

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: 27165

Semester: HT-16

Start Week: 201645

End Week: 201703

Pace of Study: 100%

Form of Study: Campus

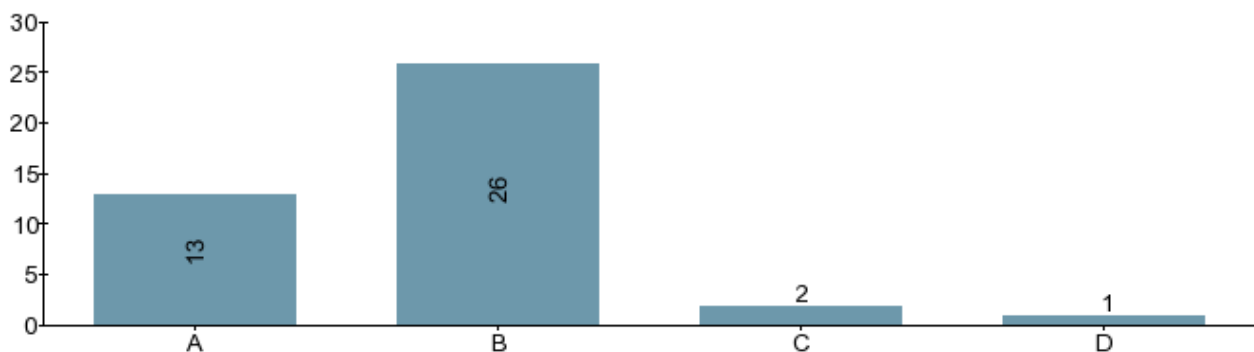
Course Data

Number of questionnaires answered: 42

Number of first registrations^[1]: 87

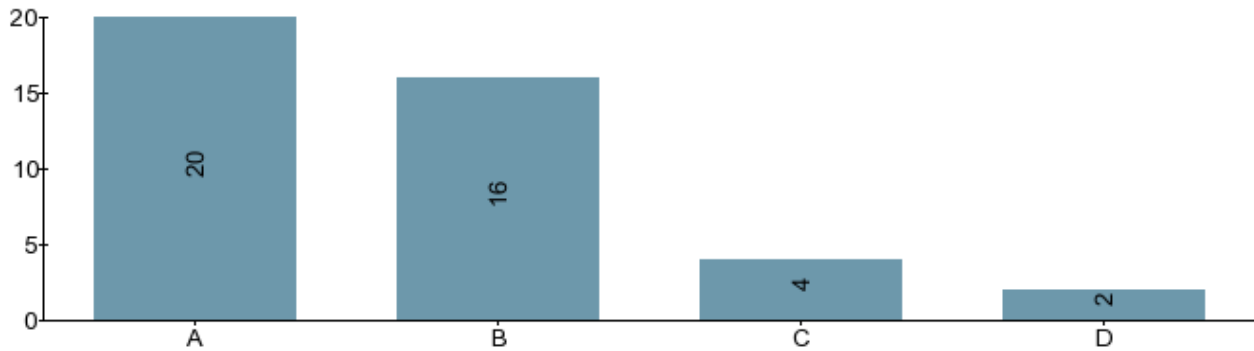
Changes suggested in the course analysis of the previous course date:

