



Report - HU1800 - 2018-10-31

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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COURSE DESIGN

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

weekly lectures based on course literature
weekly 'lab' practice
weekly hand-in of written group assignment, as separate examination module, 3 of 7,5 credits
weekly hand-in of voluntary written and or calculated assignments for 'bonus' at written exam
course-end written exam, 4,5 of 7,5 course credits

NEW 2018

For increased variation

Guest lecturer from neighbor university Södertörn with responsibility for selected parts of Courteney literature

For increased reflection, deeper learning

course-end individual hand in of all previous weekly group hand-ins, together with an individual analysis and reflection of own learning and reflection on course, including suggestions for improved learning

THE STUDENT'S 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?

from course evaluation meeting with student representatives, Nov-2018

course workload meets expectation

regularity with weekly hand-in of assignment is supportive of learning



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?

Teacher assessment

Students' performance within expectation

OVERALL IMPRESSION OF THE LEARNING ENVIRONMENT

What is your overall impression of the learning environment in the polar diagrams, for example in terms of the students' experience of meaningfulness, comprehensibility and manageability? If there are significant differences between different groups of students, what can be the reason?

from course evaluation meeting with student representatives, Nov-2018
LEQ response low

overall a formal and slightly 'heavy' subject, but students see the benefits from insight and learning of course content
what develops meaningfulness is when course content is related to reality examples
course content is related to learning outcomes
weekly step-by-step structure of course content is essential for learning due to 'formality' of course content
feedback on weekly hand-ins is essential
group dynamics and actual work with weekly assignment work-group has effect on motivation and

ANALYSIS OF THE LEARNING ENVIRONMENT

Can you identify some stronger or weaker areas of the learning environment in the polar diagram - or in the response to each statement - respectively? Do they have an explanation?

lower amount of repetition and swifter on to next step

ANSWERS TO OPEN QUESTIONS

What emerges in the students' answers to the open questions? Is there any good advice to future course participants that you want to pass on?

group dynamics and actual work with weekly assignment work-group has effect on motivation and learning

PRIORITY COURSE DEVELOPMENT

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

even more reality based examples

develop 'playfulness' in bookkeeping modules, to balance 'dry-ness' of subject

increase introduction within groups, to ensure group dynamics have settled and are working

one level less repetition, instead clarify briefly what recent previous step was, and go forward in content

increase class attendance at verbal presentations by groups,
preferably without making attendance compulsory, but that is a possibility
arranged structured written feedback and peer review as part of examination is a better option

OTHER INFORMATION

Is there anything else you would like to add?

try potential to complete LEQ on one of last lessons on mobile or pc

ask student union to arrange one or two side-activities during first weeks, since students are new to school in January

CONTENT in COMMENTS above originate from meeting and discussion with students representatives GB, AN on November 1, 2018

Kursdata 2018-11-02

HU1800 - Extern redovisning, VT 2018

Kursfakta

Kursen startar:	2018 v.3
Kursen slutar:	2018 v.23
Antal högskolepoäng:	7,5
Examination:	TEN1 - Tentamen, 4,5, betygsskala: A, B, C, D, E, FX, F ÖVN1 - Övningar, 3,0, betygsskala: P, F
Betygsskala:	A, B, C, D, E, FX, F

Bemanning

Examinator:	Peter Sillén <petersil@kth.se>
Kursomgångsansvarig lärare:	Peter Sillén <petersil@kth.se>
Lärare:	Peter Sillén <petersil@kth.se>
Assistenten:	

Antal studenter på kursomgången

Förstagångsregistrerade:	50
Totalt registrerade:	58

Prestationer (endast förstagångsregistrerade studenter)

Examinationsgrad ¹ [%]	62.00%
Prestationsgrad ² [%]	66.80%
Betygsfördelning ³ [%, antal]	A 42% (13) B 3% (1) C 23% (7) D 26% (8) E 6% (2)

1 Andel godkända studenter

2 Andel avklarade poäng

3 Betygsfördelning för godkända studenter