

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.

Digitalisation, 7.5 ECTS cr. (IEAD09)
Course convener: Linda Bergkvist

Basic LADOK data

Course Code: IEAD09
Application Code: 37700
Semester: VT-21
Start Week: 202113
End Week: 202122
Pace of Study: 50%
Form of Study: Campus

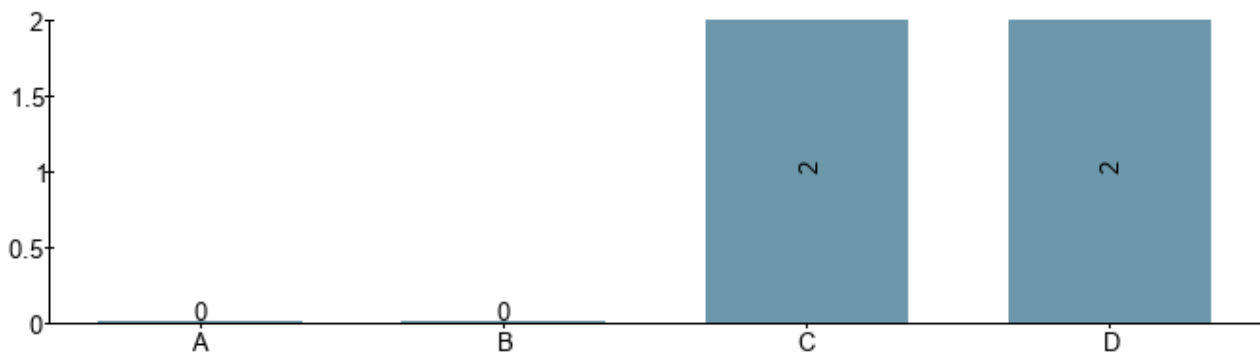
Course Data

Number of questionnaires answered: 4
Number of first registrations^[1]: 21

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

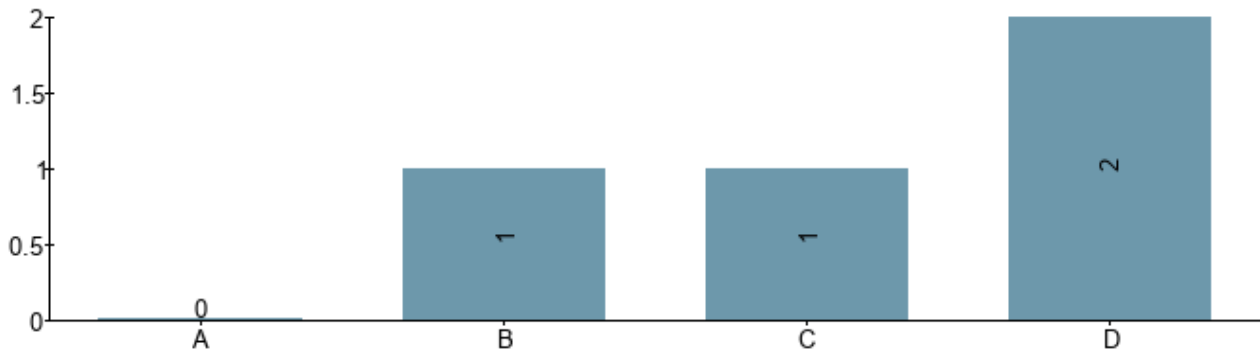
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1. The contents and structure of the course has supported the achievement of the learning outcomes



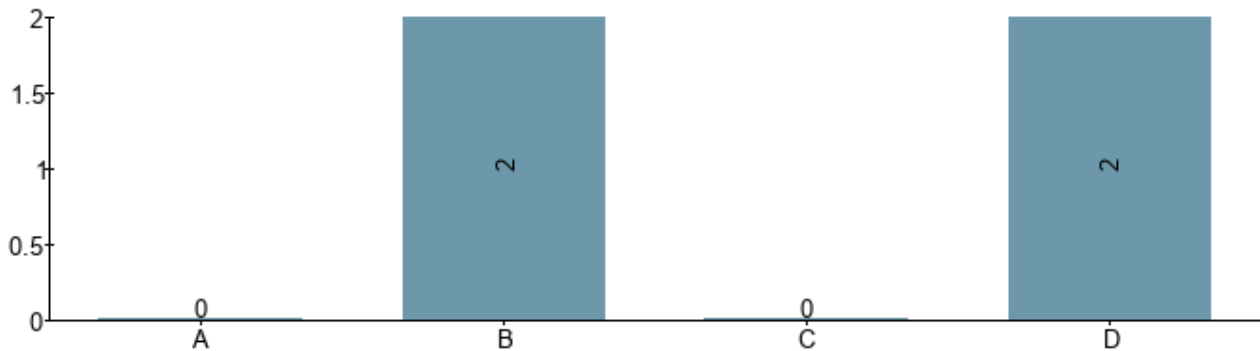
- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

2. The assessments included in the course have given me the opportunity to demonstrate my achievement of the learning outcomes



