PUBLISHED COURSE ANALYSIS

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.

Service Management and Information Technology: e-Business, 15.0 ETCS cr. (ISGC07)
Course convener: Odd Fredriksson

Basic LADOK data		Course Data	
Course Code:	ISGC07	Number of questionnaires answered: 5	
Application Code:	32404	Number of first registrations[1]:	12
Semester:	HT-18		
Start Week:	201835		
End Week:	201844		
Pace of Study:	100%		
Form of Study:	Campus		

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

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1. During the course I developed the knowledge, skills and other competencies described in the learning outcomes.
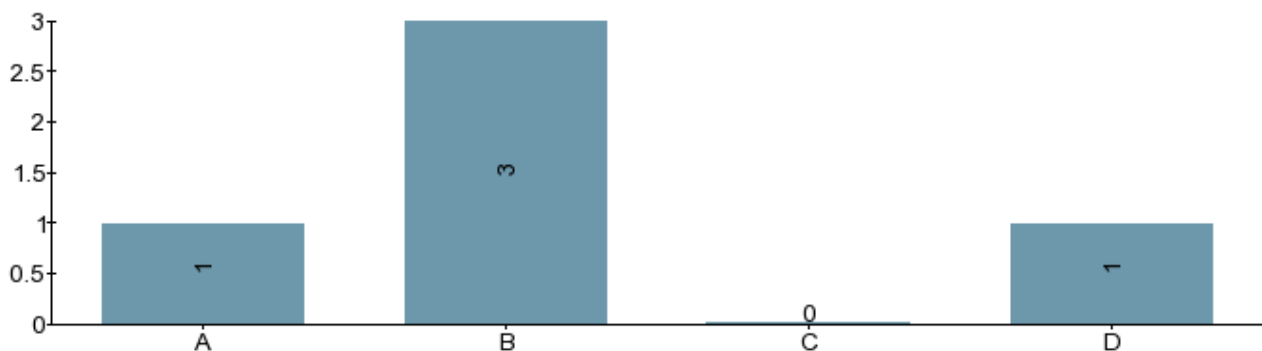
A) To a very great extent
B) To a great extent
C) To a certain extent
D) To a very little extent/Not at all

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.
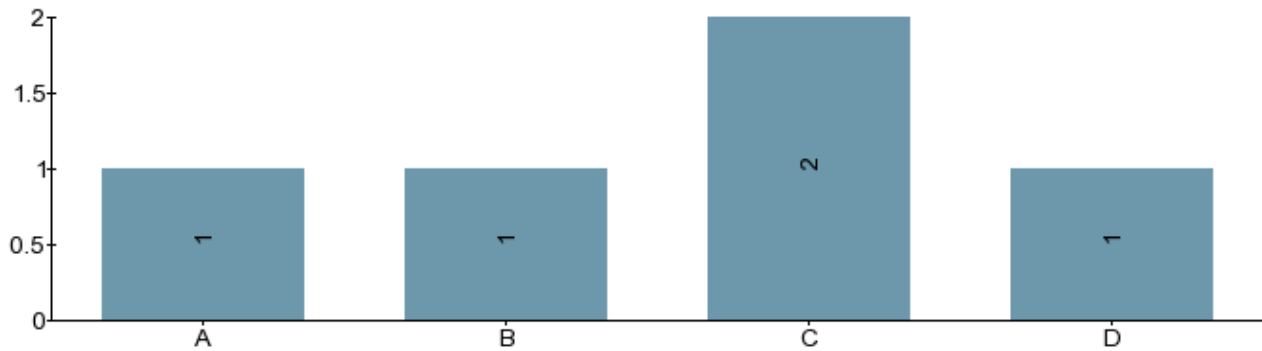

A) To a very great extent
B) To a great extent
C) To a certain extent
D) To a very little extent/Not at all

