Course analysis template

After the course has ended, the course leader fills in this template. This is an important part of the quality assurance of the programme. The programme director decides whether the template should be supplemented with further information/questions.

Course code 4BP041	Course title Project management		Credits 3
Semester Fall 2024	**Period** Oct 24 – Nov 15		

Course leader Susanna von Holst	Examiner Madelen Lek
Other participating teachers Andreas Lundquist, guest lecturer Gert Helgesson, guest lecturer Hannaneh Yazdi, guest lecturer	**Other participating teachers**

Number of registered students	Number passed after regular session	Response rate for course survey (%)
38	35 (2 fail, 1 did not take exam)	65,8% (25/38)
Methods for student influence other than course survey Possibilities to give continuous feedback during the course as well as the course evaluation. This was brought up during the course introduction.		

Note that…

This analysis shall (together with a summary of the quantitative results of the students' course survey) be submitted to the LIME educational committee.
This analysis has been submitted to the LIME educational committee on this date: Dec 4th.

1. Description of any implemented changes since the previous course based on previous students' comments

The students are working on a project during the workshops to apply some methods and models. This year, the project was changed to *plan the homecoming event Beacon 2025,* which gave students the possibility to perform something real (not just a made-up project). As an inspiration, Erin Gisby-Fears, an alumni and president of Beacon, introduced the project and gave valuable insights based on her extensive planning experience.

2. A brief summary of the students' evaluations of the course

(Based on the student's comments on the course evaluation. Quantitative graphs are attached at the end of the document.)

Positive aspects of the course:

Many students highlighted that the guest lectures were great, engaging, interesting, and inspiring. Students also appreciated the structure of the course and canvas material as a summary of the book, helping them self-study. It was brought up that there was a nice atmosphere during the course. Moreover, the project seemed to facilitate learning, and students appreciated that there was one final exam and not many deliveries, which helped them cope with stress.

Suggestions of what could be improved:

Students thought the course ran through a stressful period mainly due to the KTH courses. Students argued that there was less time to practice, which shows that we need to address even more at the course start that this is a theory course, and more time will be spent practicing this theory during the programme.

Questions were raised if the course could include more quality management, execution, and closure of projects, as well as additional life science cases and lectures. These are valid comments but hard with the limited time. Regarding assignments, suggestions were to add quizzes and change the exam to another more practical format.

3. The course-responsible reflection on the course implementation and results

Both qualitative comments and the quantitative figures were mostly fine but lower and less positive than usual.

For the quantitative numbers (see graphs at the end of the document), questions related to the scientific approach (2.5 & 2.8) were given lower numbers, which is not that surprising due to the nature of the course. Questions for ethics (4.1 & 4.2) and atmosphere (4.1) had higher numbers, which seems relevant since different ethics theories and content are introduced, and group work and psychological safety are part of the course. Learnings and ILOs had overall sufficient ratings.

The course director and the program director will discuss the content and evaluate if further improvements are relevant and possible based on qualitative and quantitative feedback.

Course strengths:
The course has different learning methods, e.g., video lectures, interactive lectures, and workshops.

Course weaknesses:
It is a short course, making it difficult to choose what to include and what to leave for self-studies. The students must take responsibility for more than what is taught in lectures and classrooms, which can feel like a burden for students.

4. Other comments

5. The course-responsible conclusions and any proposals for changes

As always, some students are satisfied, and some are less satisfied with the course. For next year, make sure to stress that this is a theory course, and chances to practice the theory will come in the following courses in the programme. The course director and program director will discuss the exam format, as well as possibilities to add or change contents.

It will be the 2025 course director's responsibility to make changes after reflecting and talking to the program director.

In my view, I have developed valuable expertise/skills during the course.

In my view, I have developed valuable expertise/skills during the course.	Number of responses
to a very small extent	0 (0.0%)
to a small extent	3 (12.0%)
to some extent	8 (32.0%)
to a large extent	11 (44.0%)
to a very large extent	3 (12.0%)
Total	25 (100.0%)
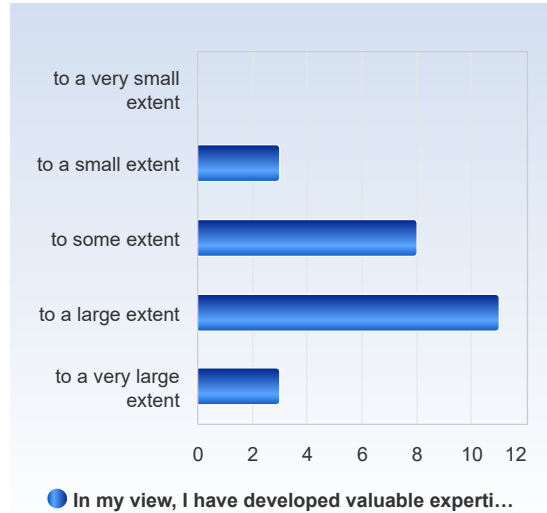
● In my view, I have developed valuable experti…

