

# Report - MH2501 - 2023-02-07

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):**

petersam@kth.se

## 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.**

The number of responses were too low to allow for the normal LEQ evaluation. Thus, the present evaluation is based on discussions with students, as well as experiences gained, during the course.

## 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.)**

Discussions has been held with the group of students present during the lectures, or at after the lectures, to understand the students' perspectives on the course, it's content and how it is taught.

## COURSE DESIGN

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

The course design has remained essentially the same. However, the earlier introduced module on Financial Calculus has been further developed, based on the findings in the previous year.

Based on discussions with students and observations regarding the students' preferences re. seminar project (case studies), more emphasis on sustainable development has been targeted for HT22 with good response from the students.

## 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 11 hours per week, but a few spend more and some less time. The amount of work is reasonable due to the students 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?**

The students this year has in general performed very well average grade on the exam is B, whereas earlier the average grade has been C. The number of students is rather low, so some caution should be exercised in drawing conclusions on this sample, but the outcome is nevertheless good

## STUDENTS' ANSWERS TO OPEN QUESTIONS

**What does students say in response to the open questions?**

See "other Information"

## SUMMARY OF STUDENTS' OPINIONS

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

See "other Information"

## 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.**

The students have been very engaged and proactive during the course, which is also reflected in the result of the examination.

## 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?

The students in HT22 represent all categories listed above, with the exception of disabled students. Both the activity level and the results has been equally distributed and no differences has been identified. This is in part due to the conscious efforts to have an inclusive teaching environment in the course, but also due to the students themselves

## PRIORITIZED COURSE DEVELOPMENT

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

To further develop the course design based on the suggestions proposed by the students, as described in the "Other Information":

- For next year a module on market analysis will be considered.
- Furthermore a short English-Swedish glossary of common terms will be provided.

## OTHER INFORMATION

### Is there anything else you would like to add?

---

A "mini-questionnaire" with two questions was provided to the students via e-mail. In the following the questions asked, and the response from the students are summarised:

Q1. What do you find valuable/interesting in the course?

It's nice that the course feels like it is close to working life, i.e. that it contains a lot of examples from real life.  
The teachers experiences and cases/examples from the industry are interesting and make the knowledge feel valuable, keep it up!

Very good that lectures are recorded, there is a lot of information and it is nice to be able to go back and watch, many of us have also had a hard time with schedule conflicts so this is great.

Fair examination.

Good choice of course literature, easy to read and not too much to get through.

All in all, a very nice course and bonus that we got a warm atmosphere in the classroom where you could sit and talk. Our seminars were much more like the workshops you have in working life and not "stiff" presentations like you do in many other courses.

I thought you [the teacher] had a good and educational course! It was fun to get an insight into reality and what problems you might have to deal with.

Q2. What changes would you recommend to the course?

I would like a little more regarding market analysis. It may be due to my experiences from working life. My suggestion is to talk a little more about market analysis and remove any of the parts that overlap the Industrial Economics course, (eg, the part about cost calculation).

Another exciting thing would have been to talk more about process optimization, perhaps a guest lecture on lean manufacturing?

If possible, I think it would be good for them to have a glossary of the most common terms (cost expense, annuity method, etc.) in Swedish and English. I know the basic terms and models/theories in Swedish but it took them a while to figure out that it was the very model/theory that I encountered before

---