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



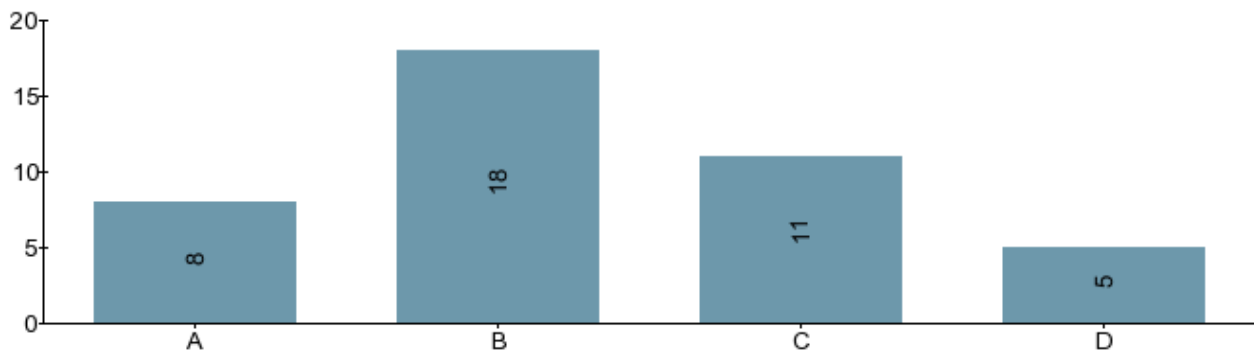
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

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.



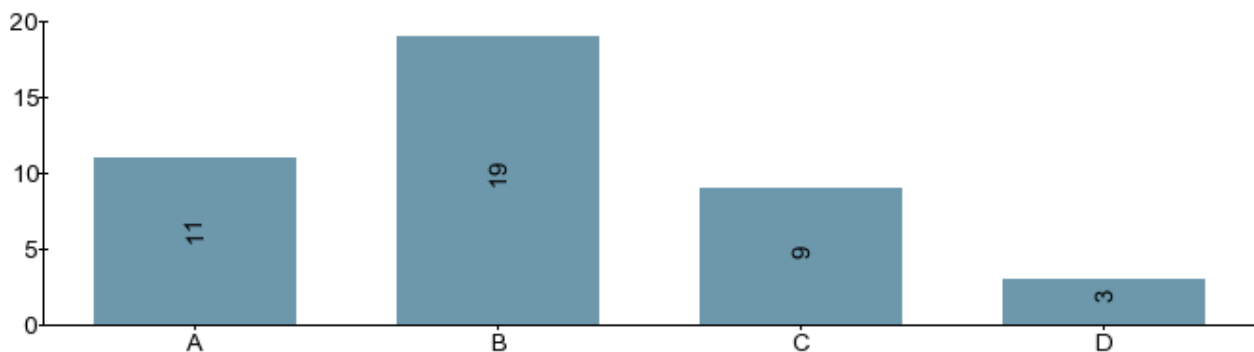
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

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.

We got a lot of comments and suggestions from the students. Many of the are positive and confirm the relevance of the course. That is welcome.

Each week starts with an inspirational lecture purposed to introduce the theme of the week, i.e. sustainable development, business ethics, ethical leadership and corporate governance. In the end of the week (Friday), the students hand in a short written assignment (2 pages) and participate in a 2-hour seminar discussion. In total, there are 10 assignments and 9 seminars.

About 150 students were offered to participate of which 100 actually attended the course. To be able to deliver prompt feedback we had to involve to more teachers that acted as seminar leaders and to give feedback on the assignments. When reading the comments and feedback it appears as there may have been some calibration issues, that we assessed the students work differently. We had foreseen this problem and tried to calibrate by issuing shared correction guidelines. Still it seems as we need to develop this further till next time.

It is true that the work load, in terms of how much text the students are expected to read, varies a bit between the week. We will try to look this over until the next occasion. At the same time, it seems as most of the respondents declare to have worked 39 hours or less. This indicates that the workload is reasonable.

We got comments on the relevance of the Mondays lectures and the engagement of the lecturers. We take this seriously and will discuss it till the next time and make changes if found necessary.

During this course, we have experienced that the Mondays lectures, in general, have been visited by only 30-50% of the student group. At one lecture (no attendance required), we distributed an attendance list. When comparing the attendance list with the outcome of that weeks assignment, we found correlation between not attending the lecture and having to rework/improve the assignment. Thus, we conclude that the lectures were more useful than criticizing students claim them to have been.

The course tutor got criticized for not being accommodating and flexible. This is both surprising and probably a consequence of having large student groups. It had been interesting to learn more about the reasons behind this statement.

Suggestions for changes to the next course date.

See above.

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