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, I have developed valuable expertise /skills during the course.	3.6	0.9	24.4 %	2.0	3.0	4.0	4.0	5.0

## In my view, I have achieved all the intended learning outcomes of the course.

In my view, I have achieved all the intended learning outcomes of the course.	Number of responses
to a very small extent	0 (0.0%)
to a small extent	2 (8.0%)
to some extent	4 (16.0%)
to a large extent	14 (56.0%)
to a very large extent	5 (20.0%)
Total	25 (100.0%)

● In my view, I have achieved all the intended l…

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, I have achieved all the intended learning outcomes of the course.	3.9	0.8	21.5 %	2.0	4.0	4.0	4.0	5.0

In my view, there was a common theme running throughout the course – from learning outcomes to examinations.
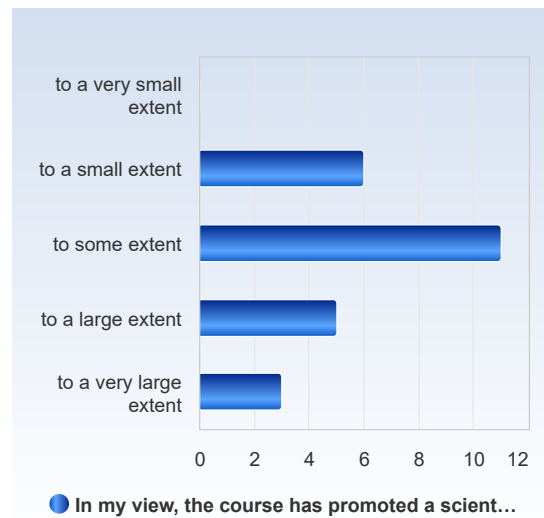
In my view, there was a common theme running throughout the course – from learning outcomes to examinations.	Number of responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	9 (36.0%)
to a large extent	10 (40.0%)
to a very large extent	6 (24.0%)
Total	25 (100.0%)
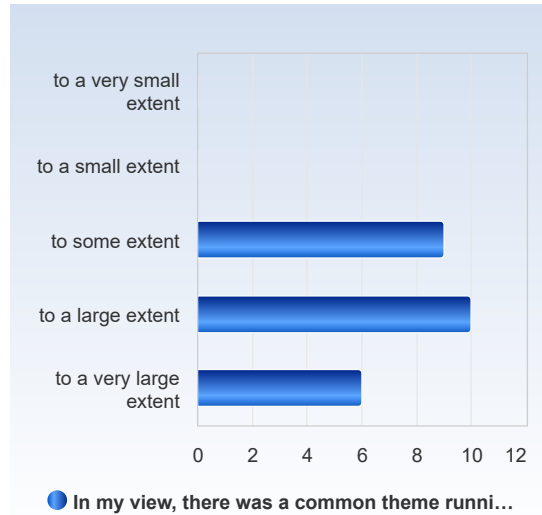
🔵 **In my view, there was a common theme runni…**

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, there was a common theme running throughout the course – from learning outcomes to examinations.	3.9	0.8	20.1 %	3.0	3.0	4.0	4.0	5.0

In my view, the course has promoted a scientific way of thinking and reasoning (e.g. analytical and critical thinking, independent search for and evaluation of information).
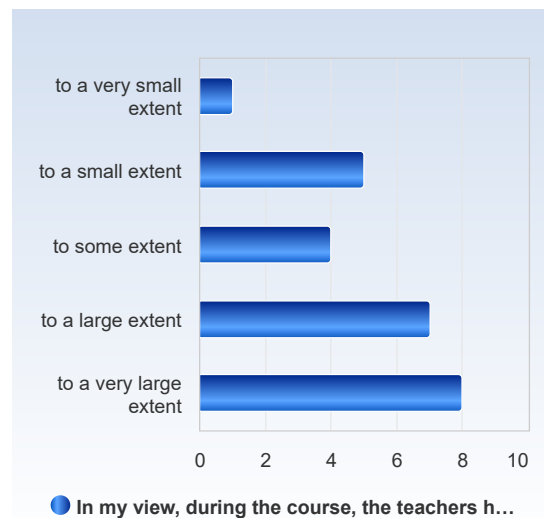
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to a very small extent	0 (0.0%)
to a small extent	6 (24.0%)
to some extent	11 (44.0%)
to a large extent	5 (20.0%)
to a very large extent	3 (12.0%)
Total	25 (100.0%)

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	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, the course has promoted a scientific way of thinking and reasoning (e.g. analytical and critical thinking, independent search for and evaluation of information).	3.2	1.0	29.9 %	2.0	3.0	3.0	4.0	5.0