3. On average, I spent the following number of hours on coursework per week:
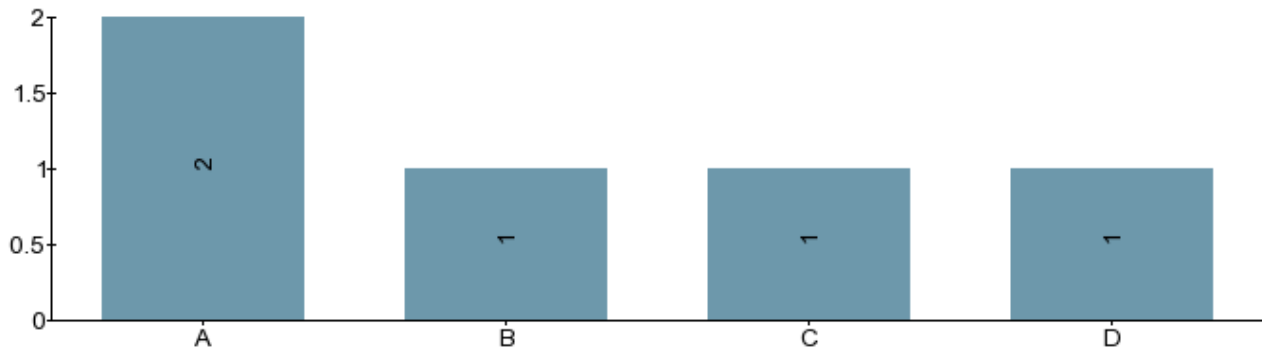
A) More than 40 hours (or more than 20 hrs at 50% study pace, more than 10 hrs at 25% study pace)
B) Between 30-39 hours (or between 15-19 at 50% study pace, between 8-10 at 25% study pace)
C) Between 20-29 hours (or between 10-14 at 50% study pace, between 5-7 at 25% study pace)
D) Less than 20 hours (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:
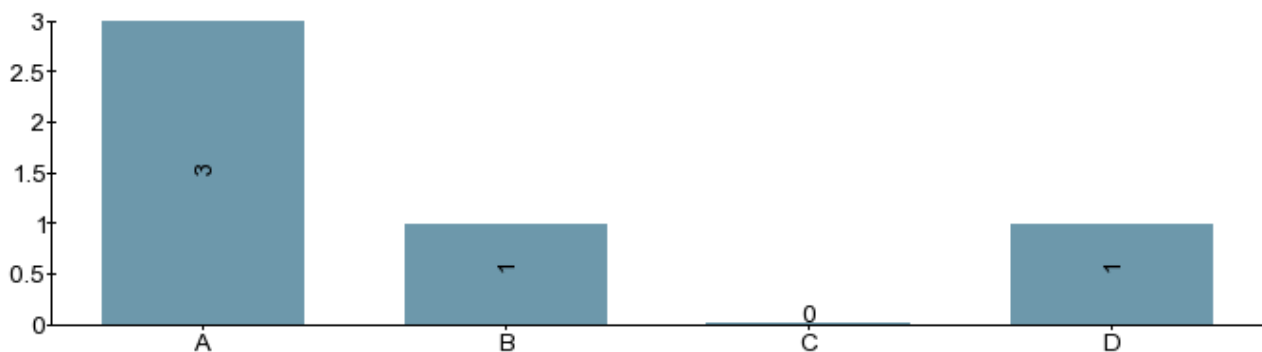
A) Professional and very accommodating
B) Professional and accommodating
C) Professional
D) Deficient

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 teacher offered the usual Survey&Report Course Evaluation Survey about the Whole Course (with 16 questions), which collects a broader scope of perceptions from the course participants ? which is valuable feedback in order to being able to develop the course.
14 out of 16 course participants answered this survey (i.e. a response rate on this survey of 88%).

According to the teacher?s course evaluation survey report about the Whole Course, the average perceived quality of the whole course (based on 13 answers) was 3.5 (was 4.0 in 2017 and 3.9 in 2016).
6 out of 13 (46%) perceive that the overall course quality had been ?very high? or ?high?.
According to the survey result the average perceived work load during the course (based on 14 answers) was 4.3 (was 4.3 in 2017 and 3.7 in 2016). 3 out the 14 (21%) spent more than full-time on the course (41 hours or more), which gives a perspective on that 6 of the students (43%) perceived that the work load was very high.

