



Report - MH2501 - 2020-03-23

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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DESCRIPTION OF THE COURSE EVALUATION PROCESS

Describe the course evaluation process. Describe how all students have been given the possibility to give their opinions on the course. Describe how aspects regarding gender, and disabled students are investigated.

At the beginning of the course the students were informed about the results of previous years course evaluation. After the course and the examination a survey was sent out. However, only 6 out of 26 students answered the LEQ.

DESCRIPTION OF MEETINGS WITH STUDENTS

Describe which meetings that has been arranged with students during the course and after its completion. (The outcomes of these meetings should be reported under 7, below.)

A continuous discussion was held with the students during the period the course was given. After the course and the examination a survey was sent out. However, only 6 out of 26 students answered the LEQ.



COURSE DESIGN

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

Prerequisites:

The course is based on previous knowledge of Management and economics equivalent to Industriell ekonomi, grundkurs B. It also requires intimate knowledge of metallurgy and metallurgical processes.

Description and contents:

The course is an introduction to the fundamentals of the steel business. It deals with practical and theoretical issues of managing companies in the steel industry but can also be used as an example of management in the wider process industries. It centres round a case study which serves as an application example.

Management issues are situation dependent; hence the company as a whole and its environment will be discussed in the framework of a case study. The case study itself will comprise outlining of the company's products, business processes (production, innovation, marketing) and

its business functions (management, control, finance). Apart from company dependent conditions, also its markets, customers, customer's customers and competitors are analysed as well as the conditions governing different actors on said markets.

Case study:

The application example starts with a management issue in an actual company (or situation). From this, the time frame of the issue, the production flow setting etc. is analysed. In conjunction both company processes and different supply chains are analysed in terms of the setting of the problem, physical flows involved, economic consequences and information flows. The case study is reported as a comprehensive ppt-presentation.

Examination:

To pass the course a passed case study and a passed oral or written exam must be passed.

THE STUDENTS' 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?

The majority of the students work 6 to 14 hours per week, but one spent 21 - 23 hours and one spent 0 - 2 hours per week. The amount of work is reasonable (except for 0-2 hours per week) due to that they have different knowledge backgrounds.

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?

20 of 26 students wrote the exam. These students received the following grades:

A: 8
B: 4
C: 3
D: 2
E: 2
F: 1

The result was similar to the previous year, except for that this year one student obtained the grade F. Also, six students did not show up but out of these 3 mentioned that they would study for the re-exam.



STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

What was the best aspect of the course?

Get to choose a project that you liked, interesting lectures regarding macro economics

Even if each lecture was taking many hours, it was easy to follow. I liked how the lectures were structured, it was not feeling like a frontal lecture but more like a conversation. This is due to the fact that there were included a lot of examples and personal experiences from the Prof.

Several professors depending on the subject of the lecture.

I think that the best aspect of the course was the continuous correlation of each topic to a steelmaking industry.

Interesting seminars and presentation

What would you suggest to improve?

More calculations!

I liked the course and especially the lectures of Lasse. I would suggest to maybe include some more lectures with him

Make the lectures shorter (2 hours instead of 3). It would also be easier to focus if the lectures were in the morning.

I think it would be nice to have more exercises to handle and maybe some small report for each topic, in order to help the students to have a deeper understanding of the subject.

more broad variety of choices when it comes to the project selection

What advice would you like to give to future participants?

To attend the lectures. Even if the exam can be written without doing it, they are interesting and easy to follow

Every student should read the book recommended by the professor. It is a very interesting and easy reading book

Be prepared and follow the lectures because they are very interesting!

It's overall a good course, if you have any interest in economical aspects of companies you should take it.

SUMMARY OF STUDENTS' OPINIONS

Summarize the outcome of the questionnaire, as well as opinions emerging at meetings with students.

The students seem to be satisfied with the course and the teacher. The teacher's long practical experience on working with economical issues in the industry seems to be appreciated.

OVERALL IMPRESSION

Summarize the teachers' overall impressions of the course offering in relation to students' results and their evaluation of the course, as well as in relation to the changes implemented since last course offering.

Overall, the students seem to be very interested. Some students wish that more training in economical calculations should be included in the course. The students performed well on the exam so that is an evidence that the teacher was able to teach them the core knowledge from the course.



ANALYSIS

Is it possible to identify stronger and weaker areas in the learning environment based on the information you have gathered during the evaluation and analysis process? What can the reason for these be? Are there significant difference in experience between:

- students identifying as female and male?
- international and national students?
- students with or without disabilities?

There were too few students that answered so it is not possible to make such a specific evaluation. Overall, the students performed well on the exam and therefore showed that they were able to learn the important parts of the course.

PRIORITIZED COURSE DEVELOPMENT

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

It seems to be useful to add some more lectures on making calculations to increase the understanding of the subject even more.
