



Course Analysis

MF2088 Innovation and Product Development, 22.5 cr

Fall 2019

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1 Course information

In the course, a real innovation and product development project in collaboration with a sponsor, or a student-initiated development project, is carried out. The work is carried out in groups, and in the course, the work is supported through seminars and supervision, with focus on both the process and deliveries. The students design their innovation process and organisation themselves, based on their innovation challenge utilising documented working methods in innovation work. Examples of methods are design thinking, lean start-up and triple layered business model canvas. The deliveries in the course is that the students develop business models, business plans and included solution in the form of concepts and prototypes.

In the course, seminars are also carried out, where organisation and management of the projects are discussed and critically reviewed, as well as seminars about the progress in the innovation and product development solutions. Activity reports are written for the team and individuals. A more clear structure is asked for.

Course responsible teacher:

Gunilla Ölundh Sandström

Other teachers in the course:

Jens Hemphälä, Mats Magnusson, Liridona Sopjani, guest lecturers

Examiner:

Gunilla Ölundh Sandström

Learning activities:

The course is related to a real innovation project and the students work actively on their project during the course and get support in seminars. The students develop, lead and execute an innovation project using methods, tools and ways of working learned in the program and the course.

Additional Comments

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.

Response rate of LEQ course evaluation survey: 42,86% 18/42 students

Brief summary of students' responses from the LEQ survey and/or other types of course evaluation:

The course is highly appreciated by the students. One major strength that is the foundation of the course is that the students work with real cases, either their own or provided by organizations. The students appreciate that they get to take full responsibility for the projects both in terms of organizing and leading it and having contact with project partner. To really perform an innovation project and be trusted in doing so – freedom with responsibility. The interaction with supervisors and class seminars are also appreciated to reflect and get feedback.

Some students indicate that some of the workshops were more directed towards start-up projects than the projects done for an organization. It is also a fine line to have supporting seminars though the projects may be in different phases, that can influence that some seminars are useful but not given at the right time for all projects.

The examination and the format for that is seen as reasonable. More constructive feedback along the project were however asked for and also more feedback on the reasoning for the final grade.

3 Teacher analysis of the course

The analysis should present the development of the quality of the course as well as measures that have been taken after previous course analysis. The course's strengths and weaknesses based on the course evaluation and the teacher's reflection.

Changes of the course before this course offering:

The grading criteria for the learning objectives was further developed and clarified. The course is also developed to even more include sustainable aspects by introducing workshops and methods taking all layers of sustainability into account to better support students in managing all aspects of sustainability. The course is also co-run with the course MF2089 Challenge Driven Innovation for Sustainable Development. Tools for how students work with the working climate in the teams have been further developed by providing clearer guiding and workshop on how the teams can work their working environment.

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

The design of the course and supporting seminars and activities are appreciated, such as the different competences we bring into the course as supporting actors such as for example prototyping, design thinking, etc. The course is highly appreciated by the students and a strength is that they are motivated and are given prerequisites for being able to take the responsibility to run a real innovation project. To co-run MF2088 and the new course MF2089 has also worked well which is great to experience. The changes for this course round have also worked well and we continue to finetune the course.

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

- Feedback regarding grading level during the course.
- Make sure that all teams find all lectures are directed towards both innovation projects in start-ups and for organizations to support them in the workshop.
- How students report their activities in their projects at individual/team level can still be improved.

Proposed changes to the next course round:

For the next round of the course we will be better at giving external lecturers information about that projects are run both as start-ups and for mature organizations, even though they are all innovative projects the setting for the projects differ. We will also test a new way for reporting activities performed in the project individually and at team level.

It is positive the examination is and grading is found reasonable. A format for how to better give feedback to the teams regarding grading level during and after the project will be looked into.