In the context of this course, for the third consecutive year there was an innovative Project Work part with an entrepreneurship focus offered, which was highly appreciated by the course participants. The delivery of the Project Work was a result of a joint venture between the course responsible teacher, Drivhuset and The Swedish Consumer Agency (providing ?the sharp case?).
The teacher offered also a Course Evaluation Survey specifically about the Project Work part of the course, which provides valuable feedback in order to being able to develop the Project Work.
According to the teacher?s course evaluation survey report about the Project Work, the average perceived quality on a 10 point-scale (based on 15 answers) was 6.8.
Before the Project Work in this course, 5 out of the 16 course participants (31%; was 42% in 2017) had none, or a low degree of, previous experiences with the entrepreneurship subject matter. For these students, the Project Work part of the course with its focus on entrepreneurship has been particularly valuable for their future work life.
9 out of the 16 course participants (56%) perceive that the Project Work course has stimulated some of their general competencies (i.e. ability to solve problems, ability to cooperate, power of initiative, creativity, etc) to a very high degree (1) or to a high degree (8).

Selection of answers on two of the Whole Course survey questions:

Q1, Individual Written: What are your main impressions from this course?
Good, rewarding.

Very time consuming course, especially the project work. Interesting course, learned a lot.

It has been a demanding course which required a lot of work. it has had its ups and downs but after the course is finished i have a good feeling and feeel i have learned much about entrepreneur thinking.

Project Work really interesting.

I?ve found that every participant pays so much attention to the course, which makes the atmosphere of every seminar very professional. Some of the guess seminars are very professional and very interesting to listen as well.

Q15, Individual Written: Do you want to recommend this course to others? Why? Why not?
Yes, I would. Because it give you a entrepreneurial thinking.

Yes for people that want to learn things about entrepreneurial tools and how to apply them to IT.

Yes, it gives new perspectives which is always good.

Yes, you learn very much and it is good practicing for the C-paper later.

Yeah it lets you be very creative and listen to good and interesting persons during the lectures. They are very knowledgeable.

Yes, I would like to recommend this course to others exchange students in my country.

On the Examination Day we concluded with a Joint Oral Evaluation of the Project Work with all 16 course participants present.

Q1, Individual Written: What are your main impressions of the Project Work?
That it was big and to a start very confusing. understood more what was required after some time.

As a whole the Projekt work was different and fun to do, learned a lot.

As a whole the project group work was very challenging and demanding but in a good way for everyone.
Stressful, abstract, meaningful, insightful and difficult.

I liked the idea of doing a real case where we could help the SCA. Such as new solution to a already established problem

It was a great opportunity to take part in this project work. I was impressed by that opportunity that we could work for a real government agency, with a real case.

I have a really positive feedback on this project, like the fact that we were dealing with a real agency and with quite modern issues.

Very big, but interesting. It was fun to have a real case.

The Cases in this project work were very intresting and it was fun to be creative in a differently way and that we could think outside the box.

Q1, Joint Oral: How do you perceive the CONTENT of the Project Work?
Stressful and really giving.

Theory is easy, but applying Theory is difficult.

The reality is complex ?as hell?.

The most important is the French-Sweden understanding. Most difficult and most interesting is getting another?s perspectives, different cultures. Fortunately there were deadlines, which were well-positioned [exchange student].

The MVP creation was enabling us to be more creative.

In previous Project Works we have always been missing the reality [exchange student].

More Tutoring sessions & more specified tasks for each Tutoring session. More Tutoring sessions means more motivating to produce Report text, and more iterations with feedback.

To conclude:
The course participants were on average satisfied with the whole course (3.5 on a 5 point scale).
The Project Work part of the course was particularly appreciated. Hopefully we can have a similar ?sharp case? set-up for the Project Work also for the next course.

There was a Karlstad University article published about this third-year innovative Project Work part of the course (November 26, 2018):
https://www.kau.se/en/news/e-services-course-combines-business-administration-and-information-systems-use

Suggestions for changes to the next course date.

To improve the course material and teaching performance, like always.
More Tutoring sessions & more specified tasks for each Tutoring session.

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