

PUBLISHED COURSE ANALYSIS



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A course analysis has been carried out and published by the course convener.

The Karlstad University evaluation tool is owned by the Professional Development Unit and is managed by the systems group for educational administration, Student Centre.

Sustainable Business and Leadership, 15 ETCS cr. (FEAD47)

Course convener: Mikael Johnson

Basic LADOK data

Course Code: FEAD47

Application Code: 30471

Semester: HT-17

Start Week: 201745

End Week: 201803

Pace of Study: 100%

Form of Study: Campus

Course Data

Number of questionnaires answered: 37

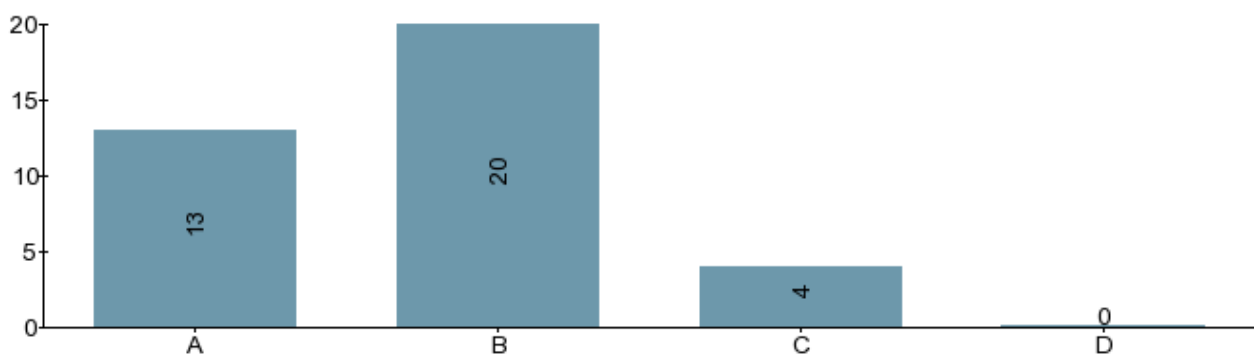
Number of first registrations^[1]: 93

Changes suggested in the course analysis of the previous course date:

We got suggestions from the student to change the seminar process: ? It would be good if the seminar leaders rotated between the groups.?

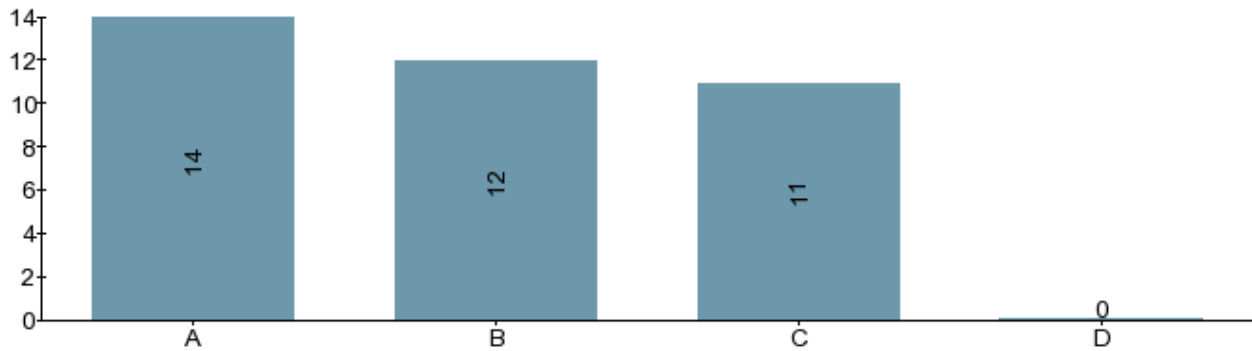
We have also created far more standardized the procedures of the seminars, discussed rules and content of the written feedback of the examination.