In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.
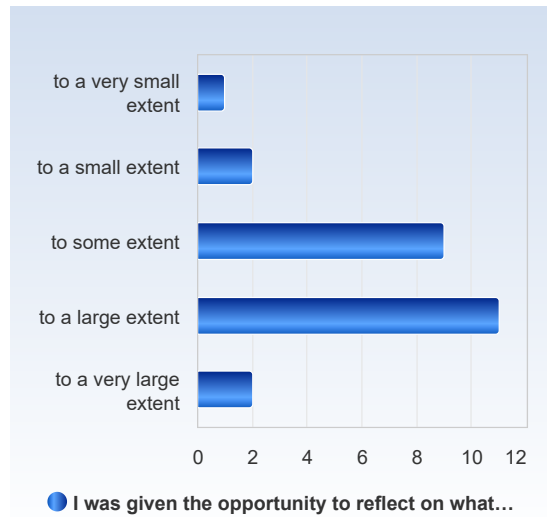
In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.	Number of responses
to a very small extent	1 (4.0%)
to a small extent	5 (20.0%)
to some extent	4 (16.0%)
to a large extent	7 (28.0%)
to a very large extent	8 (32.0%)
Total	25 (100.0%)

In my view, during the course, the teachers h…

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.	3.6	1.3	34.5 %	1.0	3.0	4.0	5.0	5.0

I was given the opportunity to reflect on what I have learned during the course.

I was given the opportunity to reflect on what I have learned during the course.	Number of responses
to a very small extent	1 (4.0%)
to a small extent	2 (8.0%)
to some extent	9 (36.0%)
to a large extent	11 (44.0%)
to a very large extent	2 (8.0%)
Total	25 (100.0%)

🔵 I was given the opportunity to reflect on what…

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I was given the opportunity to reflect on what I have learned during the course.	3.4	0.9	26.6 %	1.0	3.0	4.0	4.0	5.0

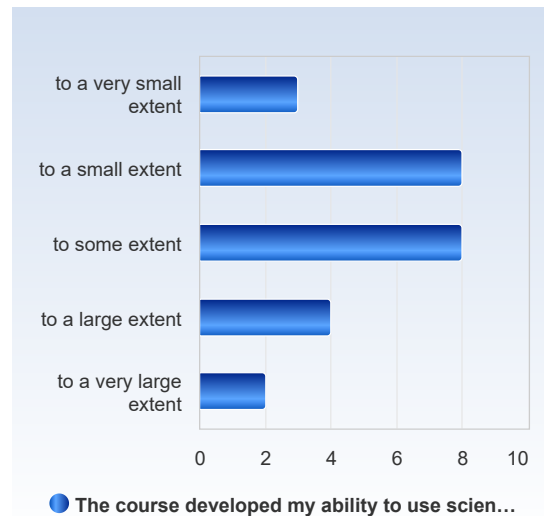**The course developed my ability to <u>search</u> for data and scientific evidence.**

The course developed my ability to **search** for data and scientific evidence.	Number of responses
to a very small extent	3 (12.0%)
to a small extent	12 (48.0%)
to some extent	6 (24.0%)
to a large extent	2 (8.0%)
to a very large extent	2 (8.0%)
Total	25 (100.0%)
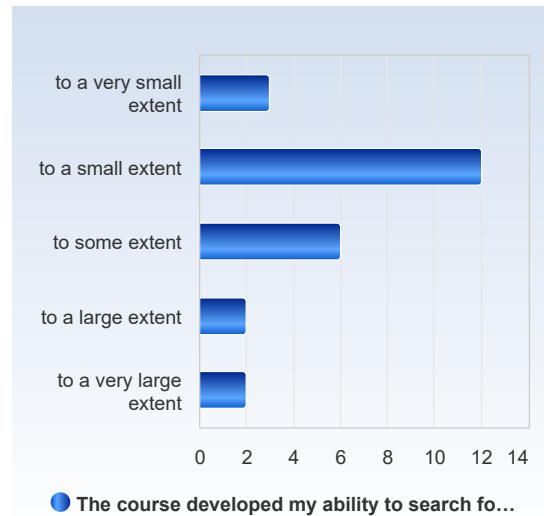
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	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The course developed my ability to **search** for data and scientific evidence.	2.5	1.1	43.0 %	1.0	2.0	2.0	3.0	5.0

The course developed my ability to <u>use</u> scientific methods.

The course developed my ability to **use** scientific methods.	Number of responses
to a very small extent	3 (12.0%)
to a small extent	8 (32.0%)
to some extent	8 (32.0%)
to a large extent	4 (16.0%)
to a very large extent	2 (8.0%)
Total	25 (100.0%)

● The course developed my ability to use scien…

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The course developed my ability to **use** scientific methods.	2.8	1.1	40.9 %	1.0	2.0	3.0	3.0	5.0

There was a good atmosphere during the course.

