



Kursanalys - KTH¹

Formulär för kursansvarig.

Kursanalysen utförs under kursens gång.

Nomenklatur: F – föreläsning, Ö – övning, R – räknestuga, L – laboration, S – seminarium)

KURSDATA Obligatorisk del ²

Kursens namn	Kursnummer
Perspektiv på industrial management	ME2501
Kurspoäng och poäng fördelat på exam-former	När kursen genomfördes
6hp	HT21
Kursansvarig och övriga lärare	Undervisningstimmar, fördelat på F, Ö, R, L, S
Lars Uppvall	F:24, S:5
ICA	Stu:2
Charlotte Holgersson	F:4
Andreas Feldmann	F:1
Emrah Karakaya	F:2
Petter Hallman	F:2
Bashar Shaya/Gunnar Risting	F:2
Hanna Ström	F:2
TA Stundeter (8+8 st)	S:6 och 2
Antal registrerade studenter 87	
Prestationsgrad efter 1:a examenstillfället, i %	
Examinationsgrad efter 1:a examenstillfället, i % 88,5%	

MÅL

Ange övergripande målen för kursen

The aim of the course is to provide the students with an overview of the field of Industrial management, introduce central concepts, and illustrate the dynamics and challenges related to the field. By applying a number of perspectives on Industrial management this course will offer insights into the variety and the cohesion among different areas of this field as well as clarify the links between technology and management.

Ange hur kursen är utformad för att uppfylla målen

Three main perspectives will be applied in the course – the individual, the functional, and the industry perspective. Based on these perspectives the area of Industrial management will be covered using a combination of lectures, guest lectures from the industry, case studies, and a study visit (digital 2021).

Eventuellt deltagande i länkmöte före kursstart

Synpunkter från detta

No link meeting with students before the start of the course (the course starts on the first day of the master's program). Evaluation with participants from previous course round has been carried out through the student board and with participating teaching assistants (all from last year's course)

Kursens pedagogiska utveckling I

Beskriv de förändringar som gjorts sedan förra kursomgången. (Berätta även för studenterna vid kursstart)

¹ Instruktioner till kursanalysformulär sist i dokumentet

² Rektors beslut: <http://www.kth.se/info/kth-handboken/II/12/1.html>

Changes from last year (according to prioritized development):

- Since Covid still affected this course round - many changes suggested last year is still pending.
- The use of hybrid was though carried over, but for the sake of Covid, hence, not possible to evaluate against a pure pedagogical design.
- Other than this some new guests and content with in cases.

Kontakt med studenterna under kursens gång

Studenter i årets kurs-nämnd:	Namn	E-post <small>(lämnas blank vid webbpublicering)</small>
	Gustav Westling	gwestl@kth.se
	Ebba Flykt	eflykt@kth.se

Resultat av formativ mittkursenkät

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Resultat av kursmöten

Notes from the course committee:

General:

* The course has generally worked well and the students highlight several strong elements such as good with coaches, good guest lectures, the pedagogical approach with PBL thought well, the setup with hybrid lectures worked well, the fact that the program manager is the course responsible is perceived as good and valuable.

Potential for improvement is found in the following areas:

* Sustainability module (INL4) is perceived as a bit "stuck on", videos could be more limited (at least for those who have had similar elements in their education before)

* Coaching or other support regarding report structure could be improved in relation to Case B

* Submission of the individual assignments could be one week later (moved to the last day of the exam weeks)

* Canvas "is a good / OK Canvas page for the course" and it works. It could changed to become module-built in Canvas and thereby replacing BoI

* Case C could have a lecture (from the company) before the study visit and then move the study visit a week later

Q&A (2x45 min) Mid-term:

Minor comments regarding possibility of recording lectures and some information regarding course structure

Kontakt med övriga lärare under kursens gång

Kommentarer

The course has a well-established structure and participation of other teachers is an important part of the course, but also as a bridge to subsequent courses in the program and optional specializations (such as in the field of gender equality and diversity). Dialogue takes place before, during and after the course with all teachers involved; special emphasis is placed on the "integrative" purpose together with the teachers responsible for compulsory and optional courses given in later parts of the program. The dialogue has been very good and has served as a basis for the continuous development of the various parts of the course.

