion of students finishing their master thesis in time. This is probably related to encouraging the students to start planning spring's work with their master thesis already the autumn. Several student's were also part of ongoing research projects which also facilitated data collection.

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 primarily? How can these aspects be developed in short and long term?

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The course will be given the last time in its current form 2022. Improvement suggestions for 2022 include giving students examples of previous project reports, as well as clarifying expectations and instructions on how to do the literature searches and literature reviews.

DEVELOPMENTS IN LONG TERM

The course will be developed to a 7,5 HP course in 2023 focusing on supporting students in preparing students in doing scientific projects including focus in doing a literature review and project planning.

DEVELOPMENTS IN SHORT TERM

- Clarifications on how much time the supervisor can spend on supervision
- Review the opposition instructions so that they better follow the structure of the thesis
- Could be clarified if the student colleague feedback seminars were mandatory or not

DEVELOPMENTS IN LONG TERM

Continue to make sure that students start early planning of their master thesis projects and continue to give opportunities for students to do their master thesis within ongoing research projects. Continue to make sure that students in other program courses develop skills in scientific writing, literature searches/develop literature literacy and project planning.