There was a good atmosphere during the course.	Number of responses
to a very small extent	0 (0.0%)
to a small extent	1 (4.0%)
to some extent	5 (20.0%)
to a large extent	10 (40.0%)
to a very large extent	9 (36.0%)
Total	25 (100.0%)
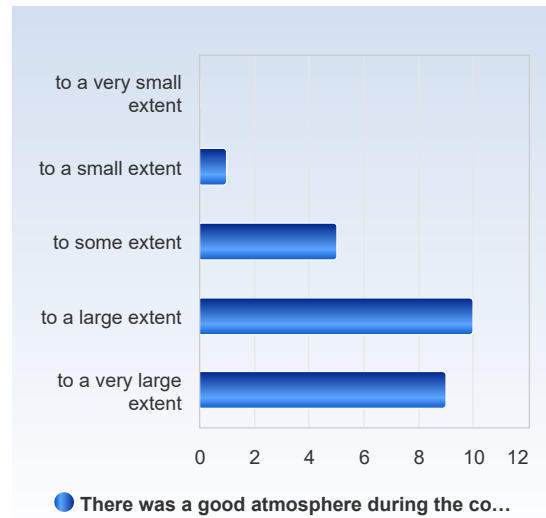
● There was a good atmosphere during the co…

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
There was a good atmosphere during the course.	4.1	0.9	21.1 %	2.0	4.0	4.0	5.0	5.0

The psychosocial environment during the course was good (psychosocial environment includes among other things well-being, support, stress, equal treatment and discrimination)..

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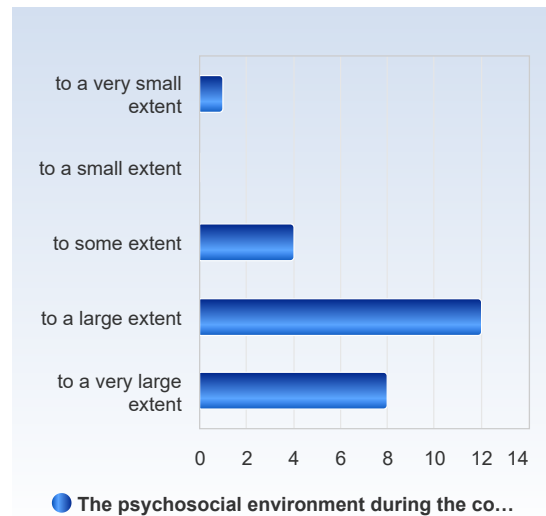
● The psychosocial environment during the co…

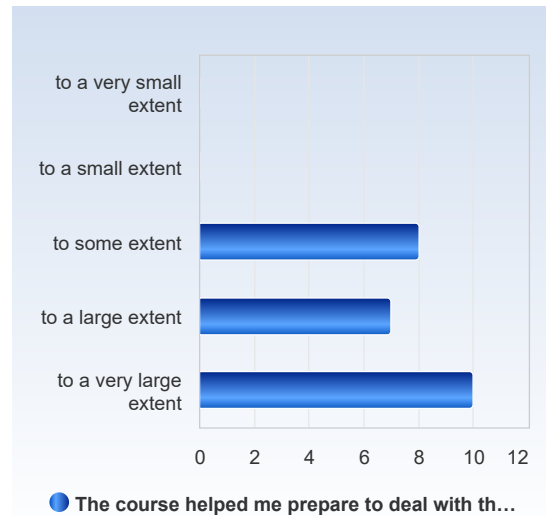|	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
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Relevant ethical issues were discussed during the course.

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to a very small extent	0 (0.0%)
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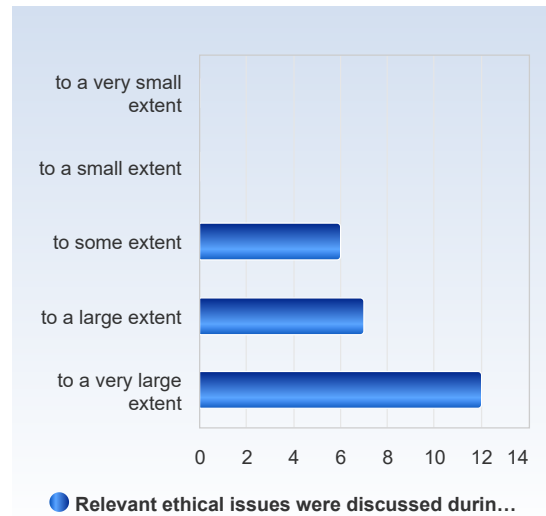
● Relevant ethical issues were discussed durin…

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Relevant ethical issues were discussed during the course.	4.2	0.8	19.6 %	3.0	4.0	4.0	5.0	5.0

The course helped me prepare to deal with the ethical considerations I might face.

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