Kursenkät; teknologernas synpunkter ³ Obligatorisk del

Att komma ihåg:

- 1) Uppmana, mha kursnämnden, till ifyllande av kursenkät i anslutning till / just efter slutexaminationen
- 2) Delge kursnämnden enkäten
- 3) Publicera enkäten under en kortare tid

Period, då enkäten var aktiv	2021-10-22--2021-11-03
Frågor, som adderades till standardfrågorna	Own design
Svarsfrekvens	51,7%
Förändringar sedan förra genomförandet	Distributed through KTH Form
Helhetsintryck	Overall very good (4,2/5)
Relevanta webb-länkar	

Kursansvarigs tolkning av enkät

Positiva synpunkter	<p>Strength:</p> <ul style="list-style-type: none"> - Problem based learning (11) - Cases (8) - Preparation for future work (7) - Presentation and argumentation (4) - Group work and active learning (4) - Guest lectures (4) - Fast pace (4) - Lectures (4) - Examination (3) - Teacher divided groups (3) - Pass/Fail (2) - Teacher (2) - TAs (2)
Negativa synpunkter	<p>Weaknesses:</p> <ul style="list-style-type: none"> More strict feedback from TAs (4) No recorded lectures (2) Smoother/less critical feedback from TAs (2)
Var kursen relevant i förhållande till kursmålen?	- Very good (based on overall and examination - that use learning objectives in portfolio)
Syn på förkunskaperna	- Interpreted as good
Syn på undervisningsformen	<ul style="list-style-type: none"> - Pronounced very positively (Structure and Case etc.) - Problem based learning (top strength of the course) - Case A: Very positive - Case B: Very positive, challenging, more detailed feedback on content/recommendations, old case - but good, important and good part of the course - Case C: Very positive, challenging to formulate the problem, demanding setup with time and uncertainties, good with guest lecture/study visit connection, questions regarding the value of the intellectio, missing to present to ICA reps was disappointing, positive to use a master thesis

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Syn på kurslitt/kursmaterial	<ul style="list-style-type: none"> - Some aspects on old course material (Case B) - OK (3,9/5)
Syn på examinationen	Mycket bra (4,5/5)
Speciellt intressanta kommentarer	<p>Digital/Hybrid Setup:</p> <ul style="list-style-type: none"> - Not a single negative comment (important though that both on campus and digital are available when using digital) - Several wanted recordings - The setup of hybrid lectures and on campus seminars received very positive response - Digital backup for seminars (when illness was communicated in advance) was also appreciated - Important: Social aspects of education was affected - we need a much better understanding of what that really means for learning and educations over time in our programs
Synpunkter från övriga lärare efter avslutad kurs	
Vad fungerade bra	- Hybrid setup worked very well; at some lectures the number of students that participated on campus was very low, but the synchronous attendance was very high (on-line and on lecture hall).
Vad fungerade mindre bra	- Not so highlighted - but guest lectures would be better on campus
Resultat av kursnämndsmöte efter examination	
Studenternas sammanfattn.	- The last meeting confirmed the aspects discussed during the course. Final examination worked well. With some perspective, it was also discussed that the intense case work served well as preparation for the following course and its assignments.
Förslag till förändringar	- Since international students are all put in groups with Swedish 5-year students, one can remind groups continuously that all interactions in groups should be in English language. We have not seen any issues related to this, but it could be even more clear for everyone.
Länk till kursnämndsprot.	-
Kursansvarigs sammanfattande berättelse	
Helhetsintryck	The course was given as a hybrid course for the second time. Lectures was given both on Zoom and on campus (synchronous). Guest lectures as hybrid, some digital and the study visit were conducted digitally. Seminars and peer-review seminars were given on campus. The careful development of the hybrid setup of this course seems to have been very good - many students ask us to keep some of these elements after corona (same as last year).
Positiva synpunkter	The hybrid setup of the course was based on detailed planning regarding technology and how to utilize on campus activities in a safe way (during Corona). The strategy was based on the idea to keep as much as possible from the ordinary course setup. In the end all this seems to have been highly appreciated by our students.
Negativa synpunkter	Students wanted recorded lectures, but due to the importance to keep group members synchronized (due to continuous group work) this was not introduced (same as last year).
Syn på förkunskaperna	Assessed as working well