1. During the course I developed the knowledge, skills and other competencies described in the learning outcomes.



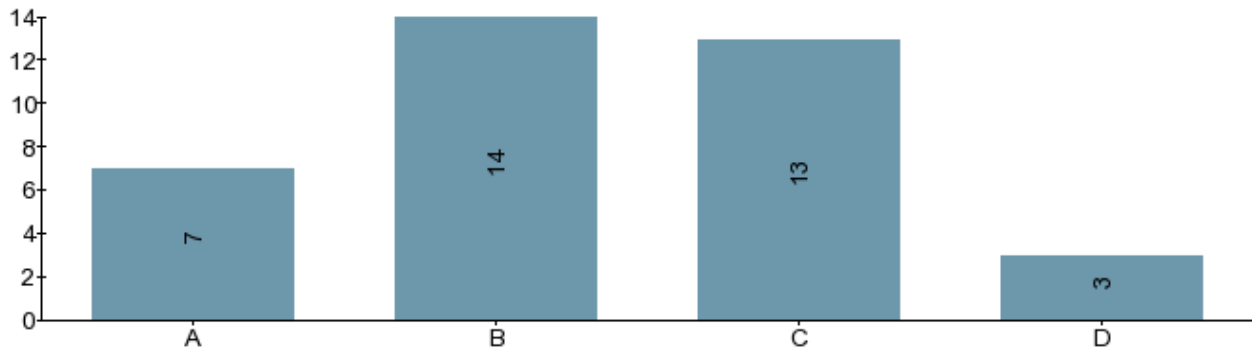
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

2. In the examinations, I had the opportunity to demonstrate if I have acquired the knowledge, skills and other competencies described in the learning outcomes.



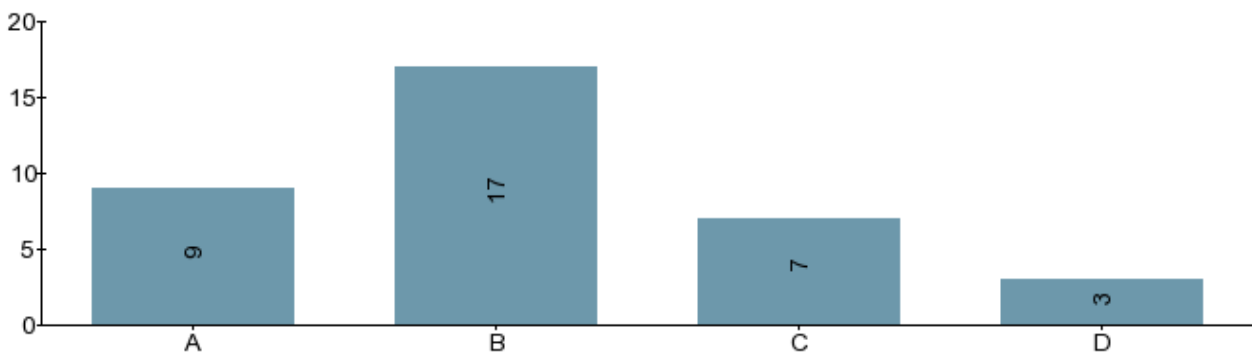
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

3. On average, I spent the following number of hours on coursework per week:



- A) More than 40 hours (or more than 20 hrs at 50% study pace, more than 10 hrs at 25% study pace)
- B) Between 30-39 hours (or between 15-19 at 50% study pace, between 8-10 at 25% study pace)
- C) Between 20-29 hours (or between 10-14 at 50% study pace, between 5-7 at 25% study pace)
- D) Less than 20 hours (or less than 10 at 50% study pace, less than 5 at 25% study pace)

4. During the course, I have found that teachers and other staff have been:



- A) Professional and very accommodating
- B) Professional and accommodating
- C) Professional
- D) Deficient

should also be analysed here. Any effect of joint courses should be commented on.

Against my beliefs we tried to address the students suggestion (from 2016) to let the seminar leaders rotate between the groups. This turned out to a bit negative and created a new type of frustration among the students. Therefore we will return to the previous model.

We have standardized the procedures of the seminars, discussed rules and content of the written feedback of the examination. We got positive feedback on this.

It is claimed, by the students, that the assignments are vague and need more clarification and the some of the texts (assignments) have grammar issues. There is an educational purpose behind the open questions.

Suggestions for changes to the next course date.

We will try to address the comments om grammar issues in the assignments.

We willl aslo return to the previous seminar process.

1. **Number of first registrations for a course:** First registration = the first time a student registers for a specific course.