



Report - SD2229 - 2021-02-02

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.

Aim of this course is to let the students apply their knowledge through project work in areas connected to vehicle engineering. E.g. development, analysis and validation of new vehicle concepts for road and rail. The course shall give the students experience of working in a development team much like in industry where the process of the course is similar to that of many industries. This is done in order to better prepare the students for future work tasks.

The course will every year have different projects with around 5-9 students in each project and where the projects comes directly from industry partners or from research activities at KTH. Amount of projects vary and depends on the amount of students in the course. In general we have 4-6 projects for the students to choose from.

The following steps will be done in SD2229:

- Benchmarking and related technology
- Brainstorming and idea generation
- Product definition and analysis

In SD2230 which is a continuation the following will be in focus:

- Analysis
- Development
- Test and validation
- Product release

Following parts of the course is graded:

- Individual meetings
- Presentation
- Report

Final grade is based on a weighted mean from the above parts.

In the course the Canvas online learning tool is used in order to communicate and handle documents and assignments.

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.)

Part of the feedback on this course are collected during the individual interview meetings with each students, rest of the data for the course evaluation is collected through the LEQ survey.

COURSE DESIGN

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

No changes have been made to the learning objectives of this course from the last course offering.

THE STUDENTS' WORKLOAD

Does the students' workload correspond to the expected level (40 hours/1.5 credits)? If these is a significant deviation from the expected, what can be the reason?

Yes according to the LEQ and the individual interviews the students spend the amount of hours expected with regards to the credits.

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 performed well in this year of the course, not any large differences. It is noted that the students find it easy to motivate themselves in the projects since they have an opportunity to vote for the projects that they are interested in.

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

The students note that the best aspects of the course is to work in a team with others, working on a subject that is interesting for them as well as frequent supervision meetings with teachers in the course.

SUMMARY OF STUDENTS' OPINIONS

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

Students note an improvement of including lectures on how to work in a team and how to use management tools for project management.



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.

Still a good result in the LEQ overall similar to the rest of the last years, some good feedback on including specific lectures on project management and team work that will be taken into consideration.

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?
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There were only 5 respondents to the LEQ, (19%) so hard to draw general conclusions. Only international students responded and no information on gender or disabilities in the respondents.

PRIORITIZED COURSE DEVELOPMENT

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

Further work on material and lectures in the start of the course to guide students into project work and team work.