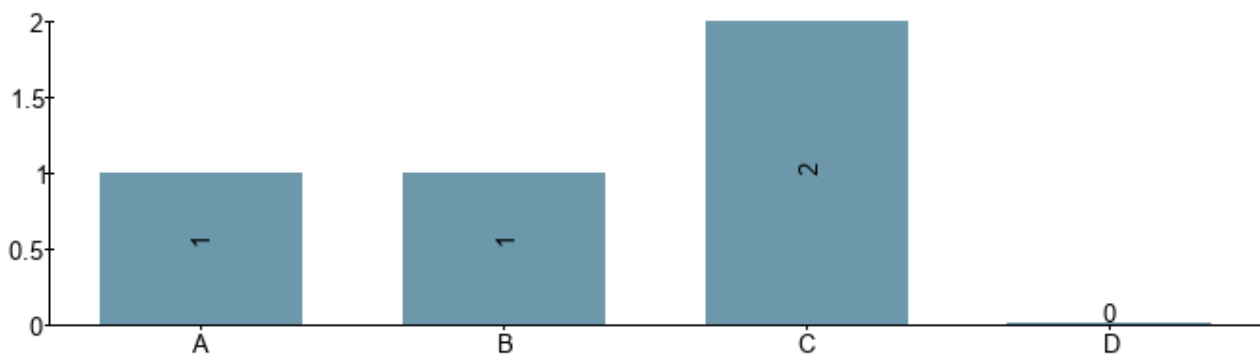
- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

3. My workload (including scheduled activities and independent work) during the course has been



- A) 40 hours per week or more (or 20 per week or more for courses given as half-time studies, 10 hours or more for cour
- B) Between 30 and 39 hours per week (or between 15 and 19 hours for courses given as half-time studies, or between 8
- C) Between 20 and 29 hours per week (or between 10 and 14 hours for courses given as half-time studies, or between 5
- D) Less than 20 hours per week (or less than 10 hours per week for courses given as half-time studies, or less than 5 h

4. During the course, I have experienced the reception from teachers and other staff as professional



- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

Analysis based on course evaluation, including comments fields. If information has been collected in other ways, it should also be analysed here. Any effect of joint courses should be commented

on.

The course is included in the Master programme in Innovation and Service development (studied during year 1) and is optional for students in the Master of Science in Industrial Engineering and Management (studied during year 4). 21 students from the Master of Science in Engineering and Management and two (2) international students participated in the course. It was the first time the course was given (spring 2021). Mode of study is campus but due to the Corona pandemic the course was given online.

Only four (4) out of 23 course participants answered the course evaluation. To draw any conclusions from such a low number of responses is highly uncertain. In addition to the course evaluation, the teachers conducted a written course evaluation in connection with the concluding compulsory seminar. This course evaluation was carried out in groups (six groups with four or three students in each group) and the students had the opportunity to feedback strengths/things to keep and suggestions for improvement/things to change via a digital Padlet. In these two course evaluations, some common views and ideas emerged. These are summarized below.

Course strengths/Things to keep:

- * Digitalisation from a practical point of view
- * Practitioner panel
- * Learning diary
- * Variation of assignments
- * Group assignments
- * Seminars run as discussion

Suggestions for course improvement:

- * Reduce amount of course literature (too many articles and some are too abstract)
- * More lectures and/or videos
- * Increase the practical parts in the course/more hands-on parts

Other course strengths given in the course evaluations:

- * Group supervision and feedback

Other suggestions for course improvement given in the course evaluations:

- * Literature module 3: provide more required literature/articles, hard to find by yourself
- * More open questions or topics in the learning diary
- * Shorter seminars with a focus on discussions rather than presentations

From the student comments in the course evaluation (with four out of 23 responses), it can be perceived as the course as a whole did not fully meet their expectations. For future courses, it is therefore recommended to spend some more time communicating course content and learning outcomes during the course introduction. During the course introduction a mentimeter was conducted where one question was: "What are your expectations on the course?". For the upcoming course, it is recommended to use the same menti question again and to spend time discussing the students' expectations, and in relation to the course syllabus.

In one of the course assignments (individual assignment), the students should reflect upon what they had learned overall in the course. From the student reflections, overall it can be perceived as the course content and structure has supported the achievement of learning outcomes. Below is a selection of answers/reflections:

"I have personally gained a lot of insights into how various companies digitalize their business. [...] I was especially fond of the assignment in module 2, where we got to study actual cases of companies that had for example performed a digital transformation."

"It would also have been nice with even more practical hands-on examples."

"Having this course enabled me to more precisely understand definitions of concepts regarded, their applications and practical usage of them. The way this course was assembled was also beneficial on our part. First, defining the concepts, then linking those concepts with cases and transformations that occurred in the business world, and lastly looking deeper in disruptive technologies responsible for the changes."

"All in all, this course was well needed for our master's education, simply to understand the backbone of the changes occurring in the industries."

"The practitioner panel was helpful and gave an interesting insight into how digitalisation works in different sectors, however, I felt that perhaps having less practitioners could mean each one gets to talk more about their specific case. Although it is interesting to listen to all these cases, I have felt that sometimes having more theoretical sessions would be interesting."

"The practitioner panel and the interview with the practitioner helped me to apply the theoretical concepts to practice and allowed me to draw my own conclusions, which is extremely instructive and valuable."

"The different frameworks we dealt with during the course showed me different perspectives on digitalisation and the implementation process."

Suggestions for changes to the next course date.

The feedback on course strengths/things to keep and suggestions for course improvement provide useful input to the continual course development.

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