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## Report - MH           MH2501           - 2024-02-05

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Respondents: 2  
Answer Count: 2  
Answer Frequency: 100.00%

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**Please note that there is only one respondent to this form: the person that performs the course analysis.**

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Course analysis carried out by (name, e-mail):

petersam@kth.se

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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.

Unfortunately 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.

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### DESCRIPTION OF MEETINGS WITH STUDENTS

Describe which meetings that has been arranged with students during the course and after its completion.

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.

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### 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. Adaptation of the course to current conditions and latest development in the steel and metals sector. Based on discussions with students and observations regarding the students' preferences more emphasis on sustainable development has been targeted with good response from the students.

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### 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 or less. The amount of work is reasonable due to the fact 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?

The students this year has in general performed very well average grade on the exam is C. The number of students this year has been less than previous years, 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?

To learn about the steel industry. The guest lectures are interesting.  
The real-world view of these markets! Really interesting to hear people who worked in the field, in not-so-technical areas, to see their perspective on how things should be done.

### 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 to learn from someone with a long practical experience on working with economic issues in the industry.

### 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. During the course, in discussions with the students, some areas of development has been identified that has been addressed, see comments above on financial calculus.

**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 be? Are there significant differences in experience between:

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

The students in HT23 represent all categories listed above. 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 and 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 as outlined above. One possibility could be to dedicate one module to the central concepts of sustainable development. This is a logical development, as managing scarce resources and resource efficiency are central themes throughout the course.

**OTHER INFORMATION**

Is there anything else you would like to add?