Syn på undervisningsformen	Assessed as working very well
Syn på kurslitt/kursmaterial	Working well/OK (3,9)
Syn på examinationen	Working very well (4,5/5)
Kursens pedagogiska utveckling II Obligatorisk del ⁴	
Hur förändringarna till denna kursomgång fungerade	<p>The following changes were planned for this year's course round:</p> <ul style="list-style-type: none"> - Re-introduction of social activity in the first course week and the mini-case (Case 0,5) - not implemented due to Covid - New literature based on inclusion for Case B - not implemented due to resources/Covid - Hybrid lectures and maybe some guest lectures on Zoom - Implemented - Earlier introduction of sustainability module (INL4) - Implemented, but could be even earlier - Web-based Course-PM - not implemented
Förändringar som bör göras inför nästa kursomgång	<ul style="list-style-type: none"> - Re-introduction of social activity in the first course week and the mini-case (Case 0,5) - New literature for Case B and enhanced support for report structure when introducing the case - Earlier introduction of sustainability module, evaluate number of videos (if reductions is possible) - Final individual submission - make it as late as possible in the exam weeks - Web-based Course PM and evaluate module-based Canvas page - A guest lecture from Case C company as a start for Case C (as we have had previously)
Övrigt	
Kommentarer	

⁴ Rektors beslut: <http://www.kth.se/info/kth-handboken/II/12/1.html>

Instruktioner till kursanalysformulär

- 1) Kursanalysformuläret fylls i interaktivt; fälten expanderar automatiskt.
- 2) Fyll i fälten inom en månad efter kursens slut. (Viktigt krav från KTH!)
Skicka sedan till studierektor (som vidarebefordrar till prefekt och programansvarig).
- 3) Försök att ge så kompletta uppgifter som möjligt.
Tänk på att kursanalysen är ett hjälpmedel inte bara för teknologerna, utan även för Dig som lärare.
- 4) Med "prestationsgrad" avses antalet presterade poäng hittills på kursen
(inlämningsuppgifter, projektuppgifter, laborationer etc.) dividerat med antalet möjliga poäng för de registrerade studenterna. Med "examinationsgrad" avses antalet studenter av de registrerade, som klarat samtliga kurskrav.
Kurssekreteraren hjälper gärna till här.
- 5) Kontakten med studenterna:
 - Etablera kursnämnd under kursens första vecka (minst två studerande, gärna genusbalanserad).
 - Lämplig bonus till kursnämndsdeltagarna är fri kurslitteratur.
 - Om kursnämnd ej kan etableras, skall sektionens studienämndsordförande (SNO) kontaktas genast (se www.ths.kth.se/utbildning/utbildningsradet.html för kontaktuppgifter).
 - Kursnämnden skall sammanträda under kursens gång, exempelvis i halvtid. Har mittkursutvärdering genomförts, skall den diskuteras då.
 - Kursnämnden skall även ha ett möte efter det att studenterna har besvarat kursutvärderingen och kursnämndens studenter fått tillgång till resultaten. Undantaget är kurser i period fyra, där mötet bör ske direkt efter examinationen är avslutad för att analysen skall vara klar innan sommaren.
 - Under det avslutande kursnämndsmötet bör studenterna föra protokoll. Detta protokoll skall kursansvarig få senast en vecka efter mötet.
 - Det är kursansvarigs ansvar att kalla till kursnämndsmöten.

Slutligen, tänk på:

- det är viktigt att kursanalysen tydligt *visar utvecklingen av kursens kvalitet* från ett läsår till nästa.
- möjligheten att lägga ut kursanalysen på kurshemsidan.
- spara kursanalysen till förberedelsearbetet inför nästa kursomgång.