



Report - HU1801 - 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
weekly obligatory group hand-in of 'report under work'
weekly obligatory presentation from report work
one individual verbal presentation of own learning during course
course individual hand-in of collection of weekly group hand-ins, together with an analysis of own learning. THIS YEAR NEW to and the individual analysis of own learning during course

Examination

PRO 4 hp, weekly group hand-in of work on assignment + course-end individual hand-in of assembled group hand-ins, with an analysis of learning
TEN 3 hp, written exam in three parts, four unknown shorter part A-questions from course content, three questions selected from among ten beforehand known part B-questions, three beforehand known 'deeper' questions on course content. This template is described in beginning of course.
ÖVN 0,5 hp individual verbal presentation of something learned for a learning goal

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?

corresponds, slightly below, can increase some

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?

The students have performed so well, that there is a need to consider increasing the challenge

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?

some groups could improve dynamics in teamwork



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?

lowest is for possibility to influence content and for togetherness

This may relate to course content designed to focus on learning outcomes, not using the full depth/width of the course literature, or could also be related to individual group dynamics

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?

Start work on assignments from beginning / early

Follow lectures

Start writing answers to template for written exam early / in group or individually

Work continuously with course content

PRIORITY COURSE DEVELOPMENT

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

make sure good learning aligned company examples

structure course more for MM and use F100 clearer as reference

go through report structure beginning of course

Slightly increased structured work-load or challenge

slightly higher pace in lectures, only repeat core content

focus on group work dynamics in all groups

increase difficulty in written exam, maybe use MM for written exam

Focus compulsory weekly presentation of groups work and learning / with peer review to increase attendance

Kursdata 2018-11-06

HU1801 - Industriell marknadsföring, VT 2018 HU1801

Kursfakta

Kursen startar:	2018 v.3
Kursen slutar:	2018 v.23
Antal högskolepoäng:	7,5
Examination:	PRO1 - Projekt, 4,0, betygsskala: A, B, C, D, E, FX, F TEN1 - Tentamen, 3,0, betygsskala: A, B, C, D, E, FX, F ÖVN1 - Övningar, 0,5, 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>
Assistenter:	

Antal studenter på kursomgången

Förstagångsregistrerade:	54
Totalt registrerade:	56

Prestationer (endast förstagångsregistrerade studenter)

Examinationsgrad ¹ [%]	59.30%
Prestationsgrad ² [%]	70.00%
Betygsfördelning ³ [%, antal]	A 53% (17) B 41% (13) C 6% (2)

1 Andel godkända studenter

2 Andel avklarade poäng

3 Betygsfördelning för godkända studenter