Malmö universitet, Fakulteten för teknik och samhälle

Kursrapport
Course report

Course name	Innovation and Entrepreneurship in a Digital Society
Course code	DA620E
Semester	HT21
Number of students registered	19
Course responsible	Patrik Berander

	Course report is published on Canvas-site
	Course report is published on course webpage

Course evaluation

Number of answers on obligatory course evaluation	-

Obligatory course evaluation has been done through:

	Simplest standard template via SSR (Sunet Survey and Report)
	Standard template with added questions via SSR
X	Own way of evaluation by course responsible
Survey at the last meeting in the course and verbal discussion about the result. 10 students (out of 11 active) were participating in the course evaluation.	

Any further evaluations during the course:

X	Separate survey
X	Oral in class
	Oral in smaller groups
	Other way
If other way, describe how:	

Comments to student course evaluations

The students were in general quite satisfied with the course, rating the course in average of 7.4 (out of 10). According to themselves, the students spent in average 40 hours a week. When talking about good and bad things, they felt that the first part of the course was well structured and contained interesting assignments and discussions. In the second part, the students expressed that it could be better communication, structure and feedback. Overall, the students also wanted more time for each assignment. When ranking the three

parts of the course in relation to how educative each were, the first part was ranked #1, the third part was ranked #2 while the part in the middle was ranked last. The students were overall satisfied with the online version of the course (incl. tools) but would like more physical meetings in the future. In average, they thought that around 70% of the course could be done online while 30% being on campus. When discussing assignments, the students were generally satisfied but some felt that less focus could be put on writing academic papers. Some also argued that the last part of the course was interesting but there was just too little time to make it really interesting. All in all, the students rated their skills in the four topics of the course (innovation, entrepreneurship, digitalization and sustainability) on an average of 3 (out of 10) in the beginning of the course. In the end of the course, the average was 7.2 on the same question. This indicates that the knowledge, or at least the confidence, has increased heavily during the course.

Examination result

X	Examination result is like expected
	Examination result is not like expected

All currently active students passed the course.

Recommendations and priorities for course evaluation

After two years with roughly the same course structure and content, it is time to make use of experiences and try something new. It could be a good idea to have less focus on writing academic papers and more focus on digging deeper into the content of the course. Along with the suggestions from the students, it is probably a wise idea to keep the different focus areas but trying to teach them in a different way. The second part (student led lectures) of the course was the part that was least liked by the students. It could be an idea to change the focus of this and not put so much responsibility at the students. Maybe it is a better idea that these topics are teacher-led to a larger extent in order to secure quality and the knowledge level of all students. It may also be a good idea to move the last part of the course earlier in the course (i.e. directly after the first part) and make it a synthesis part of the introduction to the four focus areas of the course. It is probably also a good idea to have more things at campus in order to facilitate better cooperation in the class while also keep up the motivation and the social structures to a further extent.

Instructions and instructions

This part of the course report is only intended as support for the course coordinator to create the course report and the pages are removed before publication.

Course name is the complete course name that the course has in the syllabus. For example Computer Science: Research Methodology or Introduction to Programming and Embedded Systems

Course code is the code with which the course is identified, for example DA350A or MT158A.

The semester is the semester / course opportunity that the course report refers to, for example Spring 20 or Autumn 19.

Number of registered is the number of registered students on the course three weeks after the start of the course (ie number of registered after early interruptions).

Course coordinator is the name of the teacher who is the course coordinator and who is responsible for writing the course report. Other teachers may, however, have been involved in the course implementation and compilation of the course report. Other teachers' names are not given.

The fields above are filled in by the study administration if course evaluation is done via SSR under the auspices of the study administration.

It must be registered in the course report if it is published on the course website and the Canvas page of the current course opportunity. This is filled in by the person responsible for the publication.

Course evaluation
The number of responses to compulsory course evaluation is the number who submitted a course evaluation or otherwise actively participated if an alternative method was used in-house (to be filled in by the study administration if course evaluation is done via SSR under the auspices of the study administration).

Mandatory price valuation has taken place by reporting which approach has been used for the price valuation. Methods are indicated by checking the current option. There are three options of which only one should be ticked:
• Only standard template via SSR (Sunet Survey and Report): This is what the study administration organizes unless otherwise stated to the study administration for the course. Check this option if you used the standard template via the study administration without making any adjustments.
• Standard template extended with own questions via SSR: Check this option if you have extended the standard template that the study administration

organizes with its own course-specific questions. Added questions do not need to be reported here. They are archived with the course evaluation itself.

• Under your own auspices by the course coordinator: Check this alternative if the course evaluation has not been carried out with one of the two alternatives above. The course evaluation has then been organized by the course coordinator outside the study administration. The course coordinator is then also responsible for compiling the course evaluation. If the course coordinator has organized a course evaluation in-house, the approach must be described briefly. Specific questions do not need to be reported here, but are reported via the summary the course coordinator then makes of the course evaluation. For example, course evaluation has been conducted anonymously on paper in connection with presentations at the end of the course or course evaluation has been conducted anonymously with Mentimeter in connection with lecture week 22.

If additional valuations have been made, these are described as follows. It is not necessary to carry out additional valuations. If this has not happened, the fields below are left blank.

Comments on course evaluations mean that the course coordinator must comment on the results of the course evaluations. The comments are aimed at current and future students on the course. It is therefore not necessary to explain in the comments what different course elements mean or the like. The reader can be expected to have knowledge of the course's structure and structure. Relevant things to address here are, for example, commenting on whether there is any result in the price evaluation that was not expected or whether there is any common criticism or results that may need to be explained or put in context.

Examination results

Examination results refer to results from all forms of examination that have taken place on the course (examination, laboratory work, assignments, etc.). Indicate whether the examination result overall was as expected or not. If there are separate examination parts that differed greatly in how they turned out in relation to the expected result (for example, the expected number of passers on a written exam but a very low number of passers on an assignment), then both alternatives can be checked.

If the alternative is that the examination result deviates from what was expected, this deviation is commented on and what any reasons for the deviation may consist of. Comment can be given even if the examination result looks as expected, but there is some aspect that needs to be highlighted.

Recommendations and priorities for course development

Briefly state which recommendations and priorities should be made for the upcoming course opportunity based on the results of course evaluations and in relation to examination results.