



Course Analysis

MF2087 Innovation Management - Theory and Practice 7.5cr

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1 Course information

The course in Innovation Management – Theory and practice is a theoretical course for students to become familiar with the theory in innovation management and be able to relate critically to academic texts. Students will understand the importance of scientific literature on how value is created and realized, and how that work is organized and managed. The literature relates to innovation and product development, which is often a technical development work, but the literature is also often more general, which is why a broader perspective on innovation and development is given. The course is mainly own studies of scientific articles but also an analytical work that deals with how the theory can be utilized in practice. The students work to a large extent individually but also in small groups for the project to write an essay in the form of case study using several scientific papers. The examination includes active participation in the seminars, oral presentation of projects and writing of essays.

Course responsible teacher:

Sofia Ritzén

Other teachers in the course:

Seminar leaders: Susanne Nilsson, Jennie Björk, Mats Magnusson and Jens Hemphälä.

Examiner:

Sofia Ritzén

Learning activities:

The course is carried out in two periods where the first period is utilized to read several literatures and write reflections of their own learnings and the second period is carried out in smaller groups for the project to write a booklet including all the group member's essays with supporting literatures on innovation management.

The project consists of writing essays using academic literature and translate it, so it becomes useful for the targeted reader groups working with innovation in practice. This involves selecting a case, defining the problem, choosing relevant literature, writing the student's take on the literature, and based on that suggesting one or several possible solutions to the problem or approaches to solve the problem.

2 Students' view of the course

Summary of students' view of the course based on for example LEQ survey and/or interviews or other activities.

Brief summary of students' responses from the feedback session in the end of the course:

Students feel that the course is structured good with sufficient time interval between each assignment and that they had enough time to work with the other course seamlessly. However, initially students found it harder to understand how the booklet must be structured and felt they need seminars on booklet assignment instead of having only the individual group feedback sessions.

3 Teacher analysis of the course

Course context

This course is mandatory in the track Innovation management and product development within the master program Integrated Product Design.

Changes of the course before this course offering

The project has been slightly changed in order to provide a more streamlined process for students. However, students' feedback is still revealing a need for more direct supervision. The examiner has during the last 2 years tried to communicate that several things are open when it comes to project execution with a reason, namely that students are close to their finalizing the education at KTH and entering a professional life where tasks and assignments are not as well coordinated as in a course. This still needs improvement. Overall very little criticism is given on the course (feedback is little) so even if there are issues that the teacher see needs in improving it relates specifically to increase motivation of the students and their possible outcome of the course.

The course's strengths (based on the students' experiences and the teacher analysis):

The course has provided students the ability to critically analyse and evaluate literature in the targeted area and adapt scientific literature to a practice-oriented audience and describe in an appropriate way. The students felt that writing the reflections after reading the literatures provided in the course was very useful in the real-life application to scenario analysis. And, that the course provided insights about supporting the strategic decisions in innovation management using the literatures. Students felt that the openness in writing the booklet in their own format allowed them to explore new ways of writing their essays.

Over a number of years teachers in the master program track have seen that the theoretical knowledge and the capability of gathering, analysing and make use of scientific literature have increased. This course has an important and critical part in this. Quality of master thesis works within the track has increased with this course. It is clearly a part of preparing students also for research tasks.

Areas for improvement of the course (based on student experiences and teacher analysis):

- Conduct seminars during the second period of the course to discuss the other team's booklet as well.
- The project can be improved when it comes to clarity and supervisions can be more direct and not only on request as of today.

Proposed changes to the next course round:

A learning objective in the course should be changed so that there is a clear intention to train the students in defining their task themselves and to set up time frames and working methods for the project in the course. It will complement other courses within the master's program and provide progress in the ability to work in teams and to define tasks. Today, the freedom in the project can be experienced as a lack of structure, so the purpose of the freedom and the space to choose task and working method should be clarified.

Likely the essay that the project ends up in today will also be divided into two reports, one literature review and one essay where the practical implications of a selection of scientific papers are elaborated on. In total the same amount of writing will be expected in the course.

Additional Comments

A very low level of engagement in course feedback from students are observed and needs to be considered for next years' course analysis. Students have to be more directly engaged in giving feedback and LEQ will not be used in the same way (sent after completion of course).