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## Report - MH2504 - 2019-08-08

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Respondents: 1  
Answer Count: 1  
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.

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

parj@kth.se

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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 objectives are that the students will learn how to apply their theoretical knowledge to solve industrial engineering problems. This includes that the students will obtain a new knowledge that has not been part of previous courses at KTH. They will also learn how to interact with industrial employees. More specifically, they will carry out two weeks of experimental and modeling work focusing on industrial problems, where they will learn practical aspects of production of metals. They will also visit the industrial companies to get acquainted with the industrial process and the particular problem of interest. In addition, they will make an oral presentation of their results. Furthermore, they will write a short technical report to describe their work, including an overall approach to solve the task, and the results of the study.

Examination

• LAB1 - Project report and presentation, 6.0 credits, grade scale: A, B, C, D, E, FX, F

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### **THE STUDENT'S 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 spent 9 to 14 hours per week which is a little bit more than normal, but it is due to that they were very interested in the topics. One student spent 30 hours per week which is way to much!

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### **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 succeeded very well. The grades were the following:

A: 9

B: 18

the result is normal since the students spend lot's of time on the projects since they find the projects, primariliy togeteher with industry, very exciting.

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#### **OVERALL IMPRESSION OF THE LEARNING ENVIRONMENT**

**What is your overall impression of the learning environment in the polar diagrams, for example in terms of the students' experience of meaningfulness, comprehensibility and manageability? If there are significant differences between different groups of students, what can be the reason?**

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Overall, the students are very satisfied with the course. They both learn how to work with current industrial problems and they get prepared before making their MSc thesis.

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#### **ANALYSIS OF THE LEARNING ENVIRONMENT**

**Can you identify some stronger or weaker areas of the learning environment in the polar diagram - or in the response to each statement - respectively? Do they have an explanation?**

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The strongest part of the course is the very fruitful collaboration with industry that students find very useful.

I agree with the students that the course should be given under two periods.

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#### **ANSWERS TO OPEN QUESTIONS**

**What emerges in the students' answers to the open questions? Is there any good advice to future course participants that you want to pass on?**

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Answers from the students:

What was the best aspect of the course?

I got the opportunity to visit industry and get to know the challenges of research at industrial level.

Being able to work independently in discussions with the industry without the filter of the teachers guarding us. Also, getting to see the tempo of the industry.

The best aspect of the course was that we had the opportunity to work on a specific industrial related project which gave us further knowledge on processes. Also we learnt how to collaborate with professionals and how it is to do your own investigations.

The lab work was definitely the best aspect!

What would you suggest to improve?

Everything is perfect. The course is well designed.

Maybe the course should be given in two periods so a more integrated work would be accomplished.

This was already discussed with the professor: there should be a way to assign projects based on chance, not who got it first by writing the first email.

Only a handful of teachers were giving projects in the course, so I spoke to other professors from the department and they told me they hadn't been invited to participate, so I recommend inviting professors from other clusters to the course. I missed more sustainability and materials design projects.

I don't have any suggestions

What advice would you like to give to future participants?

Try to participate in a very enthusiastic way.

It is very useful and prepares you for your master thesis

Start the project early and have many discussions with the professors involved.

To take the course and select something that interests them, even if they are unfamiliar with

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#### **PRIORITY COURSE DEVELOPMENT**

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

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Discuss with program director if the course could be given under two periods.

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