



Report - MJ146X - 2024-10-14

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

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Respondents: 49

Answer Count: 7

Answer Frequency: 14.29 %

COURSE DESIGN

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

Focus in the course is on the students' project works, where the students' groups are assigned a supervisor and an examiner, who in several cases are the same person. Two lectures are given in the beginning of the course, for giving the students knowledge in writing a technical report and performing a short oral presentation of a project work.

The course responsible took an overall responsibility for planning and organizing the mid-term and final seminars, for getting a more stream-lined organization of the seminars, and it also helped the course responsible to get a better overview of all arranged seminars. The course responsible is in continuous contact with all supervisors for ensuring their attendance at the seminars. The seminars are made flexible for attendance both physically and remotely for both students (when it is required due to field studies or exchange) and supervisors.

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 average number of hours of workload per week among the seven students who answered the survey was 20, which is the number of hours which can be expected, as the course is running on half time (15 ECTS credits for the whole spring semester).

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?

All students fulfilled the course and were approved in time (August 23rd), i.e. before the deadline for being admitted to their Master programmes.

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?

The seven students who answered the survey have filled in that they slightly agree that the intended learning outcomes helped them to understand what they were expected to achieve. The key concepts in their projects were well understood.

They also experienced that the course activities enabled them to learn in different ways to some extent.

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?

Stronger areas: The seven students who answered the survey found the assessment on the course to be fair and honest. They also found that they had sufficient background knowledge for the course.

Weaker areas: See above.

Explanation: The course focuses to a large extent on project work, leading to that the learning may be focused on the methodology for the project, which may lead to that the learning may be narrowed.

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?

To plan their work from the beginning and start the work early, otherwise the work load will be high in the end.

PRIORITY COURSE DEVELOPMENT

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

Making the information to the students concerning the course organization, expectations on the students and what they can expect from the supervisors more clear.

The information concerning the thesis cover to both the students and the supervisors and examiners has to be strengthened, as it was shown that the layout of those covers often not was correct in the final submission versions of the students' reports.

OTHER INFORMATION

Is there anything else you would like to add?

It is still very time consuming for the course responsible to get project proposals from the EGI staff. More support from the EGI management and the heads of the EGI divisions on this matter would be welcome, i.e. that the heads of the EGI divisions gives this Bachelor thesis course a higher priority

than it previously has been given. However, the ETT division seems to take the Bachelor theses seriously, at least during the head of Professor Björn Palm, and I hope that attitude will remain under the current leadership. During the last year, some positive signals have however been noted, as the EGI Management group has started to discuss the Bachelor theses as important entries for students into EGI's